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Dominant Factors Influencing the Performance of Principals of Vocational High Schools

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Abstract

This study aims to determine the effect of self-efficacy, job satisfaction, and perceptions of position on the performance of principals of public vocational high schools in DKI Jakarta Province. The research was conducted using a survey method. The data were analyzed using path analysis. The population of this study was 61 school principals in six cities/districts. This research questionnaire tested 21 school principals. Therefore, using proportional random sampling, the sample for this study was 40 school principals who were selected proportionally and randomly. The results of the study are as follows: (1) there is a positive direct effect of self-efficacy on the performance of school principals, (2) there is a positive direct effect of job satisfaction on the performance of school principals, (3)) there is a positive direct effect of position perceptions on the performance of school principals, (4) there is a positive direct effect of self-efficacy on job satisfaction, and (5) there is a positive direct effect of self-efficacy on perception of position.

Introduction

In developed countries, the relationship between vocational education and the industrial is very close and mutually beneficial (Schröder, 2019; Pillay et al., 2014). This is due to the success in building links and matches between vocational education and industry and the world of work (Azman, Karudin, & Dakhi, 2020). However, in Indonesia, this form of relationship is still running slowly, and even the problems of vocational education have always revolved in the same circle, that is, graduates are less competitive, and it is not easy to find work, both graduates at the vocational school and vocational campus levels. The deeply rooted stereotype is that those who enter SMK are 'outcasts' and marginalized. This is because many SMK graduates are unemployed without a job and are not even able to work independently as entrepreneurs. Their goal is to enter vocational education to get a job or get a job quickly. In addition to implementing link and match with the industrial world, which needs to be corrected, the curriculum and nomenclature of departments also need to be upgraded according to the needs of the fast-changing times. The economic, scientific, and technological progress that has shaken the world cannot be separated from the success of the Chinese government in maintaining the quality of vocational education in the country, with the hope being the hard work of school principals or rectors.

The principal is one of the school's input instruments that has a very strategic role in influencing the continuity of the SMK implementation process. The principal is known as the highest leader at the operational level of the school, even known as a position (a position) and at the same time as a job (a job). The principal is a formal position where the principal is the "school manager" whose roles and duties are related to management functions. So the principal as a manager must have managerial skills. Whereas the principal as a job tends to prioritize obligations rather than their rights and acts more as an inspiring leader, exemplary, and protector characterized by the ability to communicate, empower, make decisions, and execute many policies in achieving set quality standards. Whereas the school principal, as a manager, has a role in developing the quality of education by carrying out the tasks of planning, organizing, coaching, and developing the school he manages so that it always exists, is effective, and is efficient in producing graduates who are competent to continue to a higher level of education or enter the world of work. The achievements of graduates and their achievements are now referred to as a manifestation of the performance of a school principal.

Performance is a dimensional construct that is influenced by various factors or variables (Paladino, 2006). Matthews et al. (2000), adopting the views of Blumberg and Pringle, identified three main determinants of performance, namely, ability (capacity = C), desire (willingness = W), and opportunity (opportunity = O) with the formula: $Performance = f(O \times C \times W)$. In addition, performance is influenced by efforts, abilities and skills, organizational culture, work motivation, individual needs, organizational commitment, work relations, job satisfaction, organizational support, experience, organizational commitment, work relations, perceptions of tasks or positions, and individual differences factors. (Kreitner & Kinicki, 2007; Howard, 1994; Yuki, 2002; Rivai & Basri, 2005; Grohs, Knight, Young, & Soledad, 2018). In the context of individual differences, Ivancevich, Konopaske, and Matteson (2008) identified factors influencing performance as (1) personality variables, including the big five personality dimensions, locus of control, and self-efficacy. (2) The variables of abilities and skills include mental abilities, emotional intelligence, and tacit knowledge. (3) Attitude variables include job satisfaction and commitment. (4) Variable individual perceptions of objects such as jobs or positions, people (people) such as leaders or a person, events (events) such as events at a particular time and place, and the environment (environment), both physical and other social environments.

Because performance is influenced by various factors, variables, and problems that are pretty broad and complex, such a complex problem cannot be studied simultaneously, all at once, or in one go. Because of the researchers' limitations in terms of time, cost, effort, and researcher interest, this research is limited to performance variables that are thought to be influenced by job satisfaction, perceptions of position, and self-efficacy. From the limitations of the performance influencing factors, the questions to be answered are: (1) Does self-efficacy affect performance? (2) Does job satisfaction affect performance? (3) Do perceptions of a position affect performance? (4) Does self-efficacy affect job satisfaction? (5) Does self-efficacy affect the perception of the position?

This paper contributes to the literature in several ways. *First*, we used a rich data set that enabled us to consider various indicators of the role of self-efficacy, job satisfaction, and job perceptions in constructing the performance of SMK principals. The influence model developed is expected to have positive implications for specific policy recommendations according to the characteristics of vocational high schools. *Second*, this study controls for the

potential causality of the role of influencing variables on the development of the performance of SMK principals.

Literature Review

Performance

The grand theory, which is the primary reference for this research, follows the views of Ivancevich, Konopaske and Matteson (2008: 63-74) regarding the factors that influence performance, which are described as follows.

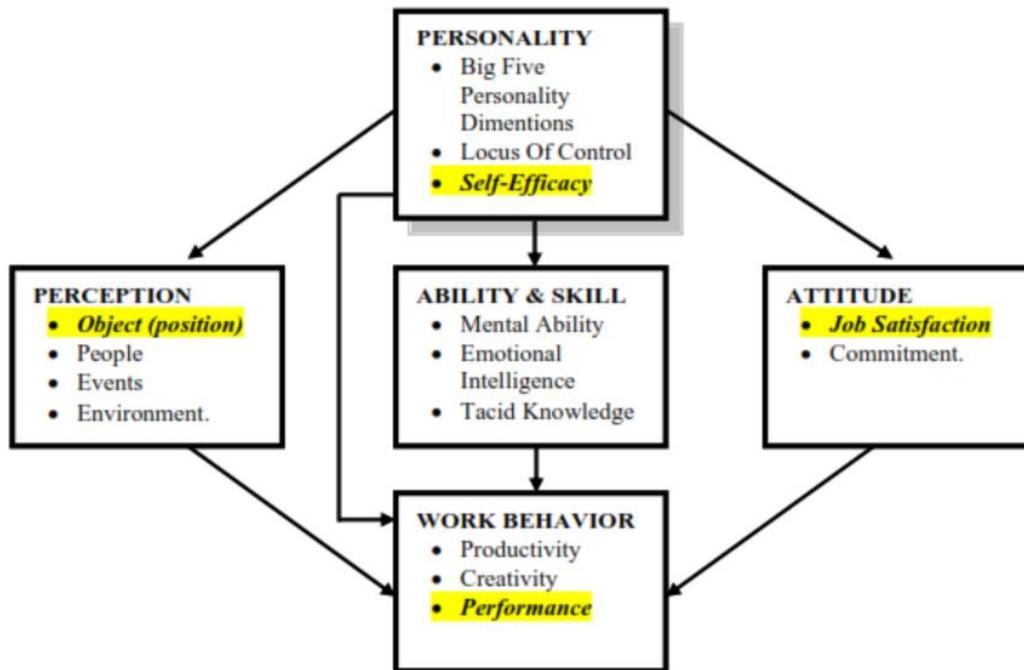


Figure 1. Causal Model between Individual Differences and Work Behavior

Based on the above model, the researcher focuses more on performance, self-efficacy, perception of position, and job satisfaction. These limitations lead researchers to an understanding that there is a direct effect of self-efficacy on job satisfaction, a direct effect of job satisfaction on performance, a direct effect of perceptions of a position on performance, a direct effect of self-efficacy on job satisfaction, and a direct effect of self-efficacy on perceptions of a position. Determining performance as the focus of research because performance is a variable that can be viewed from various sides and dimensions, so the limits of performance in the context of human resources develop according to the development of the human being himself.

Based on the views of Lindsay and Petrick (1997: 172), Stiffler (2006: 10), Van Iddekinge, Putka and Campbell (2011), Matthews et al. (2000: 14), Rivai and Basri (2005: 14), Bliese and Jex (2002), Johnson (2003), Rablen (2010), Kaplan and Anderson (2007), Cushway (2011: 1), Caldwell, Calnin, and Cahill (2003: 115), Dodd and Konzal (2002: 154), it can be synthesized that performance is a person's work behavior in completing tasks to achieve the expected goals, with behavioral indicators preparing work plans, work implementation includes managing the implementation of work, motivating work, conducting work relations, work communication,

formulating work policies, facilitating coworkers, and supervising work; as well as analyzing work results in data on aspects of the task of increasing access, improving quality and community participation.

Self-Efficacy

Generally, people avoid tasks and situations considered complex or burdensome that exceed their abilities. However, some feel confident that they can carry out the task and complete it successfully. This belief in self-ability is called self-efficacy (Akturk & Saka Ozturk, 2019; Aydogan & Koc, 2022; Kim & Anderson, 2023; Vaughn, 2021). Schermerhorn et al. (2011) say that self-efficacy is an individual's belief about the possibility of his or her ability to complete specific tasks successfully. Relevant to the views above, Robbins et al. (2013), Sendogdu and Koyuncuoglu (2021), Ivancevich, Konopaske and Matteson (2008: 94), Bandura in Feist and Feist (2006: 497). Thus, self-efficacy shows belief in one's ability to carry out complex tasks successfully.

According to Bandura (1986), Robbins et al. (2013), and Papalia et al. (2007: 36), a person's self-efficacy can be seen or measured from sincerity to work and enthusiasm for work such as persistence or hard work, diligent and tenacious, whether or not a person focuses on his goals, self-involvement in his duties such as work discipline, consistently and firmly argues for defending pride in his beliefs. Overall, based on the results of the analysis of several theories, it can be synthesized that self-efficacy is a person's belief in his ability to carry out specific tasks, with indicators (1) focus on goals, including an understanding of work goals, and efforts to achieve goals, (2) sincerity work, including discipline, keeping promises, (3) morale, including hard work, diligent, tenacious, and (4) firmness, including firmness of stance, and firmness of opinion.

Job Satisfaction

Satisfaction is a feeling of pleasure, joy, joy, and relief because the desires and expectations of his heart have been fulfilled (Admiraal, 2023; Bitner, Ekici, & Daugherty, 2021; Demirer, Bozoglan, & Sahin, 2013). If the satisfaction is towards work, of course, the pleasure or excitement is related to the process and results of the work, so it is commonly called job satisfaction. Job satisfaction, according to Ivancevich, Konopaske, and Matteson (2008: 86), Robbins and DeCenzo (2004: 229), Schermerhorn et al. (2011), and Spector (1997), is a person's feeling of pleasure or liking towards his work. Yurt (2022) reported that collective efficacy and job satisfaction have a large effect on teacher burnout. Yurt indicated that job satisfaction can increase and, accordingly, burnout can be prevented when employee efficacy is achieved.

According to Coad and Berry (1998), there are at least four motivational theories regarding satisfaction at work, namely: (1) Locke's value discrepancy theory, (2) Lawler's Facet Theory of Comparison (Lawler's Facet Theory), (3) The Social Influence Hypothesis: (4) Landy's Opponent Theory. Of the four theories mentioned above, it can be said that job satisfaction is the conformity of expectations of outcomes or rewards according to social conditions as an emotional reflection. Spector (1997) identified five models of measuring job satisfaction, and the indicators measured are as follows. Of the six models for measuring job satisfaction, the indicators for job satisfaction in this study are more adapted to the indicators of the Job Satisfaction Survey (JSS) model with the considerations,

(1) the JSS model is the most popular measuring instrument and is most widely used in measuring job satisfaction, (2) the JSS model is relatively easy to modify contextually, (3) the JSS model has a high level of instrument reliability, namely the reliability coefficient of internal consistency between items or total alpha coefficient = 0.91 with a minimum standard of internal consistency of 0.70, (4) school principals is a structural position, where in addition to salary requires other position allowances. This allowance indicator only exists in the JSS model, (5) this JSS model also considers the existence of rewards, types, and characteristics of work and a communication system within the organization.

Table 1. Five Models of Measuring Job Satisfaction and Indicators (Spector, 1997)

The Job Satisfaction Survey (JSS)	The Job Descriptive Index (JDI)	The Minnesota Satisfaction Questionnaire (MSQ)	The Job Diagnostic Survey (JDS)	The Job in General Scale (JIG)
1. Pay	1. Work	1. Activity, 2. Independence, 3.	1. Growth	1. Work
2. Promotions	2. Pay	Variety, 4. Social status, 5. Human	2. Pay	2. Pay
3. Supervision	3. Promotions	relations, 6. Supervision	3. Security	3. Promotions
4. Fringe benefits	4. Supervision	(technical), 7. Moral values, 8.	4. Social	4. Supervision
5. Contingent rewards	5. Coworkers	Security, 9. Social service, 10.	5. Supervisors	5. Coworkers
6. Operating Conditions		Authority, 11. Ability utilization,	6. General	6. General
7. Coworkers		12. Company policies and		
8. Nature of work		practices, 13. Compensation, 14.		
9. Communications		Advancement, 15. Responsibility,		
		16. Creativity, 17. Working		
		conditions, 18. Coworkers, 19.		
		Recognition, 20. Achievement		

Based on the results of the analysis of some of the theories and views put forward above, it can be synthesized that job satisfaction is a statement of one's feelings of pleasure towards the conformity of expectations about one's work with indicators (1) conformity of expectations with work situations, including operational work conditions, supervision by superiors, peer support work, work habits, and internal communication patterns, (2) compatibility of expectations with income, including salary compatibility, allowance compatibility, award compatibility, and (3) compatibility of future expectations, including promotion opportunities and future guarantees.

Perceptions about Position

Perception is often referred to as a person's view of a phenomenon or symptoms that are experienced, seen, and felt. Lindsay and Petrick (1997: 25) say that perception is important because we act based on our interpretation of certain events. In line with the view above, Luthans et al. (1995), Schermerhorn et al. (2011), Ivancevich, Konopaske, and Matteson (2008: 87), and Slocum and Hellriegel (2009: 68) believe that perception is a person's interpretation and response to the stimulus of his work environment.

According to Ivancevich, Konopaske and Matteson (2008: 110), one of the work environment stimuli is a career opportunity or position. Because the position of principal for school managers is perceived as having its strengths. The change from the teaching profession to becoming a school principal is a behavior change that requires a change in perception, namely a change from the educator function to a managerial function. Changes in the teacher's role and function require adjusting the perception of a position with all its meanings and characteristics.

The definition of position, according to Brannick and Levine (2002: 8), is a set of tasks, obligations, activities, and elements of ability that a person or worker can carry out. Meanwhile, Sweeney and McFarlin (2002: 215-218) identified the characteristics of a position, namely (1) firmness of authority (legitimate authority), (2) control of information (control over information), (3) control of rewards (control over rewards), (4) controlling sanctions (control over punishments), (5) controlling the environment (control over the environment), and (6) abuse of position/power (power abuse). Therefore, the results of the analysis of several theories and views above can be synthesized that the perception of a position is a person's interpretation and response to the characteristics of his position with indicators/dimensions of (1) authority, (2) information control, (3) reward control, (4) control of sanctions, and (5) control of the environment.

Based on the formulated synthesis, a frame of mind is built which suspects a positive direct effect of self-efficacy on performance, job satisfaction on performance, perceptions of position on performance, self-efficacy on job satisfaction, and self-efficacy on perceptions of the position of a school principal. This framework then becomes the basis for formulating research hypotheses.

Method

This research, which was conducted at all State Vocational Schools within the DKI Jakarta Provincial Education Office, aims to examine (a) the positive direct effect of self-efficacy (X1) on the performance (X4) of school principals, (b) the positive direct effect of job satisfaction (X2) on the performance (X4) of school principals, (c) the positive direct effect of perceptions about the position (X3) on the performance (X4) of school principals, (d) the positive direct effect of self-efficacy (X1) on job satisfaction (X2) of school principals, (e) positive direct effect of self-efficacy (X1) on perceptions about the position (X3) of school principals. The method used is a survey method and causal techniques.

The population in this study were all principals of State Vocational Schools in DKI Jakarta, totaling 61 school principals, and then used as a sampling frame. To determine the number of representative research samples, the Taro Yamane formula is used to obtain the validity of the generalization of the study population, with the formula $n = N / ((N \times d^2) + 1)$. Thus, the number of research samples is: $n = 61 / (61 \times (0.10 \times 0.10) + 1) = 39 \approx 40$ school principals. A total of 21 people in the sampling frame were determined as respondents for instrument testing. The technique used to collect all the research data is by distributing instruments in multiple-choice questionnaires. Path analysis statistical techniques were used at the significance level $\alpha = 0.05$ to test the statistical hypothesis.

Table 2. Summary of Measurement Indicators for Each Variable

Variable	Indicator
performance	1. Develop a work plan
	2. Work Implementation <ul style="list-style-type: none"> • Manage the implementation of work • Motivating work • Doing work relations • Doing work communication • Formulated work policies • Facilitating coworkers • Supervision
	3. Analyze work data
Self-Efficacy	1. Focus on goals <ul style="list-style-type: none"> • Understanding of job objectives. • Efforts to achieve goals
	2. Serious work <ul style="list-style-type: none"> • Discipline • keeping promises
	3. Passion for work <ul style="list-style-type: none"> • hard work (persistent) • persistent • Tenacious
	4. Firmness <ul style="list-style-type: none"> • Firmness of establishment (consistent) • Firmness of opinion
Job Satisfaction	1. Conformity of expectations with the work situation <ul style="list-style-type: none"> • Working operational conditions • Supervision by superiors • Peer support • Work habits • Patterns of internal communication.
	2. Conformity of expectations with the results of the work <ul style="list-style-type: none"> • Appropriate salary, • Appropriate allowance for positions • Appropriateness of awards
	3. Congruence of expectations with the future: <ul style="list-style-type: none"> • Promotional opportunities
Perceptions About Position	Interpretation and Response to:
	1. Authority
	2. Information control
	3. Reward control
	4. Control of sanctions
5. Environmental controls	

Results

Data Description and Test Requirements Analysis

Data Description

The data collected in this study were tabulated according to the needs of data analysis to provide an overview of the distribution of data or distribution of data through central tendency values and graphs. The intended central tendency values include mean (average), median (average score of the two middle data), mode (a score that has the highest frequency), range (range), minimum (lowest score), maximum (highest score), frequency distribution, and histogram. The summary of the primary research data is as follows:

Table 3. Statistical Summary of the Basic Data of Central Tendency Research

Central Tendency Value	X ₁ -Self-Efficacy	X ₂ -Job Satisfaction	X ₃ -Perceptions About Position	X ₄ -Performance
n	40	40	40	40
Means	128.80	118.43	121.13	120.93
Median	130.00	119.50	122.00	122.00
Mode	126	126	115	112
std. Deviation	9.923	10.268	11.168	10.735
Variances	98.472	105.430	124.728	115.251
Range	43	43	43	45
Minimum	102	95	100	95
Maximum	145	138	143	140
sum	5152	4737	4845	4837
k (Number of Class intervals) = $1 + 3.3 \log n$	6.2868	6.2868	6.2868	6.2868
rounded	7	7	7	7
Class Range	6.8397	6.8397	6.8397	7.1579
rounded	7	7	7	7

Estimated Error Normality Test

Testing the normality of the regression estimate error was conducted using the Lilliefors method, a nonparametric normality test. To determine the normality of the population based on sample data, a statistical hypothesis test was carried out, namely:

Ho = standard error regression estimates are not normally distributed.

H1 = standard error regression estimates are normally distributed.

Through the Lilliefors (L) test, whether or not the null hypothesis is accepted is determined by the results of a

comparison between L_{count} (L_o) and L_{table} (L_{tb}) for a significance level of $\alpha = 0.05$. The value of L_{table} ($\alpha=0.05$) is determined using the formula $= 0.886/\sqrt{n}$, where n = number of samples. Thus L_{table} ($\alpha=0.05$) = $0.886/\sqrt{40} = 0.140$. Criteria proposed to test the null hypothesis:

H_o : rejected if $L_{count} < L_{table}$

H_o : accepted if $L_{count} > L_{table}$

The summary of the normality estimation error test results is as follows.

Table 4. Summary of the Results of Testing the Hypothesis of the Error Estimate X4 over X1, X2, and X3, the error estimate X2 over X1, and the error X3 estimate over X1.

Estimate Error	$X = a + bX_i$	L_{count}	L_{table}	Conclusion
performance (X_4) over efficacy (X_1)	$X_4 = 10.034 + 0.861X_1$	0.111 *	0.140	Normal distribution
performance (X_4) on job satisfaction (X_2)	$X_4 = 21.466 + 0.847X_2$	0.126 *	0.140	Normal distribution
performance (X_4) on perceptions of position (X_3)	$X_4 = 28.485 + 0.763X_3$	0.096 *	0.140	Normal distribution
job satisfaction (X_2) on self-efficacy (X_1)	$X_2 = 33.728 + 0.658X_1$	0.139 *	0.140	Normal distribution
perception of position (X_3) on self-efficacy (X_1)	$X_3 = 19.504 + 0.789X_1$	0.126 *	0.140	Normal distribution

Significant: $L_{ht} < L_{tb}$

* = Significant

Based on the table above, it is known that the error in the regression estimate of the data variable self-efficacy (X_1), job satisfaction (X_2), perceptions of position (X_3) on performance (X_4), and data on the variable self-efficacy (X_1) on job satisfaction (X_2) and self-efficacy data (X_1) on perceptions of position (X_3) meet the normal requirements for analysis in this study.

Regression Significance and Linearity Test

The linearity test is a test to determine whether the direction of the regression of the endogenous variables on the exogenous variables is linear. Because the linearity test is carried out to see the pattern of data distribution, provided that the direction of the regression is said to be linear if the distribution of the data follows a straight line, through the regression equation $X_i = a + bX_i$. The significance test is intended to test the significance of the regression direction coefficients of endogenous variables on exogenous variables using a two-tailed F-test because we want to know the significance of the regression direction regardless of whether the regression direction (a = constant) is positive or negative. Five simple regression equations are tested for linearity and their significance, namely.

Table 5. Summary of the Form of a Simple Regression Equation

Equation Type	Constant	Regression Direction Coefficient	Regression Equation Form
$X_{41} : X_4 = a + bX_1$	$a = 10.034$	$b = 0.861$	$X_4 = 10.034 + 0.861 X_1$
$X_{42} : X_4 = a + bX_2$	$a = 21.466$	$b = 0.840$	$X_4 = 21.466 + 0.840X_2$
$X_{43} : X_4 = a + bX_3$	$a = 28.485$	$b = 0.763$	$X_4 = 28.485 + 0.763 X_3$
$X_{21} : X_2 = a + bX_1$	$a = 33.728$	$b = 0.658$	$X_2 = 33.728 + 0.658 X_1$
$X_{31} : X_3 = a + bX_1$	$a = 19.504$	$b = 0.789$	$X_3 = 19.504 + 0.789 X_1$

Each form of the regression equation was tested for linearity and ANOVA significance test using the sum of squares (JK) and the average sum of squares (RJK). The summary of the results of the linearity test and significance test is as follows:

Table 6. Summary of the Results of the Linearity Test and Significance Test

Regression	Linearity Testing			Significance Testing		
	F _{count}	F _{table(0.01)}	Results	F _{count}	F _{table(0.01)}	Results
Performance (X ₄) on self-efficacy (X ₁)	0.583 ^{ns}	3.43	linear	65.634**	7.37	Significant
Performance (X ₄) on job satisfaction (X ₂)	0.132 ^{ns}	3.32	linear	69.116**	7.37	Significant
Performance (X ₄) on perceptions of position (X ₃)	0.224 ^{ns}	3.43	linear	64.795**	7.37	Significant
Job satisfaction (X ₂) on self-efficacy (X ₁)	0.246 ^{ns}	3.43	linear	25.746**	7.37	Significant
Perception of position (X ₃) on self-efficacy (X ₁)	0.490 ^{ns}	3.43	linear	36.723**	7.37	Significant

Regression significance: $F_{ht} > F_{tb}$

Linearity: $F_{ht} < F_{tb}$

^{ns} = Linear

** = Very Significant

Hypothesis Testing

Hypothesis testing is carried out after the analysis requirements test, and the results meet all the requirements.

Path Coefficient on Substructure 1 (p4.123)

Based on the matrix calculation results, the path coefficient value of $p_{41} = 0.3511$ is obtained, $p_{42} = 0.3852$, and $p_{43} = 0.2852$. In comparison, e_3 is the residual coefficient representing variables or factors other than those being studied. The residual coefficient value (e_3) is 0.4299. Thus the form of the predictive structural equation becomes $X_4 = 0.3511X_1 + 0.3852X_2 + 0.2852X_3 + 0.4299$. This means if it is assumed that the influence of other variables is constant, then it can be concluded that each increase of one unit of self-efficacy (X₁) will increase 0.3511 units of performance, coupled with each increase of one unit of job satisfaction (X₂) will increase 0.3852 units performance, and added to each increase of one unit perception of position (X₃) will increase 0.2852 performance units.

Testing the significance of the path coefficients individually is done by t-test. Based on the calculation results, the

t value is obtained for each path, namely on the path $p_{41} = 0.3511$, $t_{count} = 3.5549$; on line $p_{42} = 0.3852$ obtained $t_{count} = 3.7235$; and on the p_{43} line $= 0.2852$, $t_{count} = 3.2043$ is obtained. Based on the "critical value of the distribution" list with $dk = nk-1$ at $\alpha = 0.05$, the values obtained are $ttb(0.05;36) = 1.6883$ and $ttb(0.01;36) = 2.4345$. It turns out that the t_{count} value of each tested path is greater than the t_{table} value (0.05; 36), so overall, it rejects $H_0: p_{41} \leq 0$, rejects $H_0: p_{42} \leq 0$, and rejects $H_0: p_{43} \leq 0$; so that $H_1: p_{41} > 0$, $H_1: p_{42} > 0$ and $H_1: p_{43} > 0$ are accepted. Thus, the p_{41} path $= 0.3511$; p_{42} lane $= 0.3852$; and path $p_{43} = 0.2852$ is significant at the significance level $\alpha = 0.05$.

Path Coefficient on Substructure 2 (p21)

The path coefficient value $p_{21} = r_{12}$, then the path coefficient value $p_{21} = 0.636$, with a residual coefficient (e_1) $= 0.7717$. Thus the form of the predictive structural equation becomes: $X_2 = 0.636X_1 + 0.7717$. Suppose it is assumed that the influence of other variables is constant. In that case, it can be concluded that every increase of one unit of self-efficacy (X_1) will increase 0.636 units of job satisfaction (X_2). Testing the significance of the path coefficient p_{21} is done by t-test. Based on the calculation results, the t value for path $p_{21} = 0.636$ is obtained $t_{count} = 5.074$ and based on the "critical value of the distribution" list with $dk = nk-1$ at $\alpha = 0.05$, the value $ttb(0.05;38) = 1.6860$ and $ttb(0.01;38) = 2.4286$. It turns out that the value of t_{count} is greater than the value of t_{table} (0.05; 38), then rejects $H_0: p_{21} \leq 0$; so that $H_1: p_{21} > 0$ is accepted. Thus, the path $p_{21} = 0.636$ is significant at the significance level $\alpha = 0.05$.

Path Coefficient on Substructure 3 (p31)

The value of $p_{31} = r_{13}$, then the path coefficient value of $p_{31} = 0.701$, with a residual coefficient (e_2) $= 0.7132$. Thus the form of the predictive structural equation becomes: $X_3 = 0.701X_1 + 0.7132$. Suppose it is assumed that the influence of other variables is constant. In that case, it can be concluded that each increase of one unit of self-efficacy (X_1) will increase 0.701 units of perception of position (X_3). Testing the significance of the p_{31} path coefficient was carried out by t-test. Based on the calculation results obtained $t_{count} = 6.060$ and based on the "critical value of the distribution" list with $dk = nk-1$ at $\alpha = 0.05$, then the value $ttb(0.05;38) = 1.6860$ and $ttb(0.01;38) = 2.4286$. It turns out that the value of t_{count} is greater than the value of t_{table} (0.05; 38), then rejects $H_0: p_{31} \leq 0$; so that $H_1: p_{31} > 0$ is accepted. Thus, the path $p_{31} = 0.701$ is significant at the significance level $\alpha = 0.05$.

Discussion

Overall, the findings of this study indicate that the main performance problems studied in the population of principals of State Vocational Schools in DKI Jakarta Province have been shown to be causally influenced by three variables, where the variable that has the most dominant effect is job satisfaction variable with a positive direct effect equivalent to the determinant coefficient 0.1484, then followed by the direct variable effect of self-efficacy equal to the determinant coefficient of 0.1233 and the positive direct effect of the perceived position variable is equivalent to the determinant coefficient of 0.0813. This is understandable because the construct of

built job satisfaction is related to the suitability of expectations with work situations, income, and future expectations, while performance is work behavior.

The total direct and indirect effect of self-efficacy on performance through job satisfaction and perceptions of position is 56.81%. The structural equation for influence prediction based on the path coefficient is $X_2 = 0.636X_1$; $X_3 = 0.701X_1$; $X_4 = 0.3511X_1 + 0.3852X_2 + 0.2852X_3$. This shows the theoretical predictions of increased performance, job satisfaction, and perceptions of the position as follows.

- (1) Prediction structure equation $X_2 = 0.636X_1$. Suppose it is assumed that the influence of other variables is constant. In that case, it can be concluded that each increase of one unit of self-efficacy (X_1) will increase 0.636 units of job satisfaction.
- (2) Prediction structure equation $X_3 = 0.701X_1$. Suppose it is assumed that the influence of other variables is constant. In that case, it can be concluded that each increase of one unit of self-efficacy (X_1) will increase 0.701 units of perception about the position of a school principal.
- (3) Prediction structure equation $X_4 = 0.3511X_1 + 0.3852X_2 + 0.2852X_3$. Suppose it is assumed that the influence of other variables is constant. In that case, it can be concluded that each increase of one unit of self-efficacy (X_1) will increase 0.3511 units of performance, coupled with each increase of one unit of job satisfaction (X_2) will increase 0.3852 units of performance, and coupled with each increase of one unit of perception about the position (X_3) will increase 0.2852 unit of performance (see Figure 2).

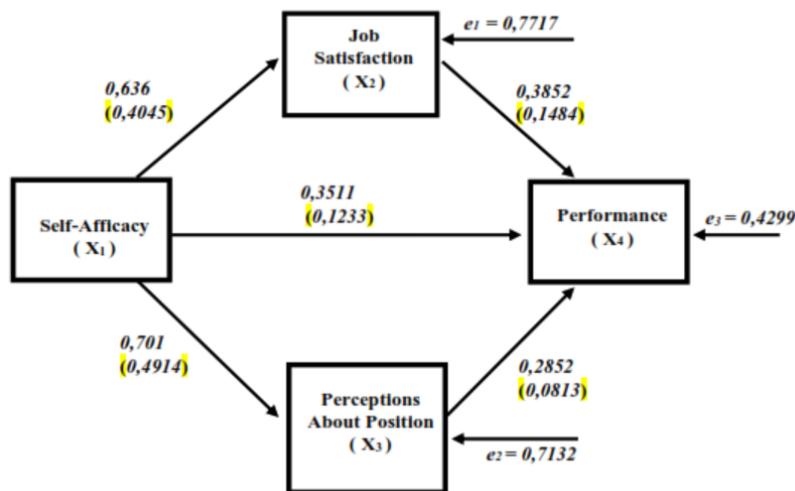


Figure 2. Summary of the Results of the Coefficient of Influence between Variables in the Research Structure

The path of influence from the research findings on performance development above supports the shape of the influence path developed by Ivancevich, Konopaske, and Matteson (2008) regarding the model of individual differences in the workplace (Individual differences in the workplace) that self-efficacy, job satisfaction and perceptions of position have a direct effect on performance. However, there is one group of variables that are not reviewed in this study, namely the variables "ability and skill," including the variables "mental ability," "emotional intelligence," and "tacit knowledge." This "ability and skill" variable is a moderator variable for the influence of self-efficacy on performance. If the research is conducted by studying the variables "ability and skill"

simultaneously, then the variations in the effect coefficients are likely to be more diverse. So there is a need for comprehensive research by studying the effect of the "ability and skill" variables on performance.

Based on the results of hypothesis testing, it has been proven that self-efficacy has a direct positive effect on the performance of school principals. The test results follow the view of Cohen and Fink (2001: 171) that from a manager's standpoint, a high level of self-efficacy for some employees will be a significant differentiator to overall performance (From a manager's standpoint, a high level of self-efficacy on the part of employees can make a significant difference in the overall performance of the enterprise). Gist and Mitchell, who were directly quoted by Ivancevich, Konopaske, and Matteson (2008: 95), said that several findings indicated that the higher the individual's self-efficacy, the higher the tendency for performance. ("A related large-scale research study found that individuals with high self-efficacy tended to perform at a higher level"). In addition, Robbins et al. (2013) said that goal-setting theory and self-efficacy theory have combined effects on performance improvement. Thus it can be concluded that self-efficacy has a positive direct effect on the performance of the principal. That is, if you want to improve performance, you first need to improve the self-efficacy of the principal.

It has been tested through this research that job satisfaction has a direct positive effect on the performance of school principals. The results of this study indicate that variations in job satisfaction explain variations in performance. This follows the view of Cook and Hunsaker (2001: 244) that the research results have clearly confirmed. The same thing is also proven by Robbins et al. (2007) that through the results of a comprehensive study of 300 studies, it concluded that when the correlation between job satisfaction and performance is corrected for the influence of sampling and measurement errors, it turns out that the average overall correlation score between job satisfaction and performance is 0.30.

It has been proven that perceptions of position have a direct positive effect on the performance of school principals. That is, even though the direct effect of perceptions about the position on performance is relatively small (8.13%), the path is significant. This is consistent with the results of Luthans et al. research (1995) that perceptions of position can influence promotion and performance. (Recent research indicates that age perceptions can affect promotion and performance). In addition, the results of research conducted by DuBrin (2000: 27) also concluded that favorable job perception leads to better job performance. Suppose the object of perception is a position (position). In that case, it can be explained that perceptions about a position directly influence performance, where perception is interpreted as the principal's interpretation and response to the characteristics of his position.

It has been proven that self-efficacy has a direct positive effect on the principal's job satisfaction. This study's results align with Alwisol's view (2005: 360) that self-efficacy is a picture of a person's ability to do something or act satisfactorily. But on the contrary, when a person is not sure of his ability to do something, it will result in dissatisfaction for himself. This opinion explains that self-efficacy affects satisfaction. In line with this opinion, Judge and Bono (2001: 81) argue that self-efficacy influences job satisfaction in general. Because individuals with a high level of self-efficacy will be more effective in overcoming adversity and surviving failure, the effect of self-efficacy on job satisfaction can be explained in the form of direct or indirect influence. However, the research did not build an indirect effect construct. According to Judge, Bono, and Locke (2000) in the *Journal of Applied*

Psychology, self-efficacy's indirect effect on job satisfaction is part of self-evaluations (core self-evaluations), usually through perceived job characteristic variables or complexity. The above view further reinforces that self-efficacy has a positive direct effect on the job satisfaction of school principals.

It has been tested through this study that self-efficacy has a direct positive effect on perceptions of the position of a school principal. According to Calhoun and Aocella (1990: 117), this influence is circular in form where within the scope of self-concept, self-efficacy basically influences individual perceptions and perceptions influence actions/behaviors mediated by self-discourse. Thus it can be concluded that self-efficacy has a positive direct effect on perceptions of the position of the principal.

Conclusion

Based on the results of hypothesis testing and discussion, the research findings show that self-efficacy has a direct positive effect on performance. This means that changes in self-efficacy that are higher will result in increased school principal performance. The implication is that an increase in self-efficacy will lead to an increase in the principal's performance. If you want to improve the performance of the heads of State Vocational Schools in DKI Jakarta Province, it is necessary to increase their self-efficacy first. Improvement in the performance of school principals can be seen from the preparation of work plans, managing work implementation, motivating work, carrying out work relations, work communication, preparing work policies, facilitating coworkers, supervising work, and analyzing work results data. Therefore, if you want to improve performance, you must first increase the self-efficacy of the school principal. What needs to be considered in increasing self-efficacy is increasing the focus of the head of SMK on achieving goals, seriousness in work, enthusiasm for work such as hard work, perseverance, tenacity, and increasing firmness of stance and firmness of opinion.

Job satisfaction has a direct positive effect on performance. This means that changes in higher job satisfaction will result in increased school principal performance. The implication is that an increase in job satisfaction will lead to an increase in the performance of school principals. The proportion of influence given by job satisfaction is greater among other variables on performance improvement. If you want to improve the performance of the heads of State Vocational Schools in DKI Jakarta Province, it is necessary to increase their job satisfaction first. Improvement in the performance of school principals can be seen from the preparation of work plans, managing work implementation, motivating work, carrying out work relations, work communication, preparing work policies, facilitating coworkers, supervising work, and analyzing work results data. Therefore, if you want to improve performance, you must first increase the principal's job satisfaction, especially regarding aspects (1) compatibility of expectations with work situations such as operational work conditions, supervision by superiors, peer support, work habits, and internal communication patterns, (2) compatibility of expectations with income, including salary compatibility, allowance compatibility, award compatibility, and (3) compatibility of future expectations such as promotion opportunities.

Perception of position has a direct positive effect on performance. This means that changes in perceptions about increasingly positive positions result in increased school principal performance. The implication is that an increase

in perceptions about positions will lead to an increase in the performance of school principals. This means that if you want to improve the performance of the heads of State Vocational Schools in DKI Jakarta Province, it is first necessary to improve the perception of their position. Improvement in the performance of school principals can be seen from the preparation of work plans, managing work implementation, motivating work, carrying out work relations, work communication, preparing work policies, facilitating coworkers, supervising work, and analyzing work results data. Therefore, if you want to improve performance, it is first necessary to increase perceptions about the position of the principal, especially to increase the principal's interpretation and response to the characteristics of his position, including authority, information control, reward control, sanction control, and environmental control.

Self-efficacy has a direct positive effect on job satisfaction. This means that higher self-efficacy changes will result in increased principal job satisfaction. The implication is that an increase in self-efficacy will lead to an increase in school job satisfaction. Increasing self-efficacy will have an impact on increasing the job satisfaction of school principals. Thus, if you want to increase the job satisfaction of the principals of State Vocational Schools in DKI Jakarta Province, improving their self-efficacy is necessary. Increased job satisfaction of school principals can be seen from (1) conformity of expectations with work situations such as working operational conditions, supervision by superiors, peer support, work habits, and internal communication patterns, (2) conformity of expectations with income, including salary compatibility, suitability benefits, suitability of awards, and (3) suitability of future expectations such as promotion opportunities. Therefore, if you want to increase job satisfaction, it is first necessary to increase self-efficacy, which consists of increasing focus on achieving goals, seriousness at work, morale, and increasing assertiveness and firmness of opinion.

Self-efficacy has a direct positive effect on perceptions of position. This means that higher self-efficacy changes will result in increased perceptions of the principal's position. The implication is that an increase in self-efficacy will lead to an increase in perceptions about the position of the principal. Increasing self-efficacy has a direct effect on increasing perceptions of one's position. That is, if you want to improve the perception of the position of the head of a State Vocational High School in DKI Jakarta Province, then you need to improve your self-efficacy first. Increased perceptions of the principal's position can be seen from an increase in the principal's interpretation and response to the characteristics of his position, including authority, information control, reward control, sanction control, and environmental control. Therefore, if you want to improve your perception of your position, you first need to increase your self-efficacy, which consists of increasing your focus on achieving your goals, seriousness at work, enthusiasm for work, and assertiveness and firmness of opinion.

Thus, in general, it can be concluded that the variation that occurs in the performance of the principals of State Vocational Schools in DKI Jakarta Province is directly and positively influenced by variations in job satisfaction, self-efficacy, and perceptions of the position. School principals' high and low performance is influenced by the high and low levels of job satisfaction, self-efficacy, and perceptions of their position. That is, the increase in the performance of the heads of State Vocational Schools in DKI Jakarta Province is caused by increased job satisfaction, self-efficacy, and perceptions of their positions.

Recommendations

Theoretical

Experts in the field of knowledge are expected to be able to provide responses and opinions on; (a) The results of the research show that it has been tested empirically that performance can be explained based on the direct influence of job satisfaction, perceptions of position, and the direct and indirect effects of self-efficacy on performance both through job satisfaction and through perceptions of position. (b) The dominant factors that have a direct influence on performance are job satisfaction variables, then followed by self-efficacy variables and lastly are job perception factors.

Practical

It is suggested to the Leaders of the Directorate of Vocational Secondary Education at the Ministry of National Education that in formulating policies to improve the performance of SMK principals, it is not only necessary to increase the ability to prepare work plans, work implementation, and analyze work results from data on improving quality, access and community participation, but also required increasing self-efficacy, job satisfaction, and principals' perceptions of the characteristics of their positions because these three variables have been tested empirically to directly affect the performance of the head of a SMK.. No organization can be successful that does not have a strong leadership (Sujarwo et al., 2023). It is recommended that the Ministry of National Education as a standard policy maker at the national level: (a) Establish a standard reference for evaluating the performance of SMK heads and a mechanism for providing coaching feedback. (b) Increasing the allowance amount for the position of head of SMK by revising RI Presidential Regulation No. 58 of 2006 concerning educational staff position allowances. This is because the problem of low-performance results from low job satisfaction from the aspect of the principal's position allowance.

It is suggested to the Head of the Vocational Education Department - DKI Jakarta Education Office to consider job satisfaction, self-efficacy, and perceptions of position in formulating policies on improving the performance of SMK heads. Some of the activities suggested to be carried out are (a) creating a self-efficacy assessment format, and the results are used as part of the criteria for promotion or recruitment of prospective SMK principals, (b) encouraging school principals through counseling and seminars to continue to improve their self-efficacy, (c) improving conditions work operations such as provision of office administration equipment, room arrangement including lighting and air circulation, as well as greening of school gardens, (d) giving awards to heads of SMKs who have real achievements, (e) providing training and refreshments to heads of SMKs on management functions starting from preparation of work plans, work implementation and analysis of work results data on aspects of increasing access, improving quality and community participation, and (f) providing the widest possible information through counseling and seminars to heads of SMKs regarding position characteristics related to authority, information control, rewards, sanctions and environmental control.

Problems of supervision and supervision are causes of school principal job dissatisfaction. Therefore, it is suggested to the SMK supervisors to improve the pattern of supervision, supervision orientation that is coaching

in nature, material transparency, and providing feedback on the results of supervision to the head of the SMK. It is suggested to the Head of SMK, (a) to do self-introspection about abilities in preparing work plans, managing work implementation, motivating work, conducting work relations, work communication, compiling work policies, facilitating coworkers, supervising work, and analyzing data on work results. Next, identify sources of information and attend relevant training to increase the ability of management functions, (b) to be able to re-identify the goals of running a school and translate them into activity objectives, so that the principal can focus more on achieving them. Because someone who has self-efficacy is someone who focuses on achieving organizational goals, (c) for the head of the SMK to collect and identify relevant information about the characteristics of his position, such as authority, information control, rewards and sanctions, and control of the work environment. Furthermore, the head of the SMK develops interpretations and responses to build a more positive perception of his position.

It is suggested to the Chairperson and Management of the Vocational School Principal Working Group (K3SK) that in every routine meeting, the school principal continues to encourage efforts to improve performance by first providing awareness and understanding of efforts to increase job satisfaction, self-efficacy, and perceptions of position. Establish regular communication and coordination with school principals, agencies, and other sources of information. It is suggested to the leaders of the world of business and industry (a) to be able to assist school principals in improving their performance by increasing the frequency and quality of coordination meetings, (b) to invite leaders of the business and industrial world in preparing the school curriculum in order to minimize the gap between the quality of graduates and the world's needs. Business and industry, (c) to increase participation in the form of ideas, materials, and funds to develop the quality of education.

It is suggested to researchers and observers of the performance development of SMK principals (a) in order to be able to make the research results as a comparison and enrichment of information about the dominant factors that affect the performance of SMK principals, (b) to carry out further research related to other performance determining variables, as stated in the research reference theory put forward by Ivancevich, Konopaske, and Matteson (2008) that a person's performance is also influenced by "ability and skill," including the variables "mental ability," "emotional intelligence," and "tacit knowledge." In addition, "ability and skill" is a moderator variable between self-efficacy on performance.

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