

# The Effect of Work Motivation, Compensation, and Role Perception on the Effectiveness of Work of School Principals

*(A Case Study About the Effectiveness of Work of the Headmasters of Junior High Schools in North Tapanuli Regency, North Sumatra Province)*

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## **Abstract:**

The research is aimed to obtain information about the influence of work motivation, compensation, and role perception to wards principals' working effectiveness. The research was performed to all Junior High School headmasters there are throughout North Tapanuli Regency, North Sumatra Province by examining the instrument validity and reliability of 30 respondents and a number of 62 samples selected randomly. The research employed a survey method with path analysis technique. Hence, it discovered that there was an influence of (1) work motivation, (2) compensation, (3) role perception, respectively, on the work effectiveness, (4) work motivation on role perception, and finally, (5) compensation on role perception. However, the most dominant factor that influenced work effectiveness was role perception.

**Keywords:** *work motivation, compensation, role perception, and work effectiveness*

## **Introduction**

A principal is the first person at school who is responsible for the attainment of the school vision and mission through the work of all related elements he/she is in charge of. The achievement should not be apprehended merely on the intellectual ability, but rather, on the cooperation among human beings in the school which is greatly needed. To increase the optimum output and results or outcomes of an organization, other than technologies and methodologies, a balanced human relation and environment has to be built and intertwined properly. A principal of a school/Madrasah (an Islamic learning institution) is bounded to several fundamental tasks and functions. He also needs to meet the criteria of the standardized competencies, namely: the competency of personality, managerial competency, entrepreneurial competency, supervision competency and social competency (The Ministry Education Regulation No. 13 Year 2007).

Effectiveness is the ability to choose the correct objectives or equipments to achieve the goals set. The effectiveness of work means the completion of tasks punctually at a previously specified time, indicating the level of ability in order to achieve the objectives in appropriate and good manners (Handoko T, Hani: 1997:7).

In real life, the appointment of the head of a school is always linked to the educational qualifications, thus to become in such position, one must have qualification at least at graduate degree as well as being a professional teacher requires the same qualification (Teacher and Lecturer Act Number 14/ 2005)

The Government until now has not been fully implemented on the teacher recruitment system that the accepted educational degree has to be at least a graduate (S1), therefore, what the law demands of the certification of teachers somehow appears to become a problem which seems to have been previously unanticipated and consequently gives ways to some officials of authority an opportunity to employ teachers without considering their educational qualifications and without going through a proper performance and scientific assessment process.

According to Mullin, Laurie J (2009:7-8), the effectiveness of work is influenced by the individual and environmental factors. It is explained further that the individual factors are influenced by; (1) the ability, (2) work motivation, (3) the role of leader, while the environmental factors include; (a) economic environment, (b) physical environment, and (c) the environment itself.

Gibson (2003:15-16) outlined that the measurement for an effective result is seen from its quality, job satisfaction, competition, development, and survival or preservation.

Pinder Craig.C (2008:11), defines: "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration".

This quote means that work motivation is a set of strengths that comes from within an individual as well as from the outside of the individual to begin the task with associated behaviors and to determine the direction, level of persistence or intensity, and duration. Next, Craig Pinder. C (2008:36) said, "a theory of

work motivation is supported to reflect the true underlying nature of just that-the work motivation". Motivation work helps reflect one's real nature. Therefore, whatever is expressed in his life as the psychological strength is the genuine reflection of his true nature.

Wexley and Yukl in Husaini (2006:258) suggested that one of the few requirements to become an influential leader is to have the motivation to work and to have the ambitions. The success or failure of a school among others is largely determined by the quality of its principal. Miftah Thoha (2007:255) stated that a person who has a work motivation is the one who has a desire to reach better achievement than the others' for there is an urge in him to excel.

According to McClelland's necessity theory as described by Robbins and Judge (2007:222) that motivational theory is a necessity theory in order to gain achievements, power/strength, and relationship (friendship), these three are important to help explain the meaning of motivation. The necessity theory McClelland developed is the urge to fulfill the three basic needs as follows; the need of achievement, the need of power/strength and the need of relationship.

A principal's low work motivation to achieve an outstanding accomplishment is often rooted by the absence of guarantee either for promotion or appointment and termination of the position. Work motivation owned by a school principal could be restrained due to the loyalty demanded for his superior, consequently a school-based managerial and educational autonomy and school as a new educational paradigm could not be created. Whilst in the National Education System Act No. 20/2003 States that: "The management of each unit: early childhood education, elementary education, and secondary education is run based on the principle of minimum service standards with school/madrasah-based management principles" (article 51, item no.1). In the Government Regulation number 19 Year 2005 about national standard of education states that: "The management of each education unit ranging from primary to secondary applying school-based management is shown by its independence, partnership, participation, openness, and accountability" (article 49, item no. 1). School-based management (SBM) is a school management concept which is intended to improve the quality of education in the era of education decentralization. According to Wibowo (2007:134), compensation is the number of packages offered by an organization to its workers in return for the use of their workforce. Werther and Davis as quoted by Chief defines that a compensation is what workers receive in return for their contribution to the organization.

Ivancevich, Konopaske and Matteson (2008:191) suggest that compensation is extrinsic rewards including salaries, wages, subsidy, promotions and some kind of interpersonal rewards. Extrinsic rewards or compensations which received by a school principal, such as salaries, promotions, compliments, positions, and status symbols have an impact on their working motivation in achieving a quality work.

Robbins and Judge (2011:294) suggest that intrinsic rewards are in the form of employee recognition programs, while the extrinsic rewards are in the form of compensation.

Compensation/remuneration received by a school principal is not proportionate to the immense of the task and responsibility he bears. A low compensation received by a principal constitutes a low work motivation which has an immediate impact on the effectiveness of his work.

Mien Oedjoe Ratoe, as quoted by Husaini (2006:213) states that a principal as school leader is one of the factors that prompts the school in achieving its objectives effectively and efficiently. Husaini expresses the appointment and placement of a school principal is often a problem for school management as he said, and during the regional autonomy there are too many "the wrong person in the wrong place" issues. This happens because of the errors even faults applied in the recruitment system. Principal and teachers are often mutated or even given a non-job status without any fair reasons and uncertainty for the career of these educators.

According to N. Hatton and D. Smith in C. Tunney (1992:17), the role of a head of school is the key perpetrator in shaping the organizational structures to become agents of change and progress and which give way to teachers to work well together.

The correct perception of a principal toward his role as an educator, administrator, manager, supervisor, leader, innovator, as well as motivator has an impact on his actions and behaviors in carrying out the basic tasks and functions as the head of school.

Robbins and Judge (2011:316) define that "the role perception is how a person views as to how another person should act in a particular situation". Rizky (2006:286) concluded that the perception of role will form a particular behavior and give impact on the achievement level of results. The perception of role is a way of

looking toward a set of behavior patterns which is expected from someone who sits on a certain position in a social unit.

Based on the above phenomenon, the researcher considered that it is necessary to conduct a study concerning the effectiveness of work. Therefore, the aim of the research is to answer the problems Junior High School principals in North Tapanuli Regency, North Sumatera Province, are facing whether: (1) the work motivation, (2) compensation, (3) role perception, respectively, influences the effectiveness of work (4) whether the motivation of work influences the perception of role and (5) whether compensation affects the perception of role.– with its main focus is increasing the effectiveness of work.

## **Research Methodology**

This research is a survey research using the path analysis technique. The instruments used in this study are documents/ files and questionnaire. The data in this study are qualitative data and the quantification process is then applied. The instrument validity testing is performed with correlational technique with Product Moment Pearson computed by excel and by hand/ manual, whereas the instrument reliability testing is performed by testing its reliability using Cronbach Alpha formula IBM SPSS program version 23.

This study examines and analyzes the influence or causal relationship which is called path analysis (Forguson, 1997:106). As Ferdinan Augusty (2001:40) said that to be able to see the causal relationship to be tested and in order to make the work easier for researcher, the analysis is better described with path diagram.

According to Kerlinger (1972:483-485), path analysis is a technique to examine a causal relationship in a correlational research. The method used in this research is a survey research method with path analysis. There are four variables to be analyzed, namely (1) the principal's motivation, (2) compensation revenue, (3) The principal's perception of his role, and (4) the effectiveness of work.

## **The Results of the Research and Discussion**

The significance and linearity testing of regression modelling is significant and linear, while not fitted error is non-significant or linear so that allows the result of the regression analysis to be used to test the hypothesis of the research with path analysis model.

Based on the calculation result of the path coefficient as shown in the summary above, the subsequent hypothesis testing can be performed in accordance with the research hypothesis which was formulated earlier.

Path coefficient substructure-1 consists of an endogenous single variable that is (Y), and three exogenous variables namely; work motivation ( $X_1$ ), compensation ( $X_2$ ) and role perception ( $X_3$ ).

The first hypothesis is that work motivation closely influences the effectiveness of work. From the calculation result of path coefficient value  $p_{y1}$  obtained is 0.226 and  $t_{count}$  is 2.240 while  $t_{table(0.05)}$  is 1.67. Because the  $t_{count}$  is greater than  $t_{table(0.05)}$  then  $H_0$  is rejected, thus  $H_a$  is accepted. Accordingly, a conclusion can be drawn that work motivation has a direct and positive impact on effectiveness of the principals' work.

The second hypothesis is that compensation has a direct and positive influence on the effectiveness of work. From the result of the calculation, the amount of path coefficient obtained by  $p_{y2}$  is 0.208 and  $t_{count}$  is 2.164 while  $t_{table(0.05)}$  is 1.67. Because the  $t_{count}$  is greater than  $t_{table(0.05)}$  then  $H_0$  is rejected, thus  $H_a$  is received.

The third hypothesis is that role perception has direct and positive effect on the effectiveness of work. From the result of the calculation, the amount of path coefficient acquired by  $p_{y3}$  is 0.517, and  $t_{count}$  is 4.647, while  $t_{table(0.05)}$  is 1.67 and  $t_{table(0.01)}$  is 2.39. Because the  $t_{count}$  is greater than  $t_{table(0.05)}$  and greater than  $t_{table(0.01)}$ , then  $H_0$  is rejected, thus  $H_a$  is received. Thus, a conclusion can be drawn that role perception has direct and positive effect on the effectiveness of work of the principals.

The analysis result shows that the three exogenous variables previously hypothesized are work motivation ( $X_1$ ), and principals' working effectiveness (Y), compensation ( $X_2$ ) against principal's working effectiveness (Y), and role perception ( $X_3$ ) against principals' working effectiveness (Y):  $p_{y1} = 0.226$  with  $t_{count} = 2.240 > t_{table.05} = 1.67$ ;  $p_{y2} = 0.208$  with  $t_{count} = 2.164 > t_{table.05} = 1.67$  and  $p_{y3} = 0.517$  with  $t_{count} = 4.647, t_{table.05} = 1.67$ . Because all the  $t_{count}$  on this path substructure-1 is  $> t_{table.05} = 1.67$ , thus it can be inferred that the entire path coefficient on structure-1 is significant.

Path coefficient substructure-2, consists of one endogenous variable that is ( $X_3$ ) and two exogenous variables, they are work motivation ( $X_1$ ) and compensation ( $X_2$ ).

The fourth hypothesis is work motivation influences the role perception immediately and positively. From the calculation result of the path coefficient value as much as  $p_{31} = 0.483$  and  $t_{count} = 4.832$  while  $t_{table(0.05)} = 1.67$  is obtained. Because the  $t_{count}$  is greater than  $t_{table(0.05)}$  then  $H_0$  is rejected, thus  $H_a$  is received. Therefore, a conclusion can be drawn that work motivation effects the effectiveness of principals' work directly and positively.

The fifth hypothesis is that compensation has a direct positive effect on role perception. From the calculation result of the value of path coefficient, that the value of  $p_{32}$  is 0.394, and  $t_{count} = 3.946$  while  $t_{table(0.05)} = 1.67$  and  $t_{table(0.01)} = 2.39$  is obtained. Because the  $t_{count}$  is greater than  $t_{table(0.05)}$  and  $t_{table(0.01)}$ , then  $H_0$  is rejected and  $H_a$  is accepted. The result of the analysis shows that the two exogenous variables are hypothesized, they are between the motivation of work ( $X_1$ ) and the principals' perception of role ( $X_3$ ), compensation ( $X_2$ ) against the principals' perception of role ( $X_3$ ) is  $p_{31} = 0.483$  with  $t_{count} = 4.832 > t_{table.05} = 1.67$ . Since all the  $t_{count}$  on this path substructure-2 is  $> t_{table.05} = 1.67$  thus it can be inferred that the entire path coefficient on the substructure-2 is significant.

A complete summary of the research hypothesis testing results is displayed on the following table:

Table 1. Recap Of Hypothesis Testing Result

NO	Hypothesis	Statistical Test	Decision Hypothesis	Conclusion
1	Work motivation directly influences the working effectiveness of the principals	$H_0 : \beta_{y_1} \leq 0$ $H_1 : \beta_{y_1} \geq 0$	$H_0$ rejected, $H_1$ accepted	Has a direct effect
2	Compensation revenue directly influences the working effectiveness of the principals	$H_0 : \beta_{y_2} \leq 0$ $H_1 : \beta_{y_2} \geq 0$	$H_0$ rejected, $H_1$ accepted	Has a direct effect
3	Role perception of the principals directly influences the working effectiveness of the principals	$H_0 : \beta_{y_3} \leq 0$ $H_1 : \beta_{y_3} \geq 0$	$H_0$ rejected, $H_1$ accepted	Has a direct effect
4	Work motivation directly influences the role perception of the principals	$H_0 : \beta_{31} \leq 0$ $H_1 : \beta_{31} \geq 0$	$H_0$ rejected, $H_1$ accepted	Has a direct effect
5	Compensation revenue directly influences the role perception of the principals	$H_0 : \beta_{32} \leq 0$ $H_1 : \beta_{32} \geq 0$	$H_0$ rejected, $H_1$ accepted	Has a direct effect

## Discussion

Work motivation has a direct positive influence on the effectiveness of work. The scale of the path coefficient between work motivation against the effectiveness of work is  $p_{y_1} = 0.226$  with  $t_{count}$  of 2.240  $> t_{table.0.05(60)} = 1.67$ . The value of correlation coefficient is  $r = 0.502$ . That means working effectiveness variants can be explained by the work motivation variants  $r = 0.502$  with coefficients of determination  $(r)^2 = 0.2520$  or 25.20% or the effectiveness of work can be determined by work motivation when other factors are constant. The scale of path coefficient between the work motivation against the effectiveness of work is  $p_{y_1} = 0.226$ . Therefore, the influence of work motivation against the effectiveness of work is  $(p_{y_1})^2 = 0.0510$  meaning that the variation of the effectiveness of work can be determined by 5.10% of the work motivation. This finding supports the opinion of Newstrom (2002:26) that the good work motivation will be able to make one's work effective.

In accordance with the Wexley and Yukl in Husaini (2006:258) suggested that one of the few requirements to become an effective leader is by having the motivation and ambitions to do the job. The success or failure of a school among others largely determined by the reliability of its principal.

Compensation influences the effectiveness of work directly and positively as well as significantly. The range value of the path coefficients between compensation against the effectiveness of work is  $p_{y_2} = 0.208$  with  $t_{count} > t_{table.0.05(60)} = 1.67$ . While the value of correlation coefficient is  $r_{42} = 0.442$ . That means, the working effectiveness variant can be explained by the work motivation variant of  $r = 0.442$  with the determination coefficient of  $(r)^2 = 0.1954$  or 19.54% or the working effectiveness relative influence is determined by the compensation. Furthermore, the effective influence is  $p_{y_2} = 0.208$ , then the coefficient determination is  $(0.208)^2 = 0.0432$  or equals to 4.42%. It is proven that compensation influences the working effectiveness of the principals directly. Thus, the value of path coefficient between compensation and the working effectiveness is  $p_{y_2} = 0.208$ . The number of coefficients of determination influenced by the compensation revenue against the effectiveness of work is  $(0.208)^2 = 0.0432$  or 4.32% determined by the compensation revenue in the condition that the other factors are constant. Compensation with the theory of motivation

views that: people are motivated to do something they consider having a high advantage which directs them to the value of compensation or reward.

This finding is in line with the theory of Werther and Davis as quoted by Wibowo (2007:134), stating that compensation as what is accepted by workers as a substitution of his contributions to organization, and in compensation there is an incentive system which link compensation with the effectiveness of work. By using the motivational theory, it can be suggested that the effectiveness of work can be influenced by a number of compensation one receives for the work he has done and his working effectiveness can be affected by rewarding.

Food and Hook (2002:267) also say that compensation as an extrinsic reward is often used to refer to the payment system, especially the one that motivates people to work actively whilst compensation/reward push people to become more endeavor.

The role perception has direct positive influence and significant to the effectiveness of work. The amount of path coefficients between the perception of role against the effectiveness of work is  $p_{y_3} = 0.517$  with  $t_{count} = 4.647 > t_{table.0.05(60)} = 1.67$ . The number of correlation coefficients or  $r_{43} = 0.720$  means the working effectiveness variant can be explained by the role perception variant in the amount of  $r = 0.720$  with a determination coefficient  $(r)^2 = 0.5184$  or 51.84% of the working effectiveness determined by the perception of the role. Then, the amount of path coefficient between role perception against working effectiveness is indicated with  $p_{43} = 0.517$ . The amount of coefficient of determination with direct influence by the role perception against the working effectiveness is (0.517). This means that working effectiveness variation can be determined based upon the perceptions of the school principals about their basic tasks, functions and role.

These findings support the research result of Scott Benefactor Soemanegara (2006:316), which concluded that the perception of role will form a particular behaviour and give an impact on the achievement of one's working level. The perception of role has a linear relationship with the level of working achievement.

The motivation of working has a positive and immediate as well as significant influence on the perceptions of role. The amount of path coefficient between motivation of work ( $x_1$ ) towards role perception ( $x_3$ ) is  $p_{31} = 0.483$  with  $t_{count} = 4.832 > t_{table.0.05(60)} = 1.67$ . The correlation coefficient is  $r_{31} = 0.508$ . That means the role perception of the principal variant can be explained by motivation of working variant of  $r_{31} = 0.508$  with coefficient of determination is  $(r)^2 = 0.2580$  or 25.80% of principal perception about the role is determined by the motivation of working, when other factors constant.

Based on the result of the hypothesis testing, the research shows that there is a direct positive effect on work motivation against role perception. The amount of path coefficients between working motivation and role perception is  $p_{31} = 0.483$ . Then, the amount of influence of effective working motivation towards role perception is  $(p_{31})^2 = 0.2332$ . This means that the role perception variation of 23.32% is determined by the working motivation. This is in accordance with the opinion of George and Jones (2012:99) who suggested that the needs and desires (motivation state), and feeling (the mood) of the perceptor influences his perception about something, it means that a principal's perception of his basic tasks and functions as the role occupant is affected by his working motivation.

Compensation has an immediately positive and significant influence on the perception of roles. The amount of the path coefficient between compensation ( $X_2$ ) against the perception of roles ( $X_3$ ) is  $p_{32} = 0.394$  with  $t_{count} = 3.946 > t_{table.0.05(60)} = 1.67$ . while the value of correlation coefficient is  $r_{32} = 0.425$ . That means the working effectiveness variant can be explained by the variant of working motivation  $r = 0.502$  with the coefficient of determination  $(r)^2 = 0.1806$  or 18.06% of role perception determined by compensation. The amount of path coefficient between compensation against the perception of role is  $p_{32} = 0.394$ . And the value of determination of path coefficient against perception of roles are  $(p_{32})^2 = 0.1552$ . That is, the variation in perceptions of role can be determined by 15.52% of the compensation. This indicates that the compensation received by principal provides spiritual and job satisfaction, which in turn affects his perception about the role, tasks and functions.

The findings of this study in accordance with the opinion of Winardi (2011:213) saying that the perceptual process by means of stimuli factors such as rewards, salaries and guarantees apart from the salary raises an affection or emotion and cognition (knowledge) which affect the behavior leading to perceptual reaction.

The result of the research findings reveals that the amount of direct positive influence of work motivation ( $X_1$ ) against the effectiveness of work is 0.226 or 5.10%, the rest is affected by other factors apart from working motivation factor. The number of the direct positive influence of compensation ( $X_2$ ) against the

effectiveness of work is 0.208 or 4.32%, the rest is influenced by other factors outside the compensation factor. A major role of the immediate positive influence of perception ( $X_3$ ) against the effectiveness of work is (0.517) or 26.72%, the rest is influenced by other factors outside role perception in the condition of other research variables are constant.

The research also revealed that the role perception factor is more dominantly influential to the effectiveness of work compared to the work motivation and compensation revenue.

The result of the research recommends that in order to improve working effectiveness: work motivation, compensation and role perception need to be improved as well.

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