

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/342154292>

Principals' Personality, Leadership, Teachers' Job Satisfaction and Students' Achievement

Article in *International Journal of Psychosocial Rehabilitation* · June 2020

DOI: 10.37200/IJPR/V24I8

CITATIONS

4

READS

1,290

4 authors, including:



Halim - Purnomo

Universitas Muhammadiyah Yogyakarta

36 PUBLICATIONS 117 CITATIONS

[SEE PROFILE](#)



Abdul Karim

Universitas Muhammadiyah Cirebon

42 PUBLICATIONS 278 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Sex Education For Students in Elementary Education [View project](#)



individual of research article [View project](#)

Principals' Personality, Leadership, Teachers' Job Satisfaction and Students' Achievement

¹*Halim Purnomo, ²Abdul Karim, ³Azam Syukur Rahmatullah,
⁴Sudrajat Sudrajat

Abstract--This research is motivated by the gap between the behavior of the principal, leadership styles, teacher performance, and student success, leading to ineffective communication relationships. Basically, the behavior of school principals has a major role, a key and vital factor for the development of the education system towards an excellent school. The purpose of this work was to analyze the interconnection among principals' behavior and teachers' job satisfaction and analysis it's roles in figuring the student achievement. In accordance with the objectives to be achieved, the type of this research was literature study by qualitative research approach, with research instruments of an observation and documentation. The collected data would be analyzed employing data collection, the researcher made data reduction, data presentation, and conclusion. Data validation is needed by triangulation to ensure the stability and correctness of the data collected and recorded. The results showed that there was an interconnection between the school principals personality with the teachers' job satisfaction and had a roles in affecting the student achievement. The implications of this finding, which are in the form of data about the effective behavior of principals and job satisfaction, can contribute to the development of knowledge and policies, especially in the fields of psychology and management.

Key words--Principals' Personality; Leadership, Teachers' Job Satisfaction; Student Achievement

I. INTRODUCTION

In the last decade, researchers have underlined the vital part of principals in enlightening student achievement and whole school effectiveness (Corcoran, 2017). The part of school principals has concerned the attention of many surveys as it is regarded as an important aspect in school success (Tzeni et al., 2019). Dutta & Sahney (2016) and Alam & Ahmad (2017) argue that leadership is broadly known as one of the main and vital factors of a excellence education scheme and so swaying student achievement and the professed products. Educational leadership is the procedure of managing the vitalities of teachers and students in the direction of attaining communal educational objectives (Alhosani & Singh, 2017). Every individual has to put effort for development of school system under the guidance of an effective leader (Khan & Shaheen, 2016). Kulophas & Hallinger (2018) argues that researchers have recognized a absence of effective school-level leadership as an obstructing aspect. Li, Hallinger, & Ko (2016) there is the hole by discovering the connection among principal leadership, school capability, and teacher expert learning in schools. The matter of school leadership particularly

¹Islamic Educational Psychology Doctoral program, Postgraduate Faculty, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia, E-mail : halimpurnomo@umy.ac.id

²Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Cirebon, Indonesia

³Islamic Educational Psychology Doctoral program, Postgraduate Faculty, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

⁴Islamic Educational Psychology Doctoral program, Postgraduate Faculty, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

with concern to learning can be anticipated to play central role when evolving schooling schemes in the upcoming (Saarivirta, 2016).

Mubarak (2014) states that the successful organization today needs the leadership behavior who can affect their followers, and to accomplish deep changes that will affect organization performance positively. Effective leadership, one of which is the decision taken by the leader that is done or not by subordinates, and has a strong commitment, not from the decisions made (Amri, 2016). Leaders' behavior can effect job satisfaction by showing humbleness, merciful personnel for their faults; giving credit to others; developing and empowering them (Akdol & Arikboga, 2015). The term leadership has ambiguity of meaning that emerges that the perception needs a complicated collaboration among the leader, his subordinates and the specific condition (Malik, Aziz, & Hassan, 2014).

Tu, Lu, & Yu (2017) argues that employee job satisfaction is supposed to be exaggerated by leadership of administrators. Employee satisfaction is a quantity of how pleased employees are with their occupation and employed milieu (Karim, 2019). They always are willing to pay his or her allocation to the whole aims of the organization (Fadeyi, 2019). The investigation of effects of employee satisfaction has been an imperative part of research that this is still needs working (Tso, Liu, & Li, 2015). Pay is an imperative theme for employees and leaders. But, it may cause mind gutter and outcome in a volume emergency for the organizations (Zheng, Wang, & Song, 2014). Accomplishment of a great equal of employee productivity has continuously been a highest importance organizational aim (Silva, 2014). Employees engaged needs expecting intrinsic satisfaction as a commitment to employee satisfaction (Weisberg, 2016). In school level, students continuously interrelate with non-teaching staffs for academic determinations. That is why employee satisfaction between the non-teaching staffs is sufficiently essential as it more leads to the excellence of usage they deal to the students (Yuliarini, Kamariah, Mat, & Kumar, 2012). Matsuki (2019) argue that the high turnover rate of employees is a significant issue.

Several previous studies in the last five years showed a variety of different data, including: Tzeni et al. (2019) found that there is a inconsistency among the insights of teachers and their principals of actual school administration. This proposes the necessity for cultivating principals' capability through explicit drill. Kulophas & Hallinger (2018) explained the data that the principals are intensely influenced by social stresses when creating choices. The blindingly low erraticism in teacher insights of their principals is on these two extents. Alam & Ahmad (2017) conclude that teacher pledge facilitates the connection among the Instructional leadership and student achievement. Alhosani & Singh (2017) uncovering the data that the school leadership and environment collected upset the academic achievement of the students, but facilitated by the contribution of the family of the students. Dutta & Sahney (2016) stated that Principal leadership performances were not related unswervingly with either teacher job satisfaction or school-gathered student achievement. Khan & Shaheen (2016) concluded that there is no noteworthy variance among the leadership character of public and private secondary school principals in the school achievement of students. Saarivirta (2016) describe the findings that there occurs a scarcity of studies linking school leadership, teachers and educational staff, not directly on student achievements. Li et al. (2016) initiated that the numerous dimensions of principal leadership completed noteworthy assistances to both school aptitude and teacher

expert learning. The attendance of collaboration, belief, communication, provision for students, and arrangement, consistency, and construction in schools also affected teacher qualified learning.

The problems to be investigated were the ambiguity of the term leadership. It affected the interaction between leaders and subordinates, the direct or indirect influence of the principal on student success, the gap between superiors and subordinates, ineffective communication relationships, weak impact resulting in supervisors policies that were not obeyed by the subordinate, subordinate satisfaction was not fulfilled, the substitution of subordinate structure and the occurrence of wages dilemma in the sense of payment that tended to turn off subordinate creativity, especially in the world of education, resulting in teacher performance and student achievement was not maximally achieved (Karim, 2016).

The specific objectives of this study were: (1) To describe the principals' personality and its intercorrelation with school achievement, (2) To analyse interconnection among principals leadership personality and teachers' job satisfaction and its affect in school and student achievement, and (3) To find out the linkage between teachers' job satisfaction and student achievement from previous studies.

The urgency of this research is that the findings or data about the effective behavior of principals from excellent high schools can contribute to the knowledge for the development of behavioral management. Besides, data about systems supporting student success can develop an understanding of psychology and management education.

II. METHODS

The determination of this work was to examine the interconnection between the school principals' personality with the teachers' job satisfaction and its roles in affecting the student achievement (Tacq, 2011). The words interconnection and affection require words data, so this study belongs to the type of literature study by qualitative approach (Oberhuber & Maurer 2015). The first is the notion of probability, which explains interconnection but not causation (Tacq, 2011). Qualitative research is enlightening phenomena by assumption data, which is analyzed using descriptive based procedures (Daniel, 2004).

The object in this research was all evidence about principals' school leadership, teachers' job satisfaction, and student achievement from 39 articles in numerous famous journals (Paterson et al., 2016). The main instrument was observation and documentation in this study. Observation is one of the greatest multifaceted and fatiguing forms of data gathering, necessitating a great agreement of attention and alertness (Daniel, 2004). In addition to the observation, the research instrument was also strengthened by documentation (Ersanilli et al., 2011).

The data analysis techniques during data collection, the researcher made data reduction, data presentation, and interpretation drawing based on the data available in field notes in the form of a systematic story (Flick, 2013; Ersanilli et al., 2011). Data validation is needed to ensure the stability and correctness of the data collected and recorded. In this research, the methods used to increase validity include triangulation and informant review. The triangulation techniques used are data or source triangulation and method triangulation (Miles & Huberman, 1994; Oberhuber & Maurer, 2015).

III. FINDINGS

Personality of Leaders

Theoretically, we found that the state-of-the-art of educational leadership is betrothed in trying and expounding on the limits of these statements. The principal's role in "boundary spanning" has extended been recognized as main to constructing and filling care for the school (Li et al., 2016; Karim, Mardhotillah, & Samadi, 2019). Saarivirta (2016) argue that the school principals perform a vital part in evolving the school and in producing an optimistic and sympathetic atmosphere, together with the teachers, for the students. The school principals have been regarded as vital actors in education transformation. Certainly, improving the aptitude of the school administrators has been regarded as an necessary component of the nation's education transformation scheme. Usually, the principalship neither stressed instructional leadership nor school enhancement. Notwithstanding this acknowledgment, experiential studies accompanied have found that principals remain to absence the abilities required to accomplish their part as leaders of learning and ethical enlargement (Kulophas & Hallinger, 2018).

Our research shows that in terms of sex, personality appearances of principals such as age and years of capability pointedly impact leadership efficiency. No substantial dissimilarity existed in leadership efficiency of principals based on sex. Dissimilar when regarded from the types of leadership, the data confirms that there is a direct association among principal's personal characteristics and their act. It means the acts of extroverted ones are better than those of introverted principals. Furthermore, how successful principals straight and ramblingly endorse development over time through joining together transformational and instructional leadership schemes.

Our data that associates personality with student achievement shows that the successful outcomes for students in school can be resolutely allied to effective leadership. Moreover, when it is associated with teachers and students, there are substantial connections among total leadership with teachers' apparent working situations. The connection among total leadership and teachers' capacity is much stronger. There are the secondary effects of total leadership on student learning and achievement. Specifically when observed from students' personalities, the data displays that peer personality causally affects student achievement. Students who have little persistence benefit most from having highly-persistent peers.

The relationship of the principal's personality with administration and school achievement appears that data retaining and presenting the personality, the principal is highly actual in his leadership/organization and he can acquire the effort done from his subordinates/groups well in time. The relationship of the principal's personality with administration and school achievement shows that data the democratic and autocratic leadership classe effects students' academic performance unswervingly, a progressive alteration in Laissez-faire leadership contrariwise effect the students' school performance. In depth, personality factors can also shape school's performance, our findings demonstrate that the personality factors such as extraversion principals, agree ableness, neuroticism and openness improve school performance and will have implicationson the progress of the school's performance.

In addition to student & school achievement data, and administration we similarly observe the relationship between principals' personality and teachers' performance, where our data illustrate that there are connection among personality and teaching usefulness, but that personality merely has a small consequence on instruction usefulness. In more detail from the principals' personality related also to the instruction of teachers, our analysis reveals that these effects outcome in the work of school leader being realized by latent applicants as too challenging, conflictual, worrying, deskilling, solitary, lonely, unglued from teaching, missing sustenance, unfulfilling, and only for specific groups in the public.

These data comes to assumption that the personality, age, years of experience, performances of extroverted, transformational, instructional, democratic, autocratic, and total leadership (indirect) influence the teaching & leadership effectiveness, teachers' performance and students' achievement.

Leadership and Job Satisfaction

In the literature review, we found several experts argements namely Khan & Shaheen (2016) argue that the leadership style of the principal impact on the achievement equal of students as well on the performance of teachers. The rising attention in principal usefulness as a means of refining teaching and student learning has commanded to a attention on the quality of principal preparation programs (PPPs) with demands for the adoption of PPP responsibility systems related to those of teacher's programs (Corcoran, 2017). School leadership performance contains activities such as detecting, checking, and assessing classroom performs and teaching processes, and defensive teachers from inside and outside interruptions from their teaching accountabilities (Alhosani & Singh, 2017). The part of school principal is of gigantic significance in upgrading the quality of instructing and learning results because it adjusts and controls the working and structure of school with its assignment. Principal's leadership impacts school environment and guidelines organization; which connects with the accomplishment of the students (Alam & Ahmad, 2017). Positive connections between teacher work fulfillment and leadership performances with regard to personalized thought and organizing, emotional support at the workplace and various school-based factors have been reported (Dutta & Sahney, 2016).

We look closely at how the leadership of principals can affect the personality of the teacher. Some of our findings show that heads' leadership styles ensure solid effects on refining teachers' performance (also found by Shulhan, 2018). In fact, this leadership's style can shape the teacher's self-satisfaction with evidence that is principals' concerned with societies style completely effects teacher's satisfaction in the zones school improvement, affiliation with classmates and collaboration. In addition to that the type of democracy the principal is likewise talented to arouse teachers with the findings i.e. the independent way of principal functioning is more highlight the teaching satisfaction but greatest of the principal don't contain the teacher in any decision of administrative technique.

The principals' leadership itself according to our observations can figure teacher job satisfaction. Such observations reveal that job satisfaction is an important predictor of effective schools thus principals should pay a great attention to their behaviors and consider implementing effective strategies in order to upsurge the teachers' job

satisfaction. Especially once these principals have experience, so the schools perform better when they are led by experienced principals.

Accordance to the study of job satisfaction, we found that employee satisfaction is a quantity of how pleased employees are with their career and employed milieu. A fulfilled employee is a pleased employee who is always ready to pay his or her allowance to the general aims of the organization. Employee satisfaction is the passionate response to job responsibility and the social environments of the workplace (Fadeyi, 2019). Employee satisfaction is a time-sensitive perception, the outlines of which endure altering with social and economic vicissitudes; detailed main aspects are suitable for a certain time edge only. Employee satisfaction frequently includes singular revenue, prosperity, and exertion bonds with a important influence on general satisfaction (Tso et al., 2015). Job satisfaction, the greatest principal job attitude considered in the effort and organizational psychology works discusses to the fortunate or unfortunate feelings that persons have toward their effort or job milieu, occasioning from an assessment of their work or job involvements (Dutta & Sahney, 2016). Wisse, Eijbergen, Rietzschel, & Scheibe (2018) berpendapat bahwa The employee satisfaction is definitely interrelated to, for case, employee enthusiasm, enactment, and pro-social work performance. Employee job satisfaction, a value part and vital indicator of employee happiness, mentioning to a personality's general assessment of the effort, is expected to be exaggerated by ethical leadership of superintendents. By involving superintendents' ethical leadership to employee job satisfaction, we have envisioned to discovery behaviors of mixing organizational aims with singular biased happiness to ensure lasting and joint profits for the two bodies (Tu et al., 2017). The similar attention and pledge adopted in mission declarations are not reflected within as a promise to worker satisfaction (Weisberg, 2016). Naeem & Jamal (2017) revealed that the main focus of performance appraisal is to improve employee performance at work and employee satisfaction. However, at the same time, it can reduce employee motivation and can leave unwanted impressions on good employees. Every aspect of poor performance can minimize employee satisfaction and highlight problems in operational safety (Fulmer, Boley, & Green, 2018).

Equally for the findings regarding the styles of leadership that can shape teachers' job satisfaction including that teachers' glassy of job satisfaction is great, when teachers are fulfilled with their principal's leadership style. Furthermore, it is apparent that leadership styles show an essential part in constructive school results and the conception of a positive school culture. The style of leadership that clearly silhouettes teachers' job satisfaction is merely the transformation and democracy that we find. Our observations show that school principals' transformation leadership behaviours were originated to have sturdier connections with teachers' job satisfaction equated to collaborational leadership behaviours and were an imperative forecaster of job satisfaction. Moreover, there is the progressive and substantial correlation among democratic leadership style and job satisfaction of teachers, and those teachers are more fulfilled with the principals' democratic leadership style.

The section now meets the assumpton that the leadership style; transformational, democracy, leadership behaviors, experienced leaders affect the teachers' job performance & self-satisfaction, school achievement & positive culture.

Teachers' Performance & Student Achievement

Theoretically, we found that school leadership performance and style, can require a optimistic impact on student achievement. But, school principals have as it were a circuitous affect on student achievement. Equally, principal leadership style does not create a noteworthy contrast to students' academic achievements (Alhosani & Singh, 2017). This creates it hard to deliberate the effects of student or school individualities unconnectedly as indicators of student achievement because these effects impact each other mutually (Alexander & Maeda, 2015). Menurut Alam & Ahmad (2017) that student achievement is by insinuation exaggerated by the portion of school leaders; for the greatest portion, by implies of bolster given to the teachers. That leadership impacts on student achievement are intervened by teacher job satisfaction (Dutta & Sahney, 2016). The classroom appointment may be a appliance of the student teacher association which features a optimistic affect on student achievement. Teacher provision of students is one factor applying impact on student appointment. Students who had solid teacher provision were locked in and had advanced academic achievement (Sabin, 2015).

It is common for researchers that teacher competence frameworks can be powerful tools to improve educational quality. Consequently, it is natural that teachers' job satisfaction becomes one of the important aspects for school achievement. This additional information is essential that teachers' job satisfaction served as a mediator to the relationship between school culture and school effectiveness.

Individually, the teachers can and organize assistance advance insolences and acts among their students that are imperative for accomplishment in life. Furthermore, foremost modifications in the zones of teacher sustenance and chances for professional progress want to happen in order for teaching to expand the student. As supporting data, the teacher candidates were confident in their preparation, skills and overall readiness in teaching. Other data also shows that there was no substantial variance in the teachers' reactions concerning pressure because of the students' boldness in the direction of learning and pressure because of extra work load.

Our data regarding the role of the teacher in student achievement displays that the trials of teacher provision and accreditation are by far the solidest associates of student achievement both before and after monitoring for student insufficiency position. Furthermore, the cooperative learning events had a constructive result on academic achievement of students. That's not sufficient; teachers who are operative at enlightening students' outlooks and behaviors beyond test scores. Additional evidence shows that teachers functioning with advanced succeeding students tend to obtain advanced enactment grades, overhead and beyond that which potency be attributable to parts of teacher superiority that are permanent over time.

Theoretically, we found that performance is the accomplishment or consequence of a individual's activities in resounding their effort. Performance is thoroughly associated to efficiency, since performance shows the endeavors required to realize advanced levels of efficiency inside an organization. Teachers' performance is based on the learning targets accomplished. Their performance stalks from their intelligence of duty in carrying out their obligations, the order of their work, and a intelligence of the ethical duty they ought to stand (Shulhan, 2018). Teacher's performance contains the usefulness of the teacher in opinion students, communication abilities, syllabus

exposure and classroom administration act consequences, presence, proficiency, decision creation and personal aptitudes (Ayub, Hussain, & GHulamullah, 2018).

Our observation also discusses about the quality of teachers who can figure student achievement. Data on this matter shows that teacher quality is a substance and measurement pointedly to student performance. As a support, the effective teaching practices reveal teacher quality, which has been the most consistent factor in improving student learning and academic achievement. The reciprocity confirms that the fundamental association that innings from tutorial room superiority to student achievement by relating a new identification tactic, the teacher quality is estimated to be the central issue opposing diagonally sessions.

The qualifications in this case the teacher's degree can also make students achieve their achievements, that the teacher experiences and tuition clarify tiny have great belongings on student achievement. More specifically it is revealed that teachers with advanced degrees had a higher percentage of students scoring advanced and proficient on both. With a teacher's degree, students execution improved when dispersed to teachers with advanced appraisal scores and a developed level of enactment for students consigned to teachers with a degree.

Teacher characteristics can also form student achievement schools. Our findings reveal that the belongings of classroom performs, when additional to those of other teacher characteristics, are equivalent in extent to those of student experience, signifying that teachers can subsidize as much to student learning as the students themselves. Obviously, the most desirable traits for a successful teacher personality are those teacher traits upon which the greatest number of people has agreed. Among its characteristics are the details of behavior, that teachers' behavior (clarity, interaction, pacing, disclosure, speech and rapport) has a substantial connection with students' academic performance. Therefore, there is the effect of teacher self-efficacy on school achievement of students was found to be significant.

These data comes to summary that the teachers' job satisfaction as mediator, personality & Characteristics, professional, preparation, cooperative learning activities, advanced degree, successful, self-efficacy, effective teaching, and calssroom & teachers' quality can affect the school culture school effectiveness, student achievement.

IV. DISCUSSION

Personality of Leaders

Our findings about the personality, age, years of experience, performances of extroverted, transformational, instructional of leadership affect the leadership effectiveness agreed with several evidences; Ibukun et al. (2011) argue that identity characteristics of principals, such as age and a long time of encounter, essentially impact leadership usefulness. No substantial variance happened in the leadership usefulness based on gender. Then, Ali et al. (2011) state that for the correlation coefficient between personality characteristics (introversion/extroversion) and performance aspect (managerial, educational, human relationship, professional, and administrative), it can be said that there is a direct connection between individual features of leaders and their enactment. It implies that the enactments of overenthusiastic ones are a healthier technique than those of thoughtful leaders. As well as,

Leithwood et al. (2006) found how fruitful leaders specifically and circuitously supported development over the period by relating both transformational and directions leadership techniques.

Our data about roles of total leadership (indirect) in affecting the students' achievement were supported by Bennett (2017) explained that successful outcomes for students in school, including the promotion of good behavior and learning, can be solidly connected to successful leadership. Even, Leithwood et al., (2006) indicated the following: (a) there are significant relationships between total leadership and the three dimensions of subordinate performance. (b) The most solid relationships are with teachers' perceived working conditions. (c) The weakest relationships are with teacher motivation and commitment. (d) The correlation between entire leadership and teachers' capability is much sturdier than the relationship between the head teacher's leadership alone and teachers' capacity. The most significant results of this study for our purposes, however, were the unintended impacts of entire leadership on student knowledge and accomplishment, through its direct effects on the three dimensions of staff performance. Total leadership accounted for quite a significant, 27 percent of the variation in student achievement across schools. It is a much higher proportion of explained variation (two to three times higher) than is typically reported in studies of individual head-teacher effects. Meanwhile, Golsteyn et al. (2017) uncovered data that viscount identity causally influenced student accomplishment. Students, who have small determination, advantage most from having extremely-determined aristocracies. We do not find evidence that highly-persistent peers are harmed by working with less-persistent.

The data of democratic, autocratic principal's personality and school achievement in the findings section were allied by Bakhsh et al. (2015) stated that in holding and showing the identity, the chief is exceedingly compelling in his control/management, and he can develop the effort that can be completed from his attendants/admirers well in time. The humor-oriented principals are more socially attractive, and the teachers/friends feel at ease in their presence. Applying his specified conflict management skills, the school leader should practically demonstrate unwanted stress tolerance. Even, Oyugi & Gogo (2019) conclude that while a positive increase in representative and tyrannical leadership styles straightforwardly impacts students' scholarly enactment, changes in confidence in Laissez-faire leadership conversely impacts the students' scholastic enactment. As a result, Usman (2001) describes the findings of four components of identity, such as extra type leaders, agreeability, neuroticism, and directness. The focus of this study discusses the four factors and the predictors to advance school enactment in the context of south-south. It will have an insinuation of the development of the school's enactment.

The data findings of relation of the principals' personality with the instruction of teachers which is influencing the teaching and teachers' performance were also matched by Othman (2009) initiated that there is even a connection between character and teaching usefulness. However, other results show that character only has a minor influence on teaching usefulness, which means that several other factors influence teaching effectiveness. Besides, Mulford (2003) completed that it impacts on the outcome within the work of school pioneer seen by prospective contenders as well requesting, clash, unpleasant, deskilling, forlorn, separated, parted from instructing, no provision, unwilling to return, and as it were for specific bunches in the social order. Although it is interesting to note that evidence suggests that the issue of rewards is seen differently by potential candidates and the school

leaders themselves - with leaders believing it is a rewarding job. Clearly, the existing school leaders have not got the message of occupation fulfilment across to those who would follow them.

Leadership and Job Satisfaction

The findings section show that that the leadership style; especially democracy's style which is affecting the teachers' job performance were in accordance with the following data; Josanov-Vrgovic & Pavlovic (2014) argue the influence of the school leadership style on teachers' satisfaction. Leaders' concern with society's style definitely impacts the teachers' satisfaction in the school improvement and their correlation with coworkers and fellowship. Principals' tasks-oriented style negatively influences teacher's satisfaction in the areas of communication, school development, and safety. Moreover, Khurram et al. (2015) found that most public school teachers thought that the representatives of leadership work more focused on teaching fulfillment. However, most of the leaders do not consist of teachers in any choice of organizational technique.

Our data about the experienced leaders affect the teachers' job performance were agreement with Elmazi (2018) explained the data that transformational leadership positively affects teacher satisfaction. Furthermore, this relationship appears to be reliable. Job satisfaction is a vital indicator of viable schools. In this way, leaders must give a remarkable consideration to their performances and deliberately execute compelling techniques to extend the teachers' job satisfaction. While, Clark et al. (2009) found the most obvious finding that schools will succeed well when knowledgeable leaders command them. However, the experience profile is especially steep over the first few years.

In the findings section, our data show about the roles of the principals' leadership style; transformational, democracy & interactional leadership in affecting the positive school culture, self-satisfaction, and teachers' job satisfaction were interconnected with several experts' arguments. Meindinyo et al. (2017) uncovered data that teachers' equal job satisfaction is great when teachers are pleased with their principals' leadership style. Implicitly, teachers' attitude to work is also affected, characterized by various deviant behaviors. Nonetheless, Smith (2016) stated that it is evident that leadership styles show a vital part in constructive-instructive results and the construction of positive school values. Transformational, transactional, inspirational, and instructional leadership styles have characteristics that are perilous in effective leaders and can be effectively integrated to maximize the human resource potential of school administration. As well as, Cansoy (2019) concluded that school leaders' practices of changing administration were originated to have more grounded connections with teachers' job satisfaction, which was similar to practices of collaborations leader and were a crucial indicator of job satisfaction. Negative relationships were revealed between Laissez-faire leadership and job satisfaction. As a result, Hussain et al. (2017) described the findings that the analysis and interpretation of data have proved that there is a confident and substantial connection between independent leadership style and job satisfaction of teachers. The findings of the study showed that the teachers were more satisfied with the leaders' independent leadership style.

Teachers' Performance & Student Achievement

We found that teachers' job satisfaction as mediator school ethos and school usefulness were also supported by three experts; Commission (2013) found that teacher competence frameworks, when devised and implemented in ways that are relevant to each national context and consistent with other educational policies, can be influential outfits to advance teacher performance. Although, Duan et al. (2018) explained the data that there is a significantly positive relationship between school culture, teachers' job satisfaction, and school effectiveness. The results also demonstrated that teachers' job satisfaction helped as a moderator to the connection between school ethos and school usefulness. Then, Blazar & Kraft (2017) explained the research is the first to identify the effects of teachers on measures of students' self-efficacy in math and happiness in class, as well as on a self-reported measure of student behavior. These findings suggest that teachers can organize for an assistance in advancing defenses and deeds among their students that are vital for accomplishment in life.

Then, our data also show that personality, professional of teachers can affect the student achievement which were also reinforced by Fong-yee & Normore (1999) accomplish that first changes in the extents of recruitment, preparation, licensing, teacher provision, and chances for expert progress requirement to arise permissible for teaching to advance, thus inevitably and positively affecting the greatest critical adaptable of all, the student. Besides, Brown (2018) uncovered the data that the educator applicants were confident in their planning, abilities, and general availability in educating. Even, Ayub et al. (2018) stated that there was no noteworthy distinction within the teachers' reactions concerning encouragement because of the students' attitudes in the direction of education and pressure due to additional work stack based on age, general qualification, and marital status.

Our data in findings show that the preparation of teachers, cooperative learning activities, and effective teaching which are affecting the student achievement were also maintained by Darling-hammond (2000) concluded that the assessment of educator planning and qualifications are far related to student accomplishment in reading and mathematics, together before and after directing student deficiency status. Moreover, Gull (2015) described the outcomes that there was a significant difference in scores of resistor and experimental group in the post-test. A paired sample t-test was run to compare the effect of the intervention on achievement scores of the experimental group. The results showed that there was a significant difference between the scores of the experimental group before and after the intervention. It can be concluded from results that mandatory learning exercises had an optimistic impact on the academic accomplishment of students enlisted within the matter of instruction. Otherwise, Blazar (2016) initiated the findings that the teachers who are operative at refining students' insolences and manners beyond assessment notches. In this study, an increase in the random assignment of teachers to students was to confirm the effect that teachers have on students' self-reported attitudes and behaviors.

The findings section show that the calssroom & teachers' quality can affect the student achievement were also sustained too by Steinberg & Garrett (2016) originated that the achievement that comes from student-teacher significantly and substantively influences observation-based measures of teacher performance. Indeed, educators employed with advanced accomplishing students incline to get advanced execution evaluations over and beyond that

which may be inferable to perspectives of educator superiority completed in the finished period. Moreover, incoming achievement matters differently for teachers in different classroom settings. Even, Sirait (2016) found that teacher performance, in terms of teacher evaluation score, is of substance and very valuable for the applicability of students in senior high school level. Instead of teacher quality variables, the study also examined other control variables, such as government and family expenditure, poverty gap, unemployment gap, electricity access, and morbidity rate per district. Then, Pompilus (n.d.) explained the data that the successful instructing hones uncover teacher performance, which has been the foremost steady calculate in moving forward student studying and scientific accomplishment. It also shows the importance for school administrators to understand the process of conducting effective teacher performance evaluations to help sustaining and improving effective teaching practice in the classroom.

Next, our findings argue that teachers' preparation and advanced degree can affect the student achievement were supported by Gerritsen, Plug, & Webbink (2014) accomplish that the contributory linkage that shifts from classroom superiority to student attainment is by relating a new credentials policy. This strategy is based on twin assignments from outside for different classrooms. Teacher performance is anticipated to be the critical aspect of opposing crossways programs. Furthermore, Buddin & Zamarro (2009) revealed the data that teacher certificates and provisions clarify the observed differences in student outcomes across teachers. It poses a dilemma for educators and policymakers—while teachers have a lot to do on student achievement, the research evidence provides little indication of how teacher quality can be enhanced. As well as, Dial (2008) stated that educators with progressive grades had an upper ratio of students recording progressive and capable of both the communication arts and mathematics sections of the Missouri assessment program at both the elementary and secondary levels.

Last but not least, our data show that the characteristics, advanced degree, successful, self-efficacy, and quality of teachers can affect the school effectiveness, student achievement were braced by Bird (2017) concluded that mixed but did indicate several instances of students' performance superior when allotted to instructors with advanced assessment marks and a better equal of execution for students allocated to instructors with at least a master's grade. Even, Wenglinsky (2001) described the findings that the impacts of class activities, when included to those of other educator characteristics, are equivalent in measure to those of student experience, proposing that instructors can underwrite as much to the student studying as the students themselves. Besides, Cylkowski (1931) initiated from the findings made, and it seems evident that the most necessary qualities for a qualified instructor character are the instructor qualities at which point the highest amount of persons by whom, or for whom the educative process is conducted, have agreed. Then, Rashid & Zaman (2018) originated that educators' performance has a significant relationship with academic performance. Of these eight components, the analysis revealed simplicity, collaboration, striding, revelation, dialogue, and affinity have a substantial connection with students' educational enactment. In comparison, two components (enthusiasm and organization) have no relationship with the dependent variable. As results, Taştan et al. (2018) found student's efficacy and academic achievement in science. The result of the first hypothesis, which proposed the effect of educator person-usefulness on the educational attainment of secondary and high school students in science, was originated to be necessary.

V. CONCLUSION

We conclude that there was interconnection between principals' leadership personality with teachers' job satisfaction and had its roles in figuring the student achievement. We explore the division of this conclusion are (1) the personality, age, years of experience, performances of extroverted, transformational, instructional, democratic, autocratic can influence the teaching & leadership effectiveness, teachers' performance and students' achievement. (2) The principals' leadership style; transformational, democracy, leadership behaviors, experienced leaders affect the teachers' job performance & self-satisfaction, school achievement & positive school culture. (3) The teachers' job satisfaction as mediator, personality & characteristics, professional, preparation, cooperative learning activities, advanced degree, successful, self-efficacy, effective teaching, and classroom & teachers' quality can affect the school culture, school effectiveness, and student achievement.

The implications of this finding, which are in the form of data about the effective behavior of principals and job satisfaction, can contribute to the development of knowledge and policies, especially in the fields of psychology and management.

REFERENCES

1. Alam, A., & Ahmad, M. (2017). The effect of instructional leadership , professional communities and extra responsibilities for teachers on student achievement, *31*(3), 383–395. <https://doi.org/10.1108/IJEM-09-2015-0126>
2. Alexander, V., & Maeda, Y. (2015). Understanding student achievement in mathematics and science : The case of Trinidad and Tobago. *PROSPECTS*, *45*(4), 577–591. <https://doi.org/10.1007/s11125-015-9373-y>
3. Alhosani, A. A., & Singh, S. K. (2017). Role of school leadership and climate in student achievement The mediating role of parental involvement, *31*(6), 843–851. <https://doi.org/10.1108/IJEM-05-2016-0113>
4. Ali, S. S., Azizollah, A., Zaman, A., Zahra, A., & Muhtaram, A. (2011). Relationship between personality Traits and performance among school principals. *Higher Education Studies*, *1*(1), 38–45. <https://doi.org/10.5539/hes.v1n1p38>
5. Amri, H. (2016). Kepemimpinan Yang Efektif, (1), 77–82.
6. Ayub, A., Hussain, M. A., & GHulamullah, N. (2018). Causes and affect of work stretch on teacher's execution in urban primary schools. *Journal of Research in Social Sciences*, *6*(1), 81–101.
7. Bakhsh, K., Hussain, S., & Mohsin, M. N. (2015). Personality and Leadership Effectiveness. *Journal of Education and Human Development*, *4*(2), 139–142. <https://doi.org/10.15640/jehd.v4n2>
8. Bennett, T. (2017). Making a Culture: How school leaders can enhance conduct. London: Open Government Licence.
9. Bird, D. O. (2017). *Relationship between Teacher Viability and Student Accomplishment: An Examination of Instructor Quality*.
10. Blazar, D. (2016). Teacher and Educating Impacts on Students' Scholastic Execution, States of mind, and Behaviors. Harvard University.
11. Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Education Evaluation Policy Analysis*, *39*(1), 146–170. <https://doi.org/10.3102/0162373716670260>.Teacher
12. Brown, C. S. (2018). Were they prepared? An examination of a teacher execution appraisal to decide in case recognition was coordinated by reality. *Issue in Teacher Education*, *27*(2), 107–125.
13. Buddin, R., & Zamarro, G. (2009). Teacher Capabilities and Student Accomplishment in Urban Basic Schools. United States Departement of Education.
14. Cansoy, R. (2019). The relationship between school principals' administration practices and teachers' work fulfillment: A efficient survey. *International Education Studies*, *12*(1), 37–52. <https://doi.org/10.5539/ies.v12n1p37>
15. Clark, D., Martorell, P., & Rockoff, J. (2009). *School Principals and School Performance* (No. 38). Washington, D.C.

16. Commission, E. (2013). Supporting teacher competence improvement for superior learning results. European Commission.
17. Corcoran, R. P. (2017). Planning Principals to Progress Student Accomplishment. *Child & Youth Care Forum*, 46(5), 769–781. <https://doi.org/10.1007/s10566-017-9399-9>
18. Cylkowski, A. M. (1931). *Personality Traits of Successful Teachers*. Layola University.
19. Daniel, M. (2004). Doing quantitative inquire about in instruction with SPSS. Assessment & Investigate in Instruction (Vol. 24). London, England: SAGE Publication Ltd. <https://doi.org/10.1080/09500790.2011.596379>
20. Darling-hammond, L. (2000). Teacher Quality and Student Achievement : A Review of State Policy Evidence Previous Research. *Education Evaluation Policy Analysis*, 8(1), 1–44.
21. Dial, J. C. (2008). The impact of teacher encounter and teacher degree levels on student accomplishment in Mathematics and communication expressions. Baker University.
22. Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. *International Journal of Learning, Teaching and Educational Research*, 17(5), 15–25. <https://doi.org/10.26803/ijlter.17.5.2>
23. Dutta, V., & Sahney, S. (2016). School authority and its affect on student accomplishment The interceding part of school climate, 30(6), 941–958. <https://doi.org/10.1108/IJEM-12-2014-0170>
24. Elmazi, E. (2018). Principal leadership style and job satisfaction of high school teachers. *European Journal of Education*, 1(3), 109–115.
25. Ersanilli, E., Carling, J., & Haas, H. De. (2011). Methodology for quantitative data collection. Eumagine, Emagining Europe from the Outside.
26. Fadeyi, O. O. (2019). The Nexus of Information Acquisition , ICT Use and Employee Satisfaction in Microfinance Banks.
27. Fast, T., Akdol, B., & Arikboga, F. S. (2015). The Effects of Leader Behavior on Job Satisfaction : A Research on. *Procedia - Social and Behavioral Sciences*, 195, 278–282. <https://doi.org/10.1016/j.sbspro.2015.06.159>
28. Fong-ye, D., & Normore, A. H. (1999). *The Impact of Quality Teachers on Student Achievement*. USA.
29. Fulmer, A. P., Boley, B. B., & Green, G. T. (2018). Can You Listen Me Now ? Utilizing Significance-Execution Investigation to Gage US Woodland Benefit Representative Fulfillment with Handheld Radios, 116(March), 133–142. <https://doi.org/10.1093/jofore/fvx005>
30. Gerritsen, S., Plug, E., & Webbink, D. (2014). *Teacher Quality and Student Achievement Evidence from A Dutch Sample of Twins*. Amsterdam.
31. Golsteyn, B. H. H., Non, A., & Zölit, U. (2017). *The Impact of Peer Personality on Academic Achievement*. Germany.
32. Gull, F. (2015). Effects of cooperative learning on students' academic achievement. *Journal of Educational and Learning*, 9(3), 246–255.
33. Hussain, A., Ahmad, S., Malik, M., & Batool, A. (2017). Principals' leadership styles and teachers' job satisfaction: A correlation study at secondary level. *Bulletin of Education and Research*, 39(3), 45–56.
34. Ibukun, W. O., Oyewole, B. K., & Abe, T. O. (2011). Personality characteristics and principal leadership effectiveness in ekiti state, Nigeria. *International Journal of Leadership Studies*, 6(2).
35. Josanov-Vrgovic, I., & Pavlovic, N. (2014). Relationship between the school vital leadership fashion and teachers' work fulfillment in Serbia. *Montenegrin Journal of Economic*, 10(1), 43–57.
36. Karim, A. (2016). Managerial inspriation in the traditional pesantren. *UMRAN - International Journal of Islamic and Civilizational Studies (EISSN: 2289-8204)*, 3(3–1), 73–84. <https://doi.org/10.11113/umran2016.3n3-1.150>
37. Karim, A. (2019). Inspiration, policy and decision maker. In N. J. Beachum & S. Kulkarni (Eds.), *In Search of Creativity: A Compilation of International Studies Part-II. Tampere, Finland (II)*, pp. 34–64). Retrieved from <https://scholar.google.co.id/citations?user=BFhOOpAAAAAJ&hl=en>
38. Karim, A., Mardhotillah, N. F., & Samadi, M. I. (2019). Ethical leadership transforms into ethnic: Exploring new leaders's style of Indonesia. *Journal of Leadership in Organizations*, 1(2), 146–157. <https://doi.org/https://doi.org/10.22146/jlo.44625>
39. Khan, M., & Shaheen, A. (2016). The leadership part of auxiliary school principals and its affect on students' scholastic accomplishment.pdf. *FWU Journal of Social Science*, 10(1), 75–80.
40. Khurram, S., Alwi, K., Rauf, M. Bin, & Haider, K. (2015). Teachers' work fulfillment and the part of standards for compelling instructive framework in auxiliary schools of Karachi, Pakistan. *Research Journal of Educational Science*, 3(2), 1–5.

41. Kulophas, D., & Hallinger, P. (2018). Investigating the impacts of true authority on scholastic good faith and teacher engagement in Thailand, *32*(1), 27–45. <https://doi.org/10.1108/IJEM-10-2016-0233>
42. Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Seven solid claims approximately effective school leadership. Nottingham: Education and Skills.
43. Li, L., Hallinger, P., & Ko, J. (2016). Vital leadership and school capacity impacts on teacher learning in Hong Kong. *International Journal of Educational Management*, *30*(1), 76–100. <https://doi.org/DOI 10.1108/IJEM-03-2014-0035>
44. Malik, S. H., Aziz, S., & Hassan, H. (2014). Administration Behavior and Acknowledgment of Leaders by Subordinates: Application of Way Objective Hypothesis in Telecom Segment, *5*(2), 170–175. <https://doi.org/10.7763/IJTEF.2014.V5.364>
45. Matsuki, T. (2019). Impact of Workers ' Values on Representative Fulfillment in Japanese Retail and Benefit Businesses, *2019*(Figure 1). <https://doi.org/10.1155/2019/4951387>
46. Meindinyo, R. O. ., Ibara, E. ., & Tuatongha, C. (2017). Leadership styles of auxiliary school principals and teachers ' work fulfillment in Yenagoa Neighborhood Government Region of Bayelsa State, Nigeria. *IOSR Journal of Research & Method in Education*, *7*(2), 62–66. <https://doi.org/10.9790/7388-0702026266>
47. Mubarak, E. (2014). Leadership behaviors and its effects on employees' happiness, *5*(10), 2010–2012.
48. Mulford, B. (2003). School Pioneers: Challenging Parts and Affect on Teacher and School Viability. University of Tasmania, Tasmania.
49. Naeem, M., & Jamal, W. (2017). The Relationship of Employees' Execution Evaluation Fulfillment with Employees' Results: Prove from Higher Instructive Establishing Naeem , Jamal , Riaz, *11*(2), 71–81.
50. Oberhuber, S., & Maurer, I. (2015). Quantitative Data Analysis. Text durch Klicken hinzufügen.
51. Othman, F. B. (2009). *A Study on Personality that Influences Teaching Effectiveness*. Malaysia.
52. Oyugi, M., & Gogo, J. O. (2019). Impact of principals' leadership styles on students' scholarly execution in auxiliary schools in Awendo sub-county, Kenya. *African Educational Research Journal*, *7*(1), 22–28. <https://doi.org/10.30918/AERJ.71.18.096>
53. Paterson, A., Leung, D., Jackson, W., Macintosh, R., & O'Gorman, K. (2016). *Quantitative Data Gathering Methods and Techniques. Research Methods for Accounting and Finance* (The Global). Oxford England: Goodfellow Publishers Ltd. <https://doi.org/10.23912/978-1-910158-88-3-3226>
54. Pompilus, E. S. (n.d.). *Relationship Of Teacher Performance Evaluation And Student Achievement In The Classroom*. Concordia University.
55. Rashid, M. A. ul H., & Zaman, S. (2018). Impacts of Teacher's Behavior on Scholarly Execution of Understudies Impacts of Teacher's Behavior on Scholarly Execution of Students. Islamabad.
56. Saarivirta, T. (2016). and student achievement : reflections from Finland. <https://doi.org/10.1108/IJEM-10-2015-0146>
57. Sabin, J. T. (2015). Teacher Morale , Student Engagement , and Student Achievement Growth in Reading : A Correlational Study, *1*(1).
58. Shulhan, M. (2018). Leadership fashion within the madrasah in Tulungagung: How principals upgrade teacher's execution. *International Journal of Educational Management*, *32*(4), 641–651. <https://doi.org/10.1108/IJEM-08-2017-0218>
59. Silva, M. M. C. De. (2014). The Affect of Work Fulfillment and Representative Instruction on Worker Proficiency*, *1*(1), 30–51.
60. Sirait, S. (2016). Does teacher quality influence student accomplishment? An experimental think about in Indonesia. *Journal of Education and Practice*, *7*(27), 34–41.
61. Smith, B. S. (2016). The role of leadership style in creating a great school. *SELU Research Review Journal*, *1*(1), 65–78.
62. Steinberg, M. P., & Garrett, R. (2016). Classroom composition and measured teacher execution: What do teacher perception scores truly degree? *Educational Evaluation and Policy Analysis*, *38*(2), 293–317. <https://doi.org/10.3102/0162373715616249>
63. Tacq, J. (2011). Causality in qualitative and quantitative research. *Quality and Quantity*, *45*(2), 263–291. <https://doi.org/10.1007/s11135-009-9293-0>
64. Taştan, S. B., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's viability and inspiration on student's scholastic accomplishment in science instruction among auxiliary and tall school students. *Journal of Mathematics, Science and Technology Education*, *14*(6), 2353–2366.
65. Tso, G. K. F., Liu, F., & Li, J. (2015). Identifying Factors of Employee Satisfaction : A Case. *Social Indicators Research*, (123), 567–583. <https://doi.org/DOI 10.1007/s11205-014-0750-3>

66. Tu, Y., Lu, X., & Yu, Y. (2017). Supervisors ' Ethical Leadership and Employee Job Satisfaction : A Social Cognitive Perspective. *Journal of Happiness Studies*, 18(1), 229–245. <https://doi.org/10.1007/s10902-016-9725-1>
67. Tzeni, D., Ioannis, A., Athanasios, L., & Amalia, S. (2019). Unique Article Viable school leadership concurring to the recognitions of principals and physical instruction instructors, 19(3), 936–944. <https://doi.org/10.7752/jpes.2019.s3135>
68. Usman. (2001). *Principals personality and School performance in South Sulawesi Indonesia*.
69. Weisberg, M. (2016). satisfaction, 7(3), 293–314. <https://doi.org/10.1332/096278916X14767760873899>
70. Wenglinsky, H. (2001). *Teacher Classroom Practices and Student Performance: How Schools Can Make a Difference*. Princeton, NJ.
71. Wisse, B., Eijbergen, R. Van, Rietzschel, E. F., & Scheibe, S. (2018). Catering to the Requirements of an Maturing Workforce : The Role of Representative Age within the Relationship Between Corporate Social Obligation and Representative Fulfillment. *Journal of Business Ethics*, 147(4), 875–888. <https://doi.org/10.1007/s10551-015-2983-8>
72. Yuliarini, S., Kamariah, N., Mat, N., & Kumar, P. (2012). Factors Affecting Employee Satisfaction among Non-teaching Staff in Higher Educational Institutions in Malaysia, (June), 93–96. <https://doi.org/10.5923/j.economics.20120001.21>
73. Zheng, S., Wang, Z., & Song, S. (2014). Pay satisfaction of employees: A case study of a state-owned science institute in China, 1219–1231. <https://doi.org/10.1007/s11205-013-0554-x>