

**UNIVERSITI TEKNOLOGI MARA**

**LEADERSHIP STYLES,  
INSTRUCTIONAL LEADERSHIP  
PRACTICES AND TEACHERS' JOB  
PERFORMANCE  
AMONGST ADMINISTRATORS  
AT HIGH-PERFORMING  
VOCATIONAL SCHOOLS  
IN JAKARTA, INDONESIA**

**DITA PURUWITA GUNADI**

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## ABSTRACT

Leadership is the bedrock of the success of any organization. These studies have established leadership to be the critical element that contributes to effective organizational output, including Job Performance. In view of the 21st challenging era, investigation on best practices amongst administrators in High-Performing Vocational Schools is paramount. In view of this, this study aims to explore the relationship between Leadership Styles (LS) and Instructional Leadership practices (IL) and teachers' Job Performance (JP) amongst administrators at High-Performing Vocational Schools in Jakarta, Indonesia. This study was guided by eight research objectives and eight research questions. A mixed-methods was employed to explore the relationships between LS, IL practices and JP. Inferential statistics were employed to analyse quantitative findings and thematic analysis was employed to analyse the qualitative findings. Instrumentation developed by Bass & Avolio, Hallinger, Hanif, Ali & Haider were adapted and modified to gather the quantitative data. Meanwhile, qualitative data was collected through a set of open-ended questions and semi-structured interviews to complement the triangulation process in this study. The sample of the study consisted of 155 administrators and 375 teachers from 23 High-Performing Vocational Schools in Jakarta, Indonesia. Findings indicated that most administrators rated themselves as Transformational leaders as this was corroborated by the teachers. Secondly, the administrators rated themselves practising a high level of IL, which was corroborated by the teachers. Thirdly, the administrators rated a high level of teachers' JP, and so did the teachers. Fourthly, this study revealed a strong, positive and significant relationship between Transformational, Transactional, and Laissez-Faire and teachers' JP as rated by the administrators and so did the teachers. Fifthly, the study revealed a strong, positive and significant relationship between IL practices and teachers' JP as rated by the administrators and so did the teachers. Next, the regression results implied that variance in teachers' JP scores could be predicted from Transformational, Transactional and Laissez-Faire, rated by administrators and teachers. Further, the regression results implied that variance in teachers' JP scores could be predicted from IL, rated by administrators and teachers. Finally, the qualitative data highlighted internal and external factors as the challenges that administrators faced in improving teachers' JP at High-Performing Vocational Schools in Jakarta, Indonesia. Hence, all these findings lead to a corpus of knowledge, theoretical, empirical, methodological, policy and training, and practical implications.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

Job Performance (JP) has always been viewed as an essential variable and has become a significant indicator for numerous effective organizational output, both private and public organizations (Ali & Haider, 2017; Khan, Yusoff & Ali, 2014; Mei & Lee, 2011). This is because the ability of an organization to continue operating activities and attain organizational goals would depend on the performance of its employees (Limon & Nartgun, 2020). Thus, organizations in educational settings worldwide are not exempted (Khan, Yusoff & Ali, 2014). Furthermore, educational management and leadership scholars have highlighted that teachers' JP has long been an issue of concern for stakeholders (Alameen, 2019; Li, Díaz, Mao & Petrides, 2018; Owala, Odongo & Raburu, 2016; Selamat, Samsu & Kamalu, 2013). However, JP amongst teachers has not caught the attention of researchers due to its complex nature and measurement (Bhat, 2017; Haider, Khan & Iqbal, 2018) resulting in scant literature on Job Performance in educational organizations as most Job Performance studies are conducted in the business and industrial sectors (Bhat, 2017).

Over the years, scholars have strongly agreed with the importance and appraisal of teachers' JP in educational organizations. Scholars also agreed that teachers' JP is a multi-dimensional and dynamic concept (Ali & Haider, 2017; Amin, Shah, Ayaz & Atta, 2013; Hanif, 2004; Khan et al., 2014). Each researcher has a different view of determining the concept and measurement of teachers' JP (Ali & Haider, 2017; Bhat, 2017; Haider, Khan & Iqbal, 2018; Sultana, 2020). Among them, Chidi & Victor (2017) defined teachers' JP as teachers' abilities to demonstrate the right attitudes to work, commitment, dedication to teaching, and making the effort to achieve educational goals. Furthermore, according to Hanif (2004), teachers' JP refers to the perceptions regarding teachers' abilities to teach, manage, regulate discipline and establish effective interpersonal relationships. Meanwhile, Selamat, Samsu & Kamalu (2013) postulated that teachers' JP can be identified in terms of their teaching techniques related to competence, effectiveness, and productivity. Despite the lack of a general consensus on