
RESEARCH ARTICLE

The Correlation between Principals' Managerial Competence, Academic Supervision Competence, Entrepreneurial Competence, and Teachers' Motivation for Achievement throughout State Vocational High Schools

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ABSTRACT

This present study aimed to identify the correlation between principals' managerial competences, academic supervision competence, entrepreneurial competencies, and teachers' motivation for achievement throughout state vocational high schools in the city of Gorontalo. It relied on a quantitative method with a correlational technique and collected the data from a questionnaire using the Likert scale. The results revealed that principals' managerial competence and teachers' motivation for achievement had a positive and significant correlation with a correlation coefficient of 0.376 (37.6%); the correlation between principals' academic supervision competence and teachers' motivation for achievement was positive and significant with the correlation coefficient of 0.459 (45.9%); the correlation between principals' entrepreneurial competence and teachers' motivation for achievement was positive and significant with the correlation coefficient of 0.312 (31.2%); principals' managerial, academic supervision, and entrepreneurial competencies and teachers' motivation for achievement reached a positive and significant correlation with the correlation coefficient of 0.546 (54.6%).

KEYWORDS

Managerial Competence, Academic Supervision Competence, Educational Entrepreneurship, Teacher Motivation, Achievement

ARTICLE INFORMATION

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1. Introduction

Motivation is instrumental in the life of an individual, especially in education and teaching. It is a basic drive within oneself to work on something. Motivation for achievement implies that a teacher is willing and encouraged to perform activities to arrive at learning objectives and is also eager to face challenges and obstacles to have better achievement. A substantial motivation for achievement contributes to high achievement.

Teachers with strong motivation for achievement are very determined to carry out their duties. They are fearless of future challenges and only focus on their responsibilities as a teacher. For such reasons, teachers who have work motivation will be positively impactful on themselves and their schools.

Strong or weak motivation for achievement can be observed by how teachers practice their profession, and teachers' motivation for achievement is defined as a vital need that drives them to succeed and is reflected by their work performance. That is to say that successful teachers are shown by their performance or how they complete their tasks. Hence, teachers should have motivation for achievement as their needs in practicing the profession.

In Gorontalo state vocational schools, some teachers are less likely to be aware of their responsibilities, e.g., coming late to school, having unsatisfactory work passion and teaching style, being careless in preparing the class, lacking the mastery of teaching and learning materials, being less creative and innovative in implementing the learning process, having varied motivations in dealing

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with challenges, having a weak motivation in arranging learning programs, being apathetic and unconfident in performing tasks, not optimally making efforts to succeed, being hesitant in making decisions, postponing work, and not optimally giving feedbacks.

In this matter, the role of the principal is highly required. Principals are among the components of education that influence the improvement of teachers' motivation for achievement. Managerial competence is included in several factors affecting teachers' motivation for achievement. Managerial competence refers to the principals' technical skills in carrying out their work as the education manager (Matondang, 2018). As a manager, principals should have a strategy that is able to implement management functions effectively and efficiently (Priansa and Rismi, 2014).

Another factor contributing to motivation for achievement is academic supervision competence. This is regarding the efforts to help teachers improve their abilities and manage the teaching and learning process to achieve learning objectives (Surjana et al., 2013). The primary goal of implementing academic supervision is to help teachers better their abilities in reaching the learning objectives of the students (Rahman, 2011).

In addition, entrepreneurial competence serves as the last factor that affects motivation for achievement. It is a must-have competence of principals to help them develop the school performance to be more effective and efficient. Through entrepreneurial competence, principals can create innovations for school development, work hard to reach school success as a fruitful learning organization, have a strong motivation to accomplish great results in fulfilling the responsibilities and functions of a principal, have full of determination, and constantly find the best solution in coping with obstacles in school (Oktavia, 2014).

The purpose of this study was to identify (1) the correlation between principals' managerial competence and teachers' motivation for achievement, (2) the correlation between principals' academic supervision competence and teachers' motivation for achievement, (3) the correlation between principals' entrepreneurial competence and teachers' motivation for achievement, and (4) the simultaneous correlation between principals' managerial, academic supervision, and entrepreneurial competencies and teachers' motivation for achievement in state vocational high schools in the city of Gorontalo.

2. Methodology

Conducted in state vocational high schools in the city of Gorontalo, this quantitative research with a correlational technique examined the following variables: principals' managerial competence (X1), principals' academic supervision competence (X2), principals' entrepreneurial competence (X3), and teachers' motivation for achievement (Y). It involved all 433 teachers in the aforementioned site as the population. As the population was more than 100, a proportionate stratified random sampling was drawn, i.e., taking the sample by 30% of the population. Moreover, data collection was mainly by questionnaires, and the instrument tests consisted of validity and reliability tests. After collecting the data, they were further analyzed by descriptive analysis, data normality test, linearity test, simple linear regression analysis, Pearson's Product Moment correlation analysis, multiple linear regression analysis, and multiple correlation analysis.

3. Results

The descriptive analysis result showed that (1) teachers' motivation for achievement got 87.96% in the excellent category; (2) principals' managerial competence measured at 91.02% in the excellent category; (3) principals' academic supervision competence achieved 88.47% at excellent category; and (4) principals' entrepreneurial competence reached 89.04% at excellent category. Below is the result of the descriptive analysis of each variable.

3.1 Teachers' motivation for achievement (Y)

The descriptive analysis result of respondents' answers indicated that the most significant frequency was in the class interval 116-120, with a frequency of 29 teachers. The lowest frequency was in the interval 91-95 with five teachers. Accordingly, the variable of teachers' motivation for achievement falls under an excellent category (87.96%). Teachers in the site area have a motivation for achievement, making them passionate to succeed.

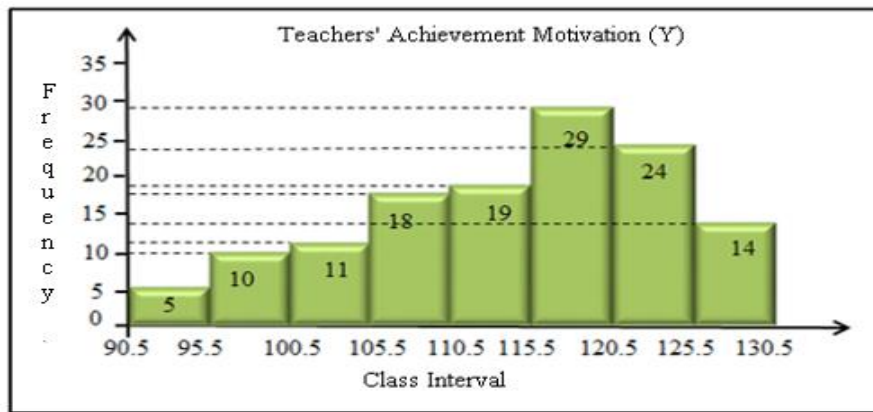


Figure 1 The Histogram of Teachers' Motivation for achievement (Y)

3.2 Principals' managerial competence (X1)

The descriptive analysis result of respondents' answers revealed that the most significant frequency was in the class interval 110-114 with the frequency of 34 teachers. The lowest frequency was in the interval 85-89 with two teachers. This signifies that principals' managerial competence in Gorontalo state vocational high schools arrives at an excellent category (91.02%).

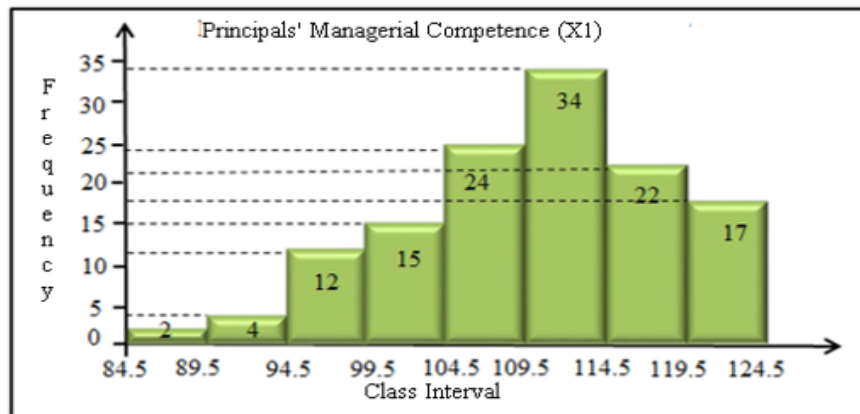


Figure 2 The Histogram of Principals' Managerial Competence (X1)

3.3 Principals' academic supervision competence (X2)

The descriptive analysis result of respondents' answers suggested that the most significant frequency was in the class interval 112-117 with the frequency of 33 teachers. The lowest frequency, on the other hand, was in the interval 82-87 with five teachers. Therefore, the variable of principals' academic supervision competence gets an excellent category (88.47%).

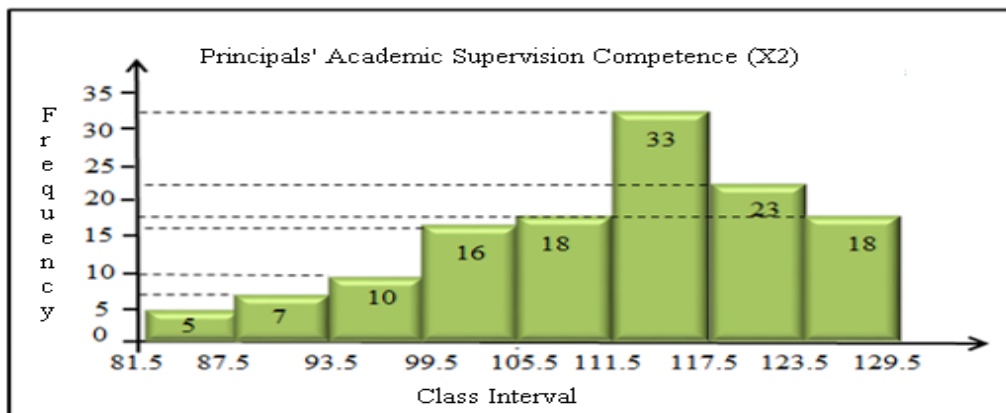


Figure 3 The Histogram of Principals' Academic Supervision Competence (X2)

3.4 Principals' entrepreneurial competence (X₃)

The descriptive analysis result on respondents' answers showed that the most significant frequency was in the class interval 122-126 with the frequency of 29 teachers. Meanwhile, the lowest frequency was in the interval 68-75 and 92-96 with six teachers. On this ground, the principals' entrepreneurial competence in the site area accounts for 89.04%, with an excellent category.

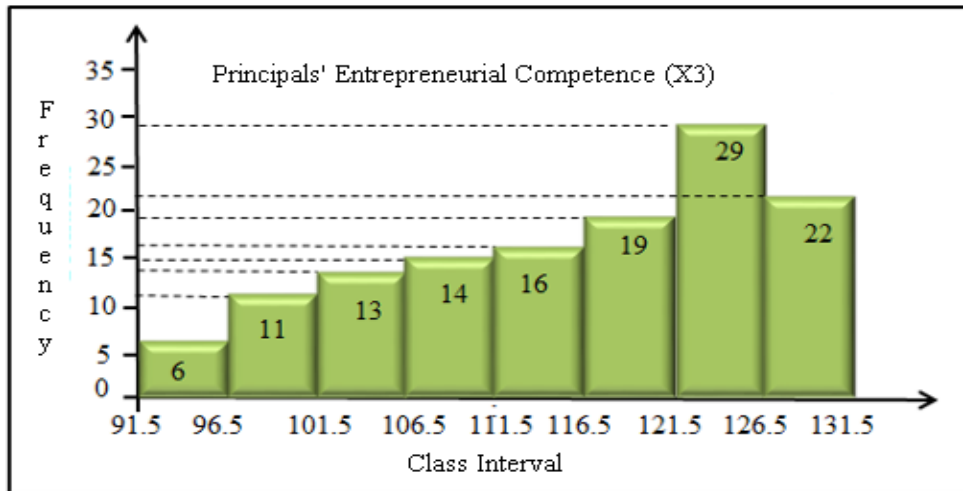


Figure 4 The Histogram of Principals' Entrepreneurial Competence (X₃)

4. Discussion

4.1 The correlation between principals' managerial competence and teachers' motivation for achievement

The correlation between managerial competence (X₁) and teachers' motivation for achievement (Y) is shown by its correlation coefficient of 0.376. Simply put, the correlation between the independent and dependent variables is 37.6%. The variable of principals' managerial competence has a strong correlation with teachers' motivation for achievement. Such a correlation is depicted in the regression equation $\hat{Y} = 33.905 + 0.733X$.

In the same tune, a study by Wibowo et al. (2013) entitled *Hubungan Kompetensi Manajerial Kepala Sekolah Dan Motivasi Berprestasi Dengan Kinerja Guru di SD Gugus IV Kemiling Permai Bandar Lampung* discovers that principals' managerial competence correlates with motivation for achievement by 83.9% and is considered good. This also indicates that principals with good managerial competence will be motivated to the achievement of teachers. Thus, principals' managerial competence is very influential on teachers' motivation for achievement.

Principals are the most important figure in developing and enhancing school performance. Principals' success is defined by their ability to carry out duties and roles properly, specifically in increasing teachers' motivation for achievement. Additionally, Schermerhorn (2003) points out that managerial competence includes the abilities to influence others, interpret and deliver information, assess oneself realistically, adjust behavior to achieve goals, express oral and written ideas clearly, make a good impression on people, foster trust, as well as work under pressure and in uncertain situations. Once a person has these abilities, his/her managerial competence is achieved. This is supported by Gunawan (2021), claiming that a principal is required to have the ability or skill to develop human resources in school to be empowered and contribute to educational goals.

Principals, as a manager, should be able to manage all school potentials for it to function normally by appropriately performing management functions, namely planning, organizing, leading, and controlling (Kunandar, 2007).

4.2 The correlation between principals' academic supervision competence and teachers' motivation for achievement

The correlation between academic supervision competence (X₂) and teachers' motivation for achievement (Y) is shown by its correlation coefficient of 0.459. In other words, the correlation between the independent and dependent variables is 45.9%. The variable of principals' academic supervision competence strongly correlates with teachers' motivation for achievement with the regression equation $\hat{Y} = 49.881 + 0.58X$.

Similarly, Katili (2016) research entitled *Hubungan Pelaksanaan Supevisi Akademik Kepala Sekolah dengan Komitmen Kerja Guru dengan Motivasi Berprestasi Guru SD di Kecamatan Balantik Selatan* finds out that there is a positive and significant effect of academic supervision on teachers' motivation for achievement by 64%. This implies that the better the principals' academic supervision, the greater the effect on the teachers to improve their abilities.

Principals are required to possess academic supervision competence in order that they can guide, lead, and motivate teachers to enhance their skills. Academic supervision competence refers to the principals' ability to help teachers develop their capability to compile a syllabus and lesson plan, employ learning methods, implement the learning process, and use learning media to reach learning objectives. It intends to deal with evolving situations in order to create improvements to the process. As a result, the learning process and teachers' abilities go through good changes. That said, supervision is not only to promote teachers' teaching skills but also to develop their potential. Olive also opines that educational supervision is to expand the curriculum, advance the learning process, and develop school staff. The objective of academic supervision, according to Glickman (Masaong, 2013), is to help teachers better their capacities so that the students are able to arrive at learning objectives. On that account, principals as academic supervisors are considered successful if they understand the teaching and learning problems the teachers have encountered and then provide solutions individually or in a group. Furthermore, principals will give the teachers opportunities to build their creativity and encourage them to apply top-notch teaching concepts.

Academic supervision is meant to help teachers grow the quality of education. A principal as an academic supervisor is also demanded to always have a good relationship with the teachers and place him/herself as part of the teaching system. The principal can also offer them suggestions and references to improve the teaching and learning process, along with their teaching creativity. It is expected that the better the principal's assistance, the better the teachers' class management. Principals with excellent academic supervision competence can increase teachers' motivation for achievement.

4.3 The correlation between principals' entrepreneurial competence and teachers' motivation for achievement

The correlation between entrepreneurial competence (X3) and teachers' motivation for achievement (Y) is shown by its correlation coefficient of 0.312. The variable of principals' entrepreneurial competence has a strong correlation (31.2%) with teachers' motivation for achievement with the regression equation $\hat{Y} = 55.035 + 0.509$.

This is in compliance with research by Khasanah (2016) entitled *Hubungan Antara Kompetensi Kewirausahaan Kepala Madrasah Dengan Jiwa Kewirausahaan Siswa Kelas XI Man Tempel Tahun Ajaran 2015/2016* showing that the principal's entrepreneurial competence in MA Tempel state Islamic senior high school in the academic year of 2015/2016 falls under a moderate category with score criteria of 93-99.

Such a finding indicates that teachers' low motivation for achievement is due to the low entrepreneurial competence of principals. That is to say that principals who have a high level of competence will also have a useful impact on teachers' motivation for achievement.

As leaders, school principals are required to have specific competencies to make the leadership effective, including entrepreneurial competence. Entrepreneurship in education refers to its characteristics of being innovative, hard-working, determined, creative, pre-eminent, and having a strong motivation and entrepreneurial instinct (Mas, 2017). Accordingly, principals with entrepreneurial competence are hard-working, determined, and have a strong motivation to perform their duties. This is supported by Khasanah (2016) that principals' entrepreneurial competence refers to their innovative and hard-working behaviors, strong motivation, determination, willingness to look for the best solution, and having an entrepreneurial instinct needed for fulfilling their functions and responsibilities.

As principals play a crucial role in a school, they are demanded to have entrepreneurial competence; those who have this competence also hold an entrepreneurial spirit. Permana and Kesuma (2011) explain that principals with an entrepreneurial spirit have great bravery and develop independent working methods. Entrepreneurship in education is a constant hard work done by principals to create schools with better quality. The concept of entrepreneurship includes the process of grasping opportunities, finding innovative elements in school, delving into useful resources realistically, controlling risks, as well as actualizing the welfare of school members and society. An entrepreneurial spirit within a principal is of significance in school activities and is expected to increase teachers' motivation in terms of ability improvement for better achievement.

4.4 The correlation between principals' managerial competence, academic supervision competence, entrepreneurial competence and teachers' motivation for achievement

Following the analysis results of the simultaneous correlation, the value of *r*-count measures at 0.546, meaning that the correlation between independent and dependent variables is 54.6%. Hence, the variables of principals' managerial, academic supervision, and entrepreneurial competencies have a strong correlation with teachers' motivation for achievement variable with the regression equation $\hat{Y} = 21.00 + 0.35X1 + 0.37X2 + 0.12X3$.

Such a finding indicates that principals' managerial, academic supervision, and entrepreneurial competencies play an essential role in boosting teachers' motivation for achievement. Motivation for achievement is a much-needed impulse for teachers to do their activities skillfully and have better achievements.

Some central and critical competencies of principals for the sustainability of school programs comprise managerial, personality, entrepreneurial, supervision, and social competencies. Managerial competence is inextricably linked with effective leadership management since management is, in essence, a matter of vertical and horizontal interaction between humans. For this reason, leadership is considered behavior to motivate people to work towards the achievement of particular goals. As a manager, principals are served for managing school resources, including teachers, students, finance, curricula, public relations, facilities, and other components to be utilized optimally for achieving school goals effectively and efficiently. Further, in terms of academic supervision competence, supervision is defined by Arikunto (2003) as the activity of building up teachers' ability to develop the learning process and its supporting elements. This is in line with Lazaruth (as cited in Faisal, 2012), stating that supervision refers to the activity or attempt to stimulate, coordinate, and supervise teachers to make their teaching and learning performance more affectual. Thus, supervision is a process of making the learning process effective through teacher development.

Nevertheless, Mutiarani (2015) notes that principals' competencies that enhance, advance, and grow the school to be independent are the dimensions of entrepreneurial competence. Principals should always improve their entrepreneurial competence so that the school can reach the essence of this competence.

5. Conclusion

This study intends to determine the impact of school principals' managerial competence, academic supervision, and entrepreneurial competence on teachers' motivation to accomplish. It is evident from the measurement data collected from the respondents that there is a strong relationship between the four research variables. First, a correlation significance of 38% exists between the principal's managerial competence and teachers' motivation to achieve. Compared to the other two independent variables, the school principal's academic supervision competency has the largest correlation, accounting for 46% of the teacher's achievement motivation. Third, there is a partial association between teacher accomplishment motivation and principals' entrepreneurial competence, with a correlation significance of 31%. The significance level for these three principal competencies on teacher achievement motivation is 55%. To inspire teachers to flourish in their teaching and learning processes, it is crucial for every school principal to have these three qualities, especially in vocational schools. Teachers that are driven to succeed will have a significant impact on student motivation and cognitive development. Additionally, the study's responses were restricted to teachers at vocational schools in Gorontalo City. In order to compare how these three elements affect teacher motivation, it will be important to do research on the accomplishment motivation of instructors in elementary schools through senior high schools in the future.

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