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Study on teacher performance determinants

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ABSTRACT

The objective of this research was to see how salary, leadership support, and work-life balance affected teacher effectiveness. The non-probability sampling approach was applied, as well as a purposive sampling strategy. A total of 150 instructors from Padang City, West Sumatra, were employed in this study. SEM and AMOS 24.0 software were utilized in this study's analysis. Compensation has a considerable impact on teacher performance, according to the findings. Teachers' salary has a huge impact on their work-life balance. Support from leaders has a huge impact on teachers' work-life balance. Support from leaders has a substantial impact on teacher performance. Teachers' performance is unaffected by work-life balance. Compensation and leader support have a significant effect on teacher performance, compensation and leader support have a significant effect on work-life balance, and work-life balance has no significant effect on teacher performance, according to the results of this study. Various disputes and challenges will occur as a result of striking a balance between the "work" and "non-work" domains, which must be addressed by persons with families. Work-life balance cannot increase an employee's effectiveness at work. Employees that are able to manage their work and personal life may not necessarily perform better.



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Introduction

The fundamental concern in Human Resource Management (HRM) in today's more competitive world is low employee performance (Hadi Senen et al., 2016). The performance of a company's human resources has a significant impact on the company's ability to achieve its objectives (Nurchayani & Adnyani, 2016). A teacher's professional quality will be described by their performance, and a teacher's failure in their profession will be described by their performance below work standards (Barnawi & Arifin, 2012).

The results of the strategic plan for 2015-2019 show that there are issues in Indonesian education related to teachers' roles as education development actors not being optimal, the implementation of 12-year compulsory education quality is not maximized, improving the quality of learning is not maximized, the number and distribution of teachers is still low and needs to be better organized, and the quality, competence, and professionalism of teachers are not maximized (Kemendikbud, 2020).

Based on the results of a preliminary study in Padang City, there are 38 elementary schools and 10 junior high schools. In preliminary observations in Padang City there are teacher problems including the quality of

education is still low because teachers in carrying out the learning process have not fully demonstrated the sincerity of their performance, teachers are always required to improve their abilities and competencies, some teachers do not work optimally during class learning, teachers often leave students and giving assignments to students, many teachers do not accompany their students during practicum, lack of innovation in learning, class atmosphere seems boring because during the classroom session students are not enthusiastic when receiving lessons taught.

The performance of a teacher is the controller of operations in education, so that if the teacher's performance is good, the educational performance will be good too (Usman, 2011). Teacher performance is said to be successful if it is able to influence the development of students' abilities in a psychological and physical context, which is positive for what they learn both in terms of goals and benefits (Kuswana, 2008).

The practice of work-life balance is a change in the organization that is intentionally carried out by organizational leaders in the form of a new program or organizational culture to improve teacher performance and reduce conflicts between personal life and work life (Lazar et al., 2010). Teachers who experience low work and compensation can be said to have a good work- life balance. Matters related to work-life balance include roles and responsibilities both in the world of work and non-work (Wong et al., 2017).

Compensation is very important in a business organization. Employees who have adequate qualifications and competencies generally see high pay as a consequence of their abilities. According to Dessler (2005) employee compensation refers to all forms of employee salaries arising from their work.

Leaders who are aware of their duties and responsibilities and are able to encourage their subordinates are considered supportive leaders. Supportive leaders create a work environment conducive to cultivating respect, trust, cooperation, and emotional support (Khalid et al., 2012). Support from leaders motivates employees, improves their performance, and increases their level of concentration (Oluseyi & Hammed, 2009). Workplace support, superior support, and work-life balance policies affect the achievement of better work-life balance (Uddin et al., 2020).

Workplace compensation has a direct impact on job performance (Ahmad & Omar, 2012). Employee engagement in information sharing behavior with coworkers, as well as support from their supervisors, has a beneficial influence on organizational management success, which can favorably affect organizational innovation and financial performance (Muhammed & Zaim, 2020).

Work-life balance has a direct impact on an individual and also boosts organizational performance (Garg & Yazurvedi, 2016). The researchers wanted to see how compensation, leader support and work life balance affect teacher performance.

Compensation

All forms of financial rewards and services and measurable benefits received by employees as part of an employment relationship. Compensation is all income in the form of money, goods directly or indirectly received by employees in return for services provided to the company Hasibuan (2012). Mathis and Jackson (2000) divide compensation in two forms, namely direct compensation and indirect compensation. Immediate compensation.

Leader Support

Supportive leadership is defined as behavior that prioritizes employee well- being and is concerned about the requirements, preferences, and satisfaction of employees (Khalid et al., 2012). If the leader supports, pays attention, and stimulates understanding and motivation, it will be very helpful in completing tasks by employees efficiently and effectively (Shin et al., 2016).

Work Life Balance

Work-life balance is generally seen as the absence of conflict but if it is linked and incorporated into the notion of work-life balance, the balance here comes from effectiveness (functioning well, productively, successfully) and positive impact (satisfactory, happy) both for work and family roles (Greenhaus & Allen, 2011). Work-life balance is how a person is able to balance the demands of work with his personal and family needs (Schermerhorn, 2016).

Teacher Performance

Teacher performance is the ability shown by the teacher in carrying out his duties and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards (Manullang, 2018). Teacher performance is determined by the expertise and ability of the teacher concerned. This achievement factor has a very strong correlation and is very critical of competence, compensation, and job satisfaction which can be an obstacle in improving teacher performance (Kusumaningtyas & Setyawati, 2015).

Relationship between Concepts

The Effect of Compensation on Teacher Performance

Compensation support from company makes a high contribution to the psychological well-being of individuals so that individuals feel that their company love and accept themselves as they are and can understand the strengths and weaknesses of their abilities (Desiningrum, 2010). Psychological well-being and psychological security affect job performance. When the psychological well-being and psychological security of employees are not satisfactory, job performance will decline (Obrenovic et al., 2020). The research hypothesis is: **H1: Family support affects teacher performance**

Effect of Compensation on Work Life Balance

The importance of support from work and non-work sources to pursue employees to achieve work-life balance (Russo & Shteigman, 2015). Support of compensation affects the work- life balance of employees (Padma & Reddy, 2013). The research hypothesis is: **H2: Compensation affects work-life balance**

The Effect of Leader Support on Work-Life Balance

There is a positive relationship between work-life balance with supervisor support, co-worker support and flexible work arrangements (Wong et al., 2017). Perceived managerial support is always useful to reduce the adverse effects of fatigue, stress, and absenteeism on employee commitment (Mukanzi et al., 2014). The research hypothesis is: **H3: Leader support affects work-life balance**

The Effect of Leader Support on Teacher Performance

Increasing supervisory support had an impact on improving teacher performance. Improved employee performance and organizational support is an important part of career development, it expands one's morale, which further increases their productivity and output (Saleem & Amin, 2017). Supportive leadership has a direct positive effect on performance (Mumkin, 2016). The research hypothesis is: **H4: Leader support affects teacher performance**

The Effect of Work-Life Balance on Teacher Performance

Introducing work-life balance practices benefits companies with respect to talent retention and higher employee engagement, as well as achieving positive impacts on productivity, costs, and business results (Osorio et al., 2014). Work-life balance has a positive effect on employee performance (Soomro et al., 2017). The research hypothesis is: **H5: Work-life balance affects teacher performance**

Relationship variables in this study can be described as follows:

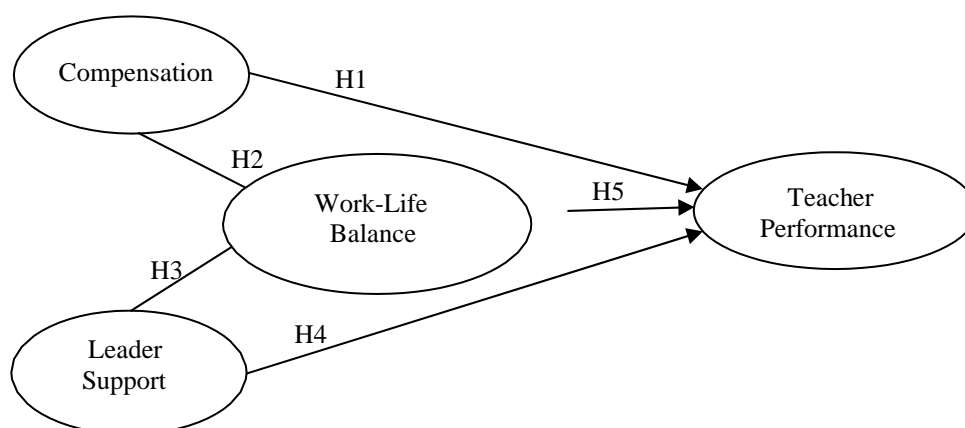


Figure 1. Research Method

Method

Quantitative research is the method adopted. The number of samples in this study employing the analytical approach, namely the Structural Equation Model (SEM) with the Maximum Likelihood Estimation (MLE) methodology, and the number of excellent samples in the study, ranging from 100 to 200 samples (Hair et al., 2017). The participants in this study were 150 teachers those have certification or uncertified from Padang City, West Sumatra. In this study, non-probability sampling was combined with a purposive sampling methodology. Teachers who have worked for at least two years, who are permanent, and who are married were selected as sample criteria. Primary data was collected through a questionnaire-based survey which was distributed directly by the researcher. The research questionnaire was divided into 5 parts. The first part measures the demographic profile of the respondents (gender, age, last education, class, and years of service), the second part of questions

related to compensation is measured based on 5 question items (Lysaght et al., 2012), the third part questions related to leader support is measured on 5 question items (Shirazi et al., 2014), the fourth part of the question related to work-life balance was measured on 5 question items (Shukla & Srivastava, 2016) and the fifth part of the question related to teacher performance was measured on 5 question items (Amin et al., 2013). Variables were measured using a Likert scale with a score range of 1 to 7. The analysis in this study used the Confirmatory Factor Analysis (CFA) test method with AMOS 24.0 software.

Results and Discussions

The characteristics of the research sample in this study were 5 respondents' criteria consisting of gender, age, last education group and years of service. In this step, we use cross tabulation analysis (crosstab) between criteria so that we can know the distribution of the characteristics of respondents in the study.

Table 1. Respondent Profile

Attribute	Description	Frequency	Percentage
Gender	Male	59	39,3%
	Female	91	60,7%
Age	20-30 Years Old	31	20,7%
	30-40 Years Old	35	23,3%
	40-50 Years Old	11	7,3%
	50-60 Years Old	71	47,3%
	> 60 Years Old	2	1,3%
	Senior High School	7	4,9%
Last Education	Bachelor	141	93,7%
	Magister	2	1,4%
Category	Honorary	42	28%
	II	4	2,7%
	III	42	28%
	IV	4	2,7%
Years of Service	< 20 Years	52	34,7%
	20-30 Years	46	30,7%
	> 30 Years	52	34,7%

Source: Primary Data 2021

Table 2. Instrument Quality Test

Variables/Indicators	Standardized factor loading
Compensation (CR: 0,914 \geq 0,7; VE: 0,780 \geq 0,6)	
Salary	0.715
Incentives	0.806
Promotion	0.751
Health insurance	0.715
Leader Support (CR: 0,934 \geq 0,7; VE: 0,827 \geq 0,6)	
Manage learning optimally	0.715
Creating a sense of comfort	0.762
Support developing skills	0.830
Leaders accept suggestions	0.661
Work Life Balance (CR: 0,845 \geq 0,7; VE: 0,667 \geq 0,6)	
Time balance	0.638
Work and activity balance	0.738
Personal life activities support work	0.678
Balanced work	0.673
Teacher Performance (CR: 0,932 \geq 0,7; VE: 0,794 \geq 0,6)	
Teaching preparation	0.725
Responsible	0.777
Arrive on time	0.817
Completing assignments on time	0.756
Collaborate with colleagues	0.600

Source: Primary Data 2021

Testing the validity of the instrument in this study used the Confirmatory Factor Analysis (CFA) test method with AMOS 24.0 software. The indicator of a variable can be said to be valid if the value of the Loading Factor or Standardized Loading Estimate $> 0.50-0.60$ (I Ghazali, 2014). An indicator of a variable can be said to be reliable if the value of Variance Extracted (VE) is 0.6 and the value of Construct Reliability (CR) is 0.7 (Imam Ghazali, 2018).

Based on table 2 shows that the value of the Loading Factor or Standardized Loading Estimate > 0.6 so it can be said to be valid and, in the reliability, test the value of Variance Extracted (VE) is 0.6 and the value of Construct Reliability (CR) is 0.7 so that it can be said to be reliable.

Hypothesis testing in this study was carried out by observing whether the path coefficients contained in the model were significantly related. The criteria for the significance of the path coefficient is if the C.R (Critical Ratio) value 1.967 and the P value = 0.05 (Imam Ghazali, 2017).

Table 3. Hypothesis Test

Hypothesis	Regression Weight		Estimate	S.E.	C.R.	P	Description
H1	Compensation	Teacher Performance	0,405	0,110	3,682	0,000	Significant
H2	Compensation	Work Life Balance	0,207	0,090	2,308	0,021	Significant
H3	Leader Support	Work Life Balance	0,741	0,138	5,355	0,000	Significant
H4	Leader Support	Teacher Performance	0,497	0,182	2,734	0,006	Significant
H5	Work Life Balance	Teacher Performance	0,081	0,169	0,481	0,631	Not Significant

Source: Primary Data 2021

Based on table 9 shows that compensation has a significant effect on teacher performance ($p: 0,000 \leq \alpha: 0,05$), compensation has a significant effect on work-life balance ($p: 0,021 \leq \alpha: 0,05$), leader support has a significant effect on balance work life ($p: 0,000 \leq \alpha: 0,05$), leader support has a significant effect on teacher performance ($p: 0,006 \leq \alpha: 0,05$) and work-life balance has no significant effect on teacher performance ($p: 0,631 \geq \alpha: 0,05$).

Compensation has a considerable influence on teacher performance, according to the findings of hypothesis 1 testing. Individuals' psychological well-being is greatly aided by social support from remuneration, which allows them to believe that their employers love and accept them for who they are, and that they are aware of their talents' strengths and flaws (Desiningrum, 2010). Job performance is influenced by psychological well-being and psychological security. When employees' psychological well-being and psychological security are inadequate, job performance suffers (Obrenovic et al., 2020). Compensation is effective in preventing the negative impact of personal problems on performance (Welsh et al., 2014). The above results seem to support a situation where compensation affects psychological well-being and psychological security so as to improve performance.

Based on the results of testing on hypothesis 2, it is found that compensation has a significant effect on the work-life balance of teachers. Work is important for people to live a happy and comfortable life, but the main group of every employee is his family members. If she gets the compensation from company, then it becomes easy for anyone to maintain balance in their life. Low balance can result in downsizing, high absenteeism, and sometimes can lead to health problems. It is very important to have maximum family support to ensure an excellent work-life balance (Indra, 2014). Support from family members will play an important role in balancing personal and professional life (Padma & Reddy, 2013). The above results seem to support a situation where support from compensation can play a role in balancing work and personal life.

Based on the results of testing on hypothesis 3, it is found that leader support has a significant effect on the work-life balance of teachers. Supportive leaders provide positive feedback and make individual team members feel good about themselves, their work environment and their lives in general (Surji, 2015). Leader support is also a key informal practice of work-life balance which refers to the extent to which leaders support and understand their subordinates with regard to their personal and family life issues. Leader support is critical to driving concrete action and securing successful implementation (Oludayo et al., 2018). Organizations cannot work optimally unless there is total participation and commitment from all employees, which comes from a

good balance between work and live (Mahesh et al., 2016). The above results are supportive of situations where the presence of support from the leader can affect balance in the workplace as well as in personal life.

The findings of hypothesis 4 testing revealed that teacher support had a substantial impact on teacher performance. Leaders inspire and support employees to develop into the finest members of the organization by demonstrating helpful conduct that is true and honest (Surji, 2015). Leaders must be fully aware that their support is critical for employees working in the business, and that employees can only manage with stress and perform better with the help of their leaders. At the same time, the work environment must support employees because employees can work well if their leaders are supportive and considerate. When employees working in any organization receive support from their leaders, stress levels are reduced and performance is improved. Employees always want to have leaders who care about them, understand their problems and help solve problems (Khalid et al., 2012). The above results support situations where support from the leader can create better performance.

Work-life balance does not have a substantial impact on teacher performance, according to the findings of hypothesis 5 testing. In the subject of human resource management, work-life balance is a critical topic that has a significant influence on employee productivity and performance (Wolor et al., 2020). Various disputes and challenges will develop in the process of striking a balance between the "work" and "non-work" domains, which must be addressed by persons with families (Roboth, 2015). Work-life balance cannot increase an employee's effectiveness at work. Employees that are able to manage their work and personal life may not necessarily increase their performance (Herlambang & Murniningsih, 2019). The high and low levels of teacher work-life balance have no impact on teacher performance, because there are different methods of improving work performance. because the method used in the teacher's performance to improve is the target. It can be interpreted that the teacher's performance does not depend on the balance of his life. Whether there is a balance of life with work or not, teachers will still try to work well, because they have targets that must be met (Chiekezie et al., 2014). So, the high and low work-life balance of employees has no effect on teacher performance because basically teachers have targets that must be achieved to make government programs successful.

Conclusions

Teacher performance is significantly influenced by the remuneration variable. This demonstrates that the stronger the company's support, the better the teacher's performance. Work-life balance is significantly influenced by the remuneration variable. This demonstrates that the greater the pay, the better the work-life balance.

Work-life balance is significantly influenced by the leader's support variable. This demonstrates that the better the leader's support, the better the work-life balance. Teacher performance is significantly influenced by the leader's support variable. This shows that the higher the support from the leader, the higher the performance. The work-life balance variable has no effect on teacher performance, this shows that a teacher's work-life balance that can balance work and life does not necessarily improve performance in the organization.

Theoretically, this study adds to the understanding of salary, leadership support, and work-life balance as they relate to teacher effectiveness. This study's practical implications include the necessity for teachers to do self-evaluations in order to enhance their performance in light of what has been done to improve teacher performance. The study's weakness is that it was done in districts with just elementary and junior high schools, therefore the findings could not be applied to other places. Suggestions for further research are to use a large sample in order to obtain optimal results, conduct mediation analysis between variables in research and enrich respondents so that it will greatly help provide diverse and accurate data that affects work-life balance and teacher performance.

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