



A Synergy of Headmaster Leadership and Teacher Working Motivation with Public Junior High School Teacher Performance in Banjarmasin City

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The Indonesian education system is confronted with low-quality teaching, which has manifested low Teacher Competency Test (UKG) scores and incompetency among teachers. In Banjarmasin City, the UKG score in 2016 was 62.73, while, on average, the Teacher Performance Assessment (PKG) score was 49.148, which is 25.852 lower than the required minimum of 75.0. Existing pieces of literature have established the core role of school leadership in improving the quality of education offered in public institutions. The aim of the present investigation was to explore the synergistic impacts of the headmaster's leadership approaches and teacher motivation on performance among high school teachers from three schools in Banjarmasin City, Indonesia. A qualitative research framework was adopted, which entailed the utilisation of purposive sampling technique, semi-structured interviews, and thematic analysis, to collect and analyse data. The findings suggested that in the selected institutions, headmasters straightforwardly influence teachers' performance and motivation, through the provision of supportive governance. In addition, school leadership indirectly shape teachers' performance and morale through the moderating effect of school culture.

Keywords: *school leadership, culture, motivation, job satisfaction, supportive instruction*



Introduction

Globally, education is considered a fundamental element of self-improvement, as well as the primary determining factor that shapes socio-economic and industrial development (Manoa, 2013). As a result, enhancing the quality of academic practices, particularly in the school environment, has become an issue of concern for policy makers, scholars, parents, and educational leaders worldwide. Existing pieces of literature outline that the necessity for quality teaching is one of the primary drivers behind the push for educational reforms, and attaining it is at the centre of strategic improvement interventions proposed and implemented by both low-income and developed countries (Kotirde & Yunos, 2014). According to Donkoh and Baffoe (2018), the aforementioned reorganisations encompass the accomplishment of the Sustainable Development Goals (SDGs), the Millennium Development Goals (MDGs), and Education for All (EFA). As such, didactic quality assurance is an issue of answerability, as well as a national and global interest. The provision of quality learning and realisation of knowledge acquisition, remarkably relies on the factors that shape the school environment, as well as the instructors' practices that influence the nature and type of teaching passed on to students (Gwaradzimba & Shumba, 2010; Manoa, 2013). This implies that stakeholders in the teaching and learning sector ought to make sure that tutors' performance of academic tasks is at their optimal capacity to guarantee delivery of quality education.

Scholars argue that the nature of the academic institution's environment is a basic measure of the school's internal leadership and management (Ocham & Okoth, 2015; Nadim, Kalyar, Chaudhry, & Riaz, 2012). Therefore, the attainment of quality education is dependent extensively on the governance and supervisory styles, organisational structure, and consequently, the campus climate (Amedome, 2018). Marzano, Waters, and McNulty (2005) explain that the head teacher is the instructional frontrunner, who identifies the short- and long-term goals for the school. In this milieu, governance has straightforward impacts on learners' attainment. In addition, the tutors' perceptions of the headmaster have a substantial influence on their views and attitudes towards the campus' environment, student performance, and the institution's mission and vision. A recent cross-sectional survey conducted to compare the levels of emotional intelligence (EI) of headmasters and tutors with no management positions, found significant disparities among the participants (Gutiérrez-Cobo et al., 2019). The head teachers posted higher EI scores than the other instructors, a finding that is suggestive of competent capacity to adequately tackle routine challenges and problems associated with the running of a school.

Literature Review

Similar to the practices in other business enterprises, as the chief executive officer (CEO) of the learning institution, the headmaster/head teacher or school principal, is required to recognise and value the work of employees (teachers), since the latter are the most essential assets of an organisation. Besides, teachers' performances determine the overall institutional productivity (Manoa, 2013). The headmaster's role, therefore, involves focusing on how individual instructors



can be inspired to improve their teaching practice and establishing a workplace setting that will facilitate the effective transfer of knowledge to students, in line with the management and national expectations (Kipkorir, Kapkiai, & Kiprop, 2016). In general, the school principal needs high levels of emotional competency to successfully direct the running of the school, inspire development, and motivate instructors (Gutiérrez-Cobo et al., 2019). The demonstration of the above qualities depends on the leadership style adopted by the head teacher.

The association between school management and the instructor's incentive is linked to the existing empirical studies which endeavor to comprehend the headmasters' influence on academic performance (Eyal & Roth, 2011). For instance, Hallinger and Heck (1998) conducted an integrative review of publications issued between 1980-1995 to establish the correlation between the head teacher's management and student academic outcomes. The findings of the appraisal reiterated that institutes that foster a difference in learners' knowledge are steered by headmasters who make a substantial and quantifiable contribution to the efficacy of the teaching staff and drive change among students. In a similar study, Leithwood and Jantzi (2005) reviewed 32 scientific investigations issued between 1996-2005 to find out the influence of transformational leadership on school performance. The results showed that this form of participative governance had noteworthy but indirect impacts on learners' academic attainment and involvement in school work. The latter effects were, however, modulated by teachers' job satisfaction, commitment, and the overall school culture (Arokiasamy, Abdullah, Shaari, & Ismail, 2016; Damanik & Aldridge, 2017).

Leithwood and Mascall (2008) conducted a survey involving 570 (n=2) elementary and secondary school instructors to approximate the effect of shared or collective governance on teacher and student performance. The outcomes of the survey illustrated that higher-achieving institutions attributed their success to effective, participative leadership approaches espoused by the school principals. Specifically, the instructors outlined that they were motivated by the fact that their supervisors engaged them in nearly all the institution's decisions; as such, they felt that they owned the school. Subsequently, the feeling of ownership inspired the tutors to exceed their expectations in teaching their students, to ensure that the latter were well prepared for higher levels of education and were able to confront real-life problems.

Supovitz, Sirinides, and May (2010) investigated the impacts of the school leaders' management style and peer teachers on tutors' instructional performance and learner's academic accomplishment. The authors applied structural equation modeling to establish the associations between the theorised dimensions of school governance, student knowledge acquisition, and change in the instructor's teaching behaviours. The authors observed that the headmaster's management approach incidentally shaped the quality of education delivered to students by influencing the tutors' activities, particularly by promoting increased interaction, communication, and collaboration in academic issues. Similar findings were reported in past studies (Harahap,



2017; Ärlestig, 2008; Surya, 2017). Leblanc and Shelton (1997) found teamwork as the key mechanism through which teachers supported the accomplishment of the school long-term objectives, while York-Barr and Duke (2004) identified cooperation and relationship-building as the two major factors that heightened teachers' performance.

In addition to academic achievements, other empirical investigations have reported that school principal's leadership styles indirectly shape class attendance, graduation rates, and university enrolment, by creating conditions that enhance instructors' capacities to teach and stimulate students' interest to learn (Porter et al., 2010). The implied conditions encompass setting high standards for learning, promoting pragmatic teaching techniques, encouraging rigorous extra-curricular activities, performance accountability, rewarding accomplishment of academic objectives, and maintaining close interactions with the school's surrounding community, inculcating a culture of reading and professional behaviour, such as observation of desirable dress code, as well as serving as a bridge between parents and teachers (Ghamrawi & Jammal, 2013; Schmiegel, 2015). Sammons, Gu, Day, and Ko (2011) utilised a mixed-method, longitudinal framework to assess the influence of school governance, specifically that of the headteacher, on institutional improvement in England. The results of the study reiterated that the effects of school leadership engender shifts in the educational outcomes, through their indirect impacts on tutors, quality of teaching, and on facilitating the creation of a favorable atmosphere and culture that underscored high academic results and expectations. In particular, Sammons et al.'s (2011) research highlighted the significance of transformational leadership model, which supported a systematic and desirable behavioural atmosphere, student motivation, and an educational culture that fostered positive changes in the learner's conduct and encouraged class attendance as intermediary products that promotes improvement in academic performances.

Covert (2004) added that a campus environment that is considered conducive for learning and teaching is marked by supportive interactive relations among teachers, as well as between instructors and students. This engenders a favorable culture, which motivates all the school stakeholders to be dedicated to the improvement of the training and knowledge acquisition processes, and to the accomplishment of the demands of students and tutors. Similarly, Day, Gu, and Sammons (2016) observed that the school's capacity to improve and maintain efficacy over the long-term follows the headmaster's comprehension and recognition of the school's needs, and the employment of explicitly expressed and organisationally shared and utilised instructive values. Shulhan (2018) investigated how the management styles of head teachers shaped high-school tutors' performance in Indonesia. Specifically, the multi-state qualitative research explored how effectively principals mobilised, motivated, directed, and appraised tutors' performances to attain learners' educational achievements. The interviewed respondents revealed that headmasters are vital figures in Islamic institutions, especially in the enforcement of supervisory approaches. Notably, successful leadership styles are specified as i) mobilising manifested through creating chances for career development and using positive reinforcements; ii) motivating, as shown by



engaging tutors in the management decision-making processes and the demonstration of transparent administrative governance; and continuous evaluation, which includes encouraging engagement in school activities, holding individual meetings to establish personal strengths and areas that require support, making impromptu class visits, and maintaining open communication channels (Shulhan, 2018).

Statement of Problem

From the brief review, it is apparent that the efficacy of a school is influenced by the proficiencies and the leadership approaches embraced by the principal. As an instructional frontier, the headmaster ought to guide, govern, motivate, and influence their subordinates to work towards the accomplishment of the shared objective, and support an atmosphere that fosters effective teaching and continuous development, both inside and outside the academic space (Marzano et al., 2005; Shulhan, 2018; Supovitz et al., 2010). According to Magee (2012), a head teacher plays an influential part in the development of competent instructors, through supervision, coaching, work motivation, goal setting, and provision of direction that will ultimately heighten the productivity and performance of the instructors. As stated earlier, as the CEO, the school principal has to boost the morale of the teaching staff, act as a role model, and empower educators to perform to the best of their abilities. Besides, Musa (2014) found that teachers are inspired by a tutor-centred management approach that is only probable when the headmaster envisages fulfilling individual needs and leads with a consideration of their welfare. In Musa's (2014) standpoint, a school principal, who is guided by principles of the teacher-centred management approach, develops a worksite environment that is supported by a professional culture of cooperation, tolerance, compromise, and individualised consideration.

Irrespective of the established benefits of effective school leadership demonstrated in the reviewed studies in Indonesia, the education sphere is challenged by poor student outcomes, particularly at the primary level (Shaturaev, 2014). The country has decentralised its education segment, and it utilises the School-Based Management (SBM) system to attain target reorganisations and reforms (Yunita, 2015). The logic behind SBM is to allow schools to exercise freedom, and subsequently, maximise the institution's potential in developing an effective school. SBM is described as the devolution of power at the institutional level, including making choices with respect to budgetary allocations and expenditure, management of the school, and curriculum development (Yunita, 2015). Under the SBM, school heads are anticipated to be ready for the decentralized power and enhance answerability to fulfill the educational objectives. As a consequence, there is a need for the school leaders to serve as the experts in the field, and thus, Indonesia's Ministry of National Education has scheduled regular training of head teachers to strengthen instructional leadership (Yunita, 2015)

Mukminin and Pratama (2015) add that, in Indonesia, the changes to the educational regulations and policies followed the approval of the Law No. 14/2005 on Teacher and Lecturers and Law No.



20/2003 on National System of Education. Grounded on the former, instructors under the direction of school principals need to be proficient tutors with the chief obligation of teaching, educating, appraising, training, guiding, and evaluating learners. Despite the launch of the influential laws and efforts of the Ministry of Education, to strengthen the instructional leadership of school principals, teachers' performance in Indonesia in elementary and high school remains poor. For example, the study by Mukminin and Pratama (2015) observed that a significant number of educators in the Jambi Province, Sumatra, Indonesia, were hesitant to teach higher grades and also failed to develop or follow lesson plans, employed non-inventive teaching techniques, which appeared monotonous and caused boredom among the students.

Furthermore, the authors found that instructors of the sampled schools left classrooms before the end of lessons, which depicts low job satisfaction and reduced morale levels to facilitate knowledge acquisition among the learners. Since a large pool of literature has reported a positive correlation between leadership styles and employees' performance, through the modulation of the staff's motivation levels, there is a need to explore the synergistic roles of the headmasters' leadership and the teachers' motivation on the latter's work performance. Furthermore, low-quality teaching was manifested by the poor 2013 Teacher Competency Test (UKG) of 42.5 throughout Indonesia, which reflected low competency levels among teachers (Kusrini, Suriansyah, & Saleh, 2018). In Banjarmasin City, the UKG score in 2016 was 62.73, while on average, the Teach Performance Assessment (PKG) score, which is recorded on the yearly principal's scorecard, was 49.148; 25.852 lower than the required minimum of 75.0 (Kusrini et al., 2018).

Study Objective

The present investigation sought to explore the synergistic influence of headmasters' leadership and motivation of teachers on the performance of educators working at a public high school in Banjarmasin City, Indonesia.

Research Questions

Particularly, the study sought to answer the following research queries:

- 1.) How do school principals' leadership approaches influence teachers' performance in high school in Banjarmasin City, Indonesia?
- 2.) What are the teachers' perceptions towards the impact of headmasters' leadership styles on their performance in Banjarmasin City, Indonesia?
- 3.) How do headteachers' leadership approaches and tutors' motivation synergistically influence high school teachers' performance in Banjarmasin City, Indonesia?



Research Methodology

Research Design

As stated above, the primary objective of the current study was to investigate how teachers' leadership approaches and tutors' motivation synergistically influence high school teachers' performance in an Indonesian context. Therefore, a qualitative research design was adopted as scientific investigations testing the standpoints of teachers towards the school principal's leadership techniques. Apart from the multifaceted nature of the management concept, leadership and motivational approaches are inclined to include anecdotal and symbolic elements that may be improbable to note using quantitative methodologies, like perceptions and attitudes towards the principal's management practices expressed through non-verbal cues. According to Dajani (2013), qualitative investigations focus on individual narrations, and thus, they provide contextual lenses for capturing personal thoughts, perceptions, encounters, and attitudes towards the principal's leadership styles. Such an inquiry framework enables researchers to comprehensively analyse idiosyncratic experiences, thus, qualitative designs increase the chances for identifying the leadership approaches considered effective in enhancing teachers' performances in Banjarmasin City, Indonesia.

Population, Sampling, and Data Collection

The target population of the current research was teachers and headmasters of three high schools in Banjarmasin City, Indonesia. The researcher invited the respondents to participate in the investigation using a poster pinned on the schools' major noticeboards, and the eight respondents were chosen only as they had worked in the respective institutions for over three years as either instructors or headmasters. This inclusion benchmark was set to ensure that only teachers who have had lengthy contact with their school principal, and vice-versa, were selected. Eight respondents who fulfilled the inclusion criteria, encompassing five tutors and three school principals were purposefully sampled to take part in 60-minutes semi-structured, face-to-face interviews at their respective institutions. First, the participants were requested to append their signatures on an informed consent form (see appendix 1) to confirm their intentional assent to engage in the interview. In the form, the scholar detailed the research objectives, methodology, the benefits and potential risk of engaging in the investigation, as well as the prospective outcome of the findings. Furthermore, the subjects were informed of their rights, including the fact that their involvement is voluntary and that they are free to pull out of the interview if they wish to without attracting any kind of penalty. In addition, the informants were guaranteed that their personal information would be kept anonymous through the use of pseudonyms and their interview responses would be placed under a lockable cabinet that is accessible only to the researcher.

Interview guide.

A set of investigator-developed open-ended queries were employed to carry out the one-on-one interviews (Appendix 2), whose format facilitated consistency for later assessment. The interview guide was designed based on Philip Hallinger's Principal Instructional Management Rating Scale



(PIMRS) (Hallinger, 2011), which encompassed three classifications of queries. The first category of probes was tailored to gather demographic information about the head teachers'/educators' background, teaching experience, and education, while the second class focused on the issue instructors' motivation levels, encompassing the participants' key reasons underlying their teaching motivational practices. Lastly, the third part entailed questions intended to probe specific headmasters' leadership behaviours that may influence the tutors' job satisfaction and morale, as well as questions targeted to identify school management roles considered as necessary to enhance teachers' work satisfaction. Prior to the face-to-face interviews, the investigator sought consent from the participants to tape the sessions.

Data Processing and Analysis

The interview transcriptions were analysed utilising the thematic analytic framework. The latter is an established technique that is used to identify common thoughts, perceptions, and views emerging in qualitative data (Noble & Smith, 2015). The investigator espoused interpretational evaluation to examine the transcribed interview responses carefully and apportion it into expressive parts, which were coded using categorical or descriptive words. The entire procedure enabled the investigator to spot emerging themes, discrepancies, common constructs, and patterns that aided in the development of a broader comprehension of headmaster's leadership practices that influenced educators' motivation, and subsequently, teachers' performance.

Results and Discussion

Demographic Characteristics

Collectively, the sampled teachers and headmasters had 90 years of teaching and leadership experiences, with the mean of 8 and 10.5 years for principals and tutors, respectively. While all the headteachers and one of the instructors held a master's degree, the other four educators had a bachelor's diploma. In terms of gender, half of the respondents were male, while the other half were female. The interviewed headmasters previously taught non-science subjects except one female principal (R#1), who had earlier taught mathematics for eight years. All the sampled headmasters indicated that in their journey of leadership, they had initially served as subject representatives, deputy principals, before being promoted to the headteachers' positions.

Table 1: Demographic Characteristics of the Respondents

S/N	Gender	Level of education	Current position	Years in the current role	Total years in teaching	Pseudonym	School
1	F	Master's degree	Principal	6	16	R#1	A
2	M	Bachelor's degree	English	7	7	R#2	
3	F	Master's degree	Maths	4	8	R#3	
4	F	Bachelor's degree	Science	6	8	R#4	B
5	M	Bachelor's degree	English	8	8	R#5	
6	M	Master's degree	Principal	10	15	R#6	
7	F	Bachelor's degree	Maths	3	11	R#7	C
8	M	Master's degree	Principal	15	17	R#8	

Emerging Themes

As indicated earlier, the interview queries were developed in line with Hallinger's five key areas of instructional leadership, namely: aligning curriculum and instruction, defining the school mission, promotion of a conducive learning atmosphere, appraising the instructional initiative, and improving and observing teaching instructions (such as lesson plans) (Hallinger & Heck, 1998). Similarly, the coding of the interview responses entailed the consideration of the aforementioned PIMRS constructs, and after comprehensive triangulation, three themes were identified as indirectly influencing including the principals' leadership profile, supportive governance, and school culture.

1. Leadership profile

The teachers were asked to express their attitudes, thoughts, and perceptions towards their principals' supervisory practices at their school, and their responses were as follows: R#2 stated, "I love my work as my headteacher is a team player, and she inculcates team spirit in all of us" whereas R#3 seemed inspired by the principal, "I desire to be as self-motivated as my headmaster". R#4 indicated that her headteacher only outlines all that is required and is waiting for the tasks to be completed as expected. She added, "If I have applied for a vacant position in the nearby school and hopefully, I will get a supportive headmaster who will particularly help with disciplining students". Similarly, R#5 described the school principal as "he is focused on results, and at times, we have to work on weekends to avoid warning letters". While R#7 said:

Unlike my previous headmaster, my current headteacher represents real leadership. He is organised, a good listener, passionate, willing to be corrected, and he relies on the strength of the subordinates in making decisions... Often, he operates from the faculty office instead



of the principal's office, which makes it easy to communicate. Moreover, he is an advocate of career development, he supports, motivates, and we are lucky that our timetables are tailored to favour personal development.

On the part of the headmasters' views towards their leadership approaches, R#1 explained that:

I try to model the school normative behaviours as much as possible... I attempt to be a servant manager in every endeavour, and rarely do I ask my subordinate staff to perform a task I would not handle myself. During our weekly meetings, I often begin by restating the school mission and vision, before heading the rest in formulating our short-term goals. In addition, I believe in mentorship with the hope that our educators would "coach" individual students in the schoolroom.

On the other hand, R#6 indicated that specific school rules should be determined:

We do not have many meetings, but at the start of the term, I stipulate what is expected from the tutors, including completion of course content, bimonthly appraisal of lesson plans, observation of school code of conduct, as well as the repercussions for non-adherence to the established rules.

Lastly, R#8 stated,

I am a passionate educationalist and an advocate of challenge, in any case, I completed my Master's degree in governance and administration at 50. We all have areas of weaknesses and strength, and thus, I dare my juniors to challenge themselves by furthering their studies, embracing technological innovations. At the moment, nearly all our teachers are either master's holders or they are in the process of acquiring one. In addition, I have personally followed to ensure that they are making progress, motivate them to continue with their personal development, and encourage them when they feel exasperated with the determination that with conviction they can accomplish their desires.

2. Supportive leadership

From the interview responses, the list of the principals' attributes described by the teachers appear to fit into two forms of leaders, namely transformational, as demonstrated by such qualities as charismatic, transformative, trusted, believing in staff empowerment, team-builders, active listeners, and visionaries, expressed by R#2, R#3, and R#7 with references to R#1 and R#6, and autocratic, as suggested by the indication "results-oriented" to infer to R#6. It is apparent that 60% of the teachers were motivated by the reassuring management practices of their school principals, and subsequently, they are inclined to perform highly in their instructional tasks. Transformational governance approach is a form of supportive leadership style that entails altering an employee's thoughts in such a way that it inspires the latter to embrace the organisational mission and goals, and enforce them as their own (Boamah & Laschinger, 2018; Jin, Seo, & Shapiro, 2016; Li & Lin, 2015; Buil, Martínez, & Matute, 2018). The aforementioned change shapes the subordinates' behaviours by motivating them to work harder towards the accomplishment of the collective goals and overcoming personal interests (Mcknight, 2013). In the current investigation, three teachers highlighted that it is due to their school principals' inspiring techniques, via illustration of



commitment to attainment of higher UKG and PKG scores, adaptability, agreeableness, readiness to accept corrections, and openness, that encouraged them to show dedication in their teaching practices; including completion of the curriculum benchmarks at the appropriate time.

Similarly, R#2, R#3, and R#7 suggested that their headmasters made them feel part of a team by cherishing their contributions, opinions, and perspectives in the shared decision-making processes. These qualities are in line with the four principles of transformational or participative leadership approaches encompassing intellectual stimulation, individualised consideration, inspirational motivation, and idealised vision (Noruzi, Dalfard, & Azhdari, 2013). As described by McColl-Kennedy & Anderson (2002), idealised influence refers to the practice of charismatic leadership and is manifested in the faith, self-confidence, pride, and reverence that supervisors show to inspire their juniors. In the current investigation, the interview responses from the transformational principals (R#1 and R#6) were indicative of charismatic leaders, owing to their supportive approaches of motivating their tutors, particularly through the communication of high school academic expectations and engaging them in the institutional decisions. Such supervisors also promote intellectual stimulation and ingenuity by encouraging personal development, staff intelligence, and continuous learning so that they can be innovative in their endeavour to solve academic and behavioural-associated problems among the students (Werang & Agung, 2017; Yulianti, 2015; Ansar, Marzuki, & Tolla, 2018; Cansoy, 2018). On the contrary, teachers R#4 and R#5 suggested that the absence of supportive leadership, and to a large extent, the espousal of transactional governance, negatively shaped the instructors' performance by lowering their level of job satisfaction and motivation, as illustrated by R#4's intention to quit their current school, and R#5's expression of fear of warning letters (Podgursky, Monroe, & Watson, 2004; Rockoff, 2004; Loeb, Darling-Hammond, & Luczak, 2005; Balu, Béteille, & Loeb, 2009; Hutabarat, 2015).

3. School culture

Fostering a conducive school environment was the key tenet of Hallinger's determinants of effective instructional leadership (Hallinger & Heck, 1996; Hallinger & Heck, 1998; Leithwood & Mascall, 2008; Haiyan, Walker, & Xiaowei, 2017). In the present study, campus culture was the second most prominent theme in the interview transcripts, with all the respondents highlighting its significance in influencing job satisfaction and employees' motivation levels. R#2, R#3, and R#7 concluded that, for them, a positive school culture is manifested when their headmasters show a shared sense of care and concern, while R#4 and R#5 believed that their school culture would only be positive if their headteacher expressed the sense of purpose and collegiality while showing a strong dedication to the students' needs. Existing pieces of literature confirm that a warm school culture positively affected its values, norms, beliefs, and traditions, as well as the way the teachers think, work, and feel like a team (Habegger, 2008; Madden, 2017; Renchler, 1992; Nellitawati, 2018; Murtedjo & Suharningsih, 2018). Other articles suggest that principals should foster working relationship with teachers, parents, and students to enable the school to run cohesively, reduce turnover intentions by promoting establishment of objectives, communicating core values,



and working cooperatively (Klevan & Villavicencio, 2016; Engels, Hotton, Devos, Bouckenooghe, & Aelterman, 2008).

Conclusion and Recommendations

The objective of the present investigation was to explore the synergistic role of a school principal's leadership and instructors' motivation on high school teachers' performance in Indonesia. The findings of the qualitative study suggest that the school headmaster can straightforwardly influence tutors' practices and enhance their inspiration via supportive leadership, as well as indirectly shape job satisfaction of the instructors through the creation of positive school culture. With regards to the perceptions of the sampled respondents towards the headmaster's leadership, approaches vis-à-vis tutors' work, the outcomes showed that 60% of the participants believe that their principals use transformational supervisory strategies, which promote enthusiasm to teach and improve productivity, while 40% cited transactional leadership behaviours, which are linked to a lack of morale and increased turnover intentions.

The results of this research encouraged headmasters in Banjarmasin City, Indonesia to enforce instructional management effectively with the support of instructors, maintain open communication channels, and embrace transformational leadership skills to boost the tutors' morale, and subsequently, improve UKG and PKG scores. In addition, it is improbable for principals to create a positive school culture without empowering and engaging teachers in the institutional decision-making process. Thus, this investigation recommends that headmasters in Indonesia attend and organise seminars and training on instructional leadership, in the endeavor of running a successful school. Nonetheless, further qualitative studies using larger sample sizes are necessary to broaden the application of the findings. In addition, there is a need to compare the role of principal, teacher motivation and performance, and student outcomes in Indonesia.



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