

# Relationship Between the Principal's Performance and Organizational Climate:

## A Case Study on Manado

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**Abstract**—One of the determinants of school principal performance is the organizational climate. This study aims to determine the relationship between the principal's performances with the organizational climate through studies in the city of Manado. The research method is descriptive and justified by the correlational research method using SPSS software. The sample in this study was involving in 55 Principals of a Senior High School in the city of Manado. The results showed a positive relationship between the performance of the principal and the organizational climate. Based on the positive linearity equation, it reveals that there is a positive relationship between organizational climate and principal performance. This shows that the better the organizational climate, the better the principal's performance. Conversely, if the organizational climate is not good, then the principal's performance will decline. The correlation coefficient indicates that organizational climate is a variable that must be considered in explaining the principal's performance. This means that the organizational climate is empirically a predictor variable for the variance in principal performance scores. Apart from the size of the correlation coefficient and the contribution made by the organizational climate to the principal's performance, the findings of this study clearly show that organizational climate is an important element in improving the Principal's Performance.

**Keywords:** *performance, principal, organizational climate*

### I. INTRODUCTION

The quality of human resources is determined by various things, especially education. This is enhanced through various education programs carried out systematically and directed. Various interests are certainly referring to the progress of science and technology [1].

One determinant of improving the quality of education is the role of the principal [2]. The principal as a top manager in an educational institution plays a very important and strategic role in controlling the school and giving direction to the progress of the school he leads, including controlling the teaching and learning activities carried out by teachers and other education personnel [3]. The principal's performance is a very important and fundamental aspect in determining the

success of educational institutions [4]. Schools will be dynamic and effective in achieving their goals, if the leadership process can run well, which among others shows how a school principal is able to foster teachers, how to establish good communication and work together with teams to realize educational goals [5].

The performance of school principals is certainly determined by many things, one of which is the organizational environment [6]. The climate of the school organization provides opportunities for principals, teachers, and students to innovate and improvise in schools, related to curriculum, learning, managerial and other issues that grow out of their activity, creativity, and professionalism [7].

Research concerning school performance in Indonesia is still low, this can be seen in the results of research publications that explain that the performance of school principals is still low [8]. The academic quality ranked in the world based on the results of the Indonesian survey each ranks only 50, and reading ability ranks 48 [9]. In the province of North Sulawesi the ranking of national examinations ranks 30<sup>th</sup> [10].

The city of Manado, which consists of nine districts and has a high school population of 55 schools, can accommodate 12,198 students. The performance of school principals in the city of Manado in 2009 can be stated in 2 (two aspects), namely: (1) equitable distribution of education, and (2) improving the quality of education. In the education sector, out of 1,172 teachers, 63.57% were identified as in the teaching worthy category, and 36.43% were in the teaching unfit category [11]. Based on this description, this study tries to reveal whether there is a positive relationship between Organizational Climate and Principal Performance.

### II. METHODS

The purpose of this paper is to find out the positive relationship between Organizational Climate and School Principal Performance. The study was conducted at high schools in the city of Manado, North Sulawesi Province. The time of the research is 3 months, from February 2019 to April 2019.

The method used in this study is a survey with a correlational approach. Data obtained by applying instruments developed by researchers. The target population in this study is the Head of Manado City High School. The population is the Head of Manado City High School, amounting to 55 people.



Fig. 1. Research model.

Organizational climate is the condition of the organizational environment associated with the administration of education in schools. This condition is the product of management in school organizations.

The principal's performance is the principal's performance in carrying out their duties and functions, with indicators: planning school work programs, completing tasks well, responding to staff complaints, good cooperation with staff, respecting staff achievements, managing the administration, and conducting supervision and evaluation of work programs that have been implemented.

**III. RESULTS**

*A. Determination of Population and Samples*

According to Kerlinger, the use of larger sample sizes, for example 30 or more, the occurrence of deviations will be small [12]. The good sample size is having a small error. In this case, the larger the sample size, the smaller the error. Thus, the possibility of choosing a deviant sample is greater for small samples than large samples. Based on these references, it was determined that for this study the samples taken were as many as 50 principals. The method of sampling is done by selecting a simple random sample (simple random sampling), it is used for a limited population size and small size, therefore the simple random sampling process is relatively easy.

*B. Data Collection Techniques*

The study uses aids (instruments) in the form of a questionnaire to collect data. The research instruments made include Organizational Climate and Principal Performance. The instrument was developed by researchers through several stages: (1) reviewing theories related to research variables, (2) compiling indicators of variables, (3) compiling lattices, (4) compiling question items, and (5) testing validity and instrument reliability.

The development of the instrument is based on its operational definition as follows:

*1) Climate organization (X):*

*a) Conceptual definition:* Organizational climate is the condition of the organizational environment associated with

the administration of education in schools. This condition is the product of management in school organizations.

*b) Operational definition:* Organizational climate, which is meant in the context of this study is academic relations, a conducive environment, and expectations of students, teachers, principals and administrative staff, measured through indicators: (1) the physical condition of the school, (2) school facilities, (3) ways school principal's work, (4) expectations of the principal's achievement, (5) work relations with staff, (6) school rules or discipline. The data scores were obtained through a scale questionnaire instrument like the Likert model given to respondents to work on. Each item consists of five alternative answers.

*c) Instrument grilles:* Based on the operational definition, the research instrument grids as in Table 1 are as follows:

TABLE I. ORGANIZATION CLIMATE INSTRUMENT LATTICE (X)

No	Indicator	Pointers	Amount
1	Physical condition of the school	1, 2, 3, 4, 5	5
2	School facilities	6, 7, 8, 9, 10	5
3	How do principals work	11, 12, 13, 14, 15	5
4	Expectations on school performance	16, 17, 18, 19, 20	5
5	Work relations with staff	21, 22, 23, 24, 25	5
6	Work relations with staff	26, 27, 28, 29, 30	5
<i>Total</i>			<i>30</i>

*2) School principal performance (Y):*

*a) Conceptual definition:* The principal's performance is the principal's performance in carrying out their duties and functions, with indicators: planning school work programs, completing tasks well, responding to staff complaints, good cooperation with staff, respecting staff achievements, managing the administration, and conducting supervision and evaluation of work programs that have been implemented.

*b) Operational definition:* Principal performance, which is meant in the context of this study is the principal's performance in carrying out their duties and functions, measured through indicators: (1) planning school work programs, (2) completing tasks well, (3) responding to staff complaints, (4) good cooperation with staff, (5) respect staff achievements, (6) administrative management, and (7) supervise and evaluate work programs that have been implemented. The data scores were obtained through a scale questionnaire instrument like the Likert model given to respondents to work on. Each item consists of five alternative answers.

*c) Instrument grilles:* Based on the operational definition, the research instrument grids as in Table 2 are as follows:

TABLE II. LECTURE OF SCHOOL HEAD PERFORMANCE INSTRUMENTS (Y)

No	Indicator	Pointers	Amount
1	Planning school work programs	1, 2, 4, 5,	4
2	Complete tasks well	3, 6, 7, 8, 9	5
3	Response to staff complaints	10,11,12, 13	4
4	Good cooperation with staff	14, 15, 16, 17	4
5	Appreciate staff performance	18, 19, 20, 21	4
6	Administrative management	22, 23, 24, 25, 26	5
7	Conduct monitoring and evaluation	27, 28, 29, 30	4
<i>Total</i>			<i>30</i>

### C. Data Analysis Techniques

This study uses statistics as a data analysis tool. The analysis technique can be explained as follows:

- Descriptive statistics, i.e. statistics aimed at giving a data picture of each research variable.
- As a requirement for testing the research hypothesis, first testing the analysis requirements includes: (a) testing the normality of the data, and (b) testing the linearity of the regression.
- Inferential statistics: (a) simple regression and plural regressions, (b) simple, partial and plural correlations. All measurements were made at the significance level  $\alpha = 0.05$ .

## IV. DISCUSSION

### A. Organizational Climate

Climate (climate) is a state, atmosphere, conditions and situations, an area. So the organizational climate (organizational climate) is the working atmosphere of the working group between people to achieve a common goal in this case the purpose of education in schools. According to Hoy and Miskel in Saefullah, organizational (school) climate is a set of internal characteristics that distinguish one school from another, and which influence the people within it. Thus, the organizational climate emphasizes more on the internal characteristics of the organization, in which social interactions that affect each other occur in doing work [13].

While Sutaryadi stated the climate of the school organization is the atmosphere of the relationship of all personnel in the school, in this case concerning the relationship of teachers with the principal, relationships between fellow teachers, with administrative staff and students, teacher perceptions of the physical and psychological conditions of the school environment including security and work order, intimacy and warmth between personal, openness and honesty [14].

According to Squires, et.al., organizational (school) climate includes three atmosphere, namely: (1) academic emphasis, (2) conducive environment, and (3) hope for success. The third atmosphere applies to students, teachers, and school principals [15].

A healthy and dynamic school organization climate needs to be preserved every component in it to be used as an instrument in carrying out various innovations through the performance displayed by each staff in school coaching and development. Organizational climate can be well arranged allowing the morale of each component to develop as expected. So the climate of a well-organized school organization can influence school activities that are more productive and satisfying. That is why it is very difficult if differences of opinion and perceptions that cannot be resolved together will actually have an effect on the process of school development and development. These differences need to be brought out in a pleasant atmosphere or climate with openness, vocational and familiarity, so as not to arouse suspicion, low self-esteem, and consider the opinion of the most special.

### B. Principal Performance

There are three performance indicators, namely: (1) individual work outcomes, (2) frequently performed behaviors (behaviors), and (3) individual characters (traits). The results of individual work depend on a person's behavior in doing his work. The intended behavior is behavior related to the task to be done [16].

In principle, performance leads to an effort to achieve better work performance. Robbins stated that success in doing a job is very much determined by performance. While Harsey et al., expressed performance is the result of an activity or job. Likewise Bernardin and Russel in Ruky, stated "performance is the record of outcome produced on a specified job function or activity during a specified time period". From this understanding, there are three aspects that need to be understood by every leader of an organization and its subordinates, namely: (1) clarity of tasks that are the responsibility, (2) clarity of the results expected by the organization, and (3) time needed to complete the work. In line with this opinion, Handoko stated that performance is the process by which the organization evaluates or evaluates employee performance. Then emphasized by Suntoro in Tika, stating performance is the work achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period [17].

If the individual wants to have good performance, then he must know how to do the job properly and correctly, have a high desire to do it, and know all the factors that affect his work. Good performance will be produced by employees or employees who are satisfied in the organization. Employees or employees who are satisfied will make supportive efforts to be able to do their jobs properly. In this context, it clearly implies that performance is closely related to job satisfaction, so that if an employee or principal in an organization is satisfied with his work.

### C. Relationship of Organizational Climate and Principal Performance

Organizational climate as a subjective influence of the formal system, the informal style of managers and other environmental factors in the attitudes, beliefs, values, and

motivation of human work in an organization. Organizational climate is related to academic issues, a conducive environment and the expectations of its members (students, teachers, administrative staff, principals and even the community). That is why organizational climate is related to interpersonal communication.

The performance of school principals in the context of implementing school-based management is one form of education reform, which offers schools to provide better and adequate education for students. Autonomy in management is a potential for schools to improve staff performance, offer direct participation by related groups, and increase public understanding of education. In line with the spirit and spirit of decentralization and autonomy in the field of education, school authority also plays a role in accommodating a general consensus that believes that as far as possible decisions should be made by those who have the best access to local information, who are responsible for implementing policies, and who are affected -the consequences of the policy. Based on the description, it can be assumed that the Organizational Climate has a positive relationship with the Principal's Performance. The better the Organizational Climate, the better the Principal's Performance.

The research hypothesis formulation tested is whether there is a positive relationship between Organizational Climate and School Principal Performance. The calculation results show that the regression equation between Principal Performance (Y) and Organizational Climate (X1) is  $\hat{Y} = 28.5 + 0.766 X_1$ . Linearity testing and the significance of the coefficient of regression using the F distribution as the results of the analysis of variance (Anova).

Based on the results of the significance test and the apparent linearity test it can be concluded that the regression equation  $\hat{Y} = 28.5 + 0.766 X$  is significance and linear. The regression equation shows that each increase of 1 (one) score on Organizational Climate will cause an increase of 0.766 on the Principal's Performance score with a constant of 28.5. This means that there is a positive relationship between the two variables. This implies that the higher the Organizational Climate the higher the Principal's Performance, with a degree of relationship strength of 0.789, and a coefficient of determination of 0.623, it can be said that around 62.3% of the variance of the Principal's Performance is explained by the Organizational Climate variance.

## V. CONCLUSIONS

Based on the results of data analysis, the results of the study can be concluded as follows:

- First, there is a positive relationship between Organizational Climate and Principal Performance. This shows that the better the Organizational Climate, the better the Principal's Performance. Conversely, if the Organizational Climate is not good, then the Principal's Performance will decline.

- The correlation coefficient indicates that Interpersonal Communication is a variable that must be considered in explaining the Principal's Performance. This means that the Organizational Climate is empirically a predictor variable for the variance in Principal Performance scores. Apart from the size of the correlation coefficient and the contribution made by the Organizational Climate to the Principal's Performance, the findings of this study clearly show that Organizational Climate is an important element in improving the Principal's Performance.

Based on the conclusions and implications of the research, suggestions will be made relating to the improvement of the First Principal's Performance, the Ministry of National Education, should continuously carry out programs that can support the Principal's Performance, for example in the form of trainings for Principals with the aim of increasing knowledge, abilities, skills and at the same time increase the work motivation of the Principal either as a manager or as a professional educator.

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