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The Influence of School Leadership and the School Environment on the Performance of Teachers at Secondary School São Francisco de Assis, in the 2022 School Year

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Abstract: In this research, the researcher examines the performance of teachers using the independent variables are school leadership and school environment. The population of this study were teachers who were related to school leadership and the school environment was made up of structures or sectors withinterest in the work of teachers 68 people. The data collection method used is the questionnaire method. The technique to analyze is multiple linear regression where the results show $y = a + b_1.X_1 + b_2.X_2 + e$, the multiple linear regression result $y = 11.447 + 0.026.X_1 + 0.451.X_2$) have a fixed value of 11,447 based on hypothesis testing for coefisien regresses school leadership (X_1) with the Tcount value is 0.256 and the Ttable value is 1.668 with confidence level 5% real level 95% however the Tcount value lower than Ttable is 0.256< 1.668. This explains why the school leadership variable (X_1) does not have a positive and significant effect on teacher performance (X_2) based on hypothesis testing for coefisien returns school environment (X_1) with the value Tcount is 4.198 and the value Ttable is 1.668 with confidence level 95% real level 5%however the value Tcount lower than Ttable is 4.198< 1.668. This explains that the School Environment variable (X_2) has a positive and significant effect on teachers' performance (Y). While simultaneously obtained Fcount is 9,196 total (2.354) and a significance level of 0.000 < 5% Based on this study, it can be concluded that the research hypothesis is that there is a significant influence between School Leadership and School Environment on teachers' performance.

Keyword: School Leadership, School Environment, Teacher Performance.

INTRODUCTION

A school in constant development is the dream of anyone working in the education sector, both public and private schools hope that their schools grow and develop well.

mulyono (2008), states that the leader of a school plays an important role in the development of the school. Just like at Escola Secundário Geral de São Francisco de Assis, the leader has the authority to advance the school. organizing and guiding teachers who have different characteristics, needs and objectives, a leader is needed who can be a role model for them so that they can work in accordance with what is in force at the leader's expense.

According to Sedarmayanti (2011) states that the school environment is a variety of situations and conditions that exist in the school environment, both those that involve physical and non-physical aspects, as well as those related to psychological aspects. Although the working environment in an organization is considered an important factor, in reality the conditions at Escola Secundário Geral de São Francisco de Assis are less conditioned to carry out the teaching and learning process.

martinis Yamin & Maisah (2010), good performance ensures the completion of tasks or work according to plan, which in turn allows the organization to achieve its objectives. Good performance of subordinates can be achieved if supported by leadership and productive behavior and working in a comfortable work environment.

based on the results of preliminary observation, it indicated that there is a problem related to the performance of Teachers at ESC São Francisco de Assis, demonstrating that some teachers still do not perform their duties in accordance with the school's expectations.

The key words as follows: 1) Does school leadership (X_1) influence the performance of Teachers in the ESG of São Francisco de Assis, in the 2022 School Year?; 2) Does the school environment (X_2) influence the performance of Teachers at ESG in São Francisco de Assis, in the 2022 School Year?; 3) Do school leadership (X_1) and the school environment (X_2) simultaneously influence the performance of Teachers in the ESG of São Francisco de Assis, in the 2022 School Year? and Objective: 1) To analyze the influence of school leadership (X_1) on teachers' performance in the ESG of São Francisco de Assis, in the 2022 School Year; 2)To analyze the influence of the school environment (X_2) on the performance of Teachers at ESG in São Francisco de Assis, in the 2022 School Year; It is 3), To analyze the influence of school leadership (X_1) and the school environment (X_2), simultaneously, on the Teacher's performance in the ESG of São Francisco de Assis, in the 2022 School Year.

METHOD

Population is a set of data that expresses the characteristic that is intended to be measured for all the individuals that constitute the object of analysis.

Therefore, the population of the present study is made up of the Teacher and Director at Escola Secundária Geral São Francisco de Assis of the Administrative Post of Fatuberlio in the municipality of Manufahi, we managed to collect 68 people.

according to Lakatos (2002), “the sample is a portion conveniently selected from the population, that is, a subset of the universe”. In this context, the representative sample of a population that will be investigated. Considering the aspect of research efficiency, Masri Singarimbun and Sofyan Effendi (1987, p. 152) ruled that “a researcher can estimate the size of the sample collected in such a way that the precision is sufficient to guarantee the level of veracity of the research results than himselfresearcher determines.”based on the speech of the consulted sources, previously mentioned, the sample of this research consists of 68 people.

The questionnaire is a data collection method; A list of questions to be answered in writing by the interviewees is provided. the measurement scale for all indicators in each variable uses a Liker scale (scale 1-5) starting with: Strongly Disagree (DT) 1, Disagree (NC) 2, Neutral (N) 3, Agree (C) 4 and Totally agree (CF) 5.

RESULT AND DISCUSSION

Validity Test

Table 1. Validity Test of School Leadership and School Environment to Teachers' Performance

Item		r_{val}	Comparison	r_{table} (5%; 66)	Conclusion
X_1	1	0,716	>	0,238	Valid
	2	0,656	>		Valid
	3	0,501	>		Valid
	4	0,693	>		Valid
	5	0,438	>		Valid
X_2	1	0,588	>	0,238	Valid
	2	0,561	>		Valid
	3	0,702	>		Valid
	4	0,609	>		Valid
	5	0,696	>		Valid
Y	1	0,609	>	0,238	Valid
	2	0,742	>		Valid
	3	0,630	>		Valid
	4	0,593	>		Valid
	5	0,808	>		Valid

Source: SPSS 22.0 output, for windows

Reliability Test

Table 2. Reliability Test of School Leadership and School Environment to Teachers' Performance

Search variable	Cronbach's Alpha	N of Items	Conclusion
School leadership	.660	5	Reliable
School environment	.619	5	Reliable
Dwteachers' performance	.593	5	Reliable

Source: SPSS 22.0 output, for windows

The result of this test states that all Cronbach's Alpha values are greater than 0.6More specifically, Cronbach's Alpha values for school leadership and school environment variables are 0.660 and 0.619, which reflect the reliability of the instrument in which the values.

Classic Guess Test

a. Multicoroneality Test

The spss output display for VIF tolerance identifies no serious multicollinearity. There is a VIF value greater than 10 and a tolerance value of no less than 0.10.

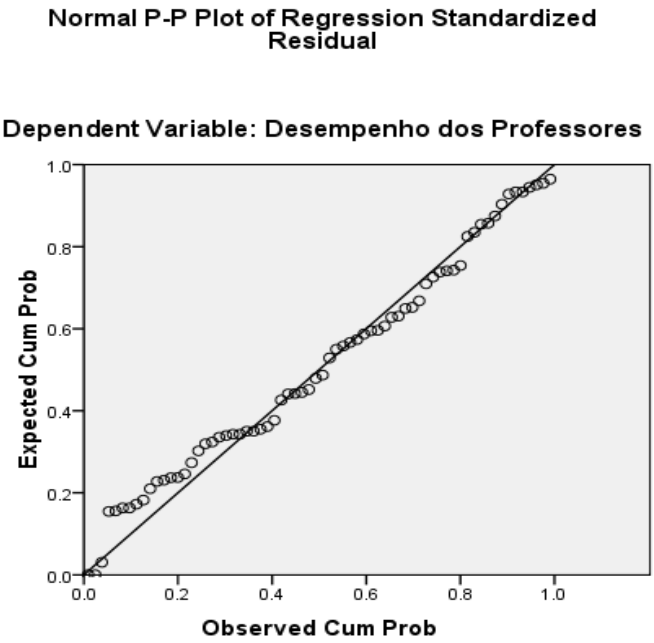
Table 3. Results of Multicollinearity Test of School Leadership and School Environment on Teacher Performance

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	School Leadership	.979	1.022
	School Environment	.979	1.022

Source: SPSS 22.0 output, for windows

The analysis results in the tolerance value table also show that there is no independent variable that had a tolerance value of 0.10, which means that there is no correlation between the independent variables with a value of 95%. then it can be concluded that the model free from multicollinearity problem.

b. Normality Test

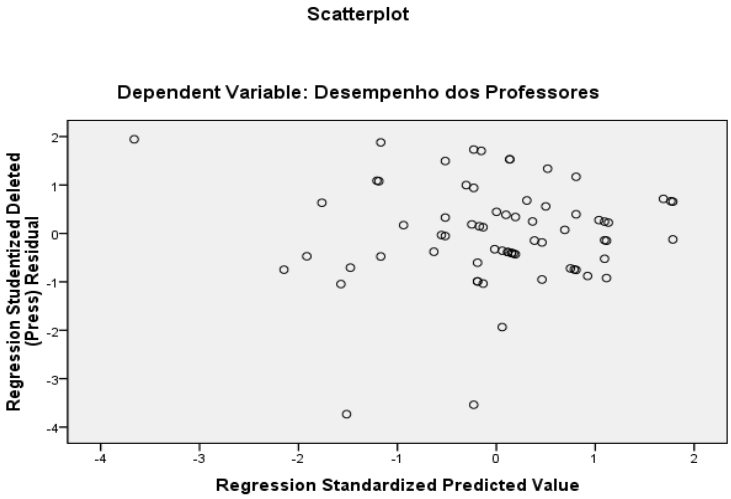


Source: SPSS 22.0 output, for windows

Figure 1. Normality Test Results

Based on the histogram plot and the normal P-Plot plot, the above plot can conclude that the histogram plot provides a direct distribution pattern. this determines that the graph is normal. While in the diagonal P – Plot graph, the points spread around the diagonal line and this shows a normal residual.

c. Heteroscedasticity Test



Source: SPSS 22.0 output, for windows

Figure 2. Heteroscedasticity Test Results

In the Scatterplot graph it can be seen that the points are paid randomly both above and below the number 0 on the Y axis. It can be concluded that there is no event between heterocidasticity in the regression model.

d. Autocorrelation Test

Autocorrelation test is used to test whether in a linear regression model the correlation between the intruder error in period t and the error in period t-1. If there is a correlation it is called an autocorrelation problem.

Table 4. Results of the Autocorrelation Test of School Leadership and School Environment on Teacher Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.470[a]	.221	.197	2.638	.221	9.196	2	65	.000	1.923

a. Predictors: (Constant), School environment, School leadership

The regression model which is free from autocorrelation problem if DW value is greater than DU and is less than 4 – du (du < DW < 4 – du). As the test value DW (1.923) is greater than du (1.65) and is less than 4 – du(2.35), then the problem of autocorrelation exists.

e. Multiple Linear Regression

Table 5. Results of the Regression Equation of School Leadership and School Environment on Teacher Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.447	2.793		4.098	.000
	School Leadership	.026	.103	.028	.256	.799
	School Environment	.451	.107	.456	4.198	.000

a. Dependent Variable: Dwteachers' performance

Source: SPSS 22.0 output, for windows

Based on the model of linear equations $y = b_1.X_1 + b_2$ Where:
a = the value of the constant before the influence of the school leadership variable (X_1) and the school environment variable is 11.447.
β1 = 0.026 means school leadership variable (X_1) give a value of 0.026 or 02.6 with a significant level of 0.799 this shows that school leadership variable (X_1) influences teachers' performance (Y) at Escola Sécundário Geral São Francisco de Assis .
β1 = 0.451 significant of the school environment variable (X_2) giving a value of 0.451 or 45.1 with a significant level of 0.000. This shows that the school environment variable (X_2) has an influence on teacher performance (Y) at Escola Sécundário Geral São Francisco de Assis.

Ha Hypothesis Test

The counting result by SPSS found that the hypothesis test for coefisien returns school leadership (β1) with the value Tcount is 0.256 and the value Ttable is 1.668 with confidence level 5% real level 95% however the value Tcount lower than Ttable is 0.256 < 1.668 . This explains why the school leadership variable does not have a positive and significant effect on teacher performance.

Hb Hypothesis Test

Table 6. Results of Simultaneous Test of School Leadership and School Environment on Teacher Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	128.037	2	64.018	9.196	.000[a]
	Residual	452.493	65	6.691		
	Total	580.529	67			

a. Predictors: (Constant), School Environment, School Leadership

Source: SPSS 22.0 output, for windows

Based on the image, it explains that the value of Fcount is greater than Ftable (9.196 > 2.354) so it can be concluded that there is a significant effect on the variable School Leadership and School Environment for the teacher performance variable.

Disclaimers of Search results.

In this it presents data to delve more into the work on the influence of school leadership and school environment on teachers' performance at Escola Secundário Geral São Francisco de Assis, as follows

The first question shows that the result of school leadership does not have a positive and significant effect on teacher performance. The result shows significant difference of test value according to SPSS result. chen (2001) concluded that there is a correlation of weak to moderate intensity between parental involvement and academic performance. TELRS (2009), states that the leader has psychological, social, physical and intellectual characteristics, which he did not differentiate from the non-leader and that this one isleader is born.The second question shows that it can be concluded that there is an influence between the school environment and teacher performance. in reality, there are efforts by school leaders to improve but the school environment requires better plans from the school community. Sampurno (2015), Iscandar (2018) Manik and Syafrina (2018), Where the school environment has a positive effect on teacher performance .

The third question shows that there is a significant influence between School Leadership and School Environment on teachers' performance. Both variables simultaneously have an effect on teachers' performance according to the SPSS result. Oliveira (2015) found that the variable used to measure teachers' perception of the school environment and school leadership was positively and significantly associated.

CONCLUSION

Despite the title of the research, we concluded that the scientific work entitled "The influence of school leadership and the school environment on the performance of teachers at Escola Secundário Geral São Francisco de Assis, in the 2022 school year." the amplitude of the influence of school leadership is equal to the value of the regression coefficient (Beta) of 0.028 and a Tcount value of 0.256 < 1.668 of a significance value of 0.799 > 5%. Based on these results, it can be concluded that leadership does not have an effect on teachers' performance in ESG. Saint Francis of Assisi. The School Environment (X2) measured by Teachers' Performance (Y) has a positive and significant effect on staff performance. And the Tcount value of 4,198> 1.668 and with a significant level of 0.000< 5%. Based on the findings of this study, it can be concluded that there is an influence between the school environment and teacher performance. At the same time, school leadership (X1) and the school environment (X2), measured by teacher performance, can have a positive influence on teacher performance. the two variables simultaneously have an effect on teachers' performance, where the value of Fcount is 9,196 total (2.354) and a significance level of 0.000 < 5%Based on this study, it can be concluded that the research hypothesis is that there is a significant influence between School Leadership and School Environment on teachers' performance.

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