Factors Influencing Teacher Motivation to Become School Principal in Serang City

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ABSTRACT. The value of recruiting and maintaining highly trained school leaders is rising in our country. This research aimed to determine factors that teacher's motivation being school principals. The survey responses of 104 public school principals in Serang City, including 77 elementary school principals and 27 junior high school principals, were evaluated using exploratory factor analysis. According to the results, factors such as Challenge, Altruism, Professional Advantage, and Leadership Influence encourage teachers to move into administration. In contrast, factors such as Inadequate Gain/Personal Benefit, Personal Needs or Issues, and Elevated Risk deter teachers from being school principals.

Keywords: *School Principal, Leadership, Personal benefits.*

INTRODUCTION

A school leader's integrity contributes significantly to the progress of a school (Thompson, 2015). Several empirical pathways have been suggested to explain the relationship between motivation, job satisfaction, and work performance regarding working motivation. Provided a collection of internal capacities; analytical, physical, and know-how; and the organization put in place by a corporation or management; technological, human resources, and administrative. Motivation can significantly affect each employee's performance and, as a result, on the company's overall progress. Although motivation has many definitions, an agreement has been reached about the essential factor that defines motivation. It is challenging to observe specifically motivation since it is determined by the actions individuals are supposed to cultivate (Moynihan & Pandey, 2007).

Chantal *et al.* (1995) define motivation as a theoretical concept used to justify the launch, course, intensity, and consistency of action based on internal and external forces. As a result, motivation can be characterized as a process that motivates, orients, enhances, and retains individual actions toward achieving desired outcomes (Gruber & McDonald, 2012). The definition of motivation emphasizes the process-oriented idea of being motivated, which is described as being moved to do something. Inspired people are energized or stimulated toward a target, while unmotivated people lack the impetus or desire to act (Filgona *et al.,* 2020).

Intrinsic, extrinsic, and altruistic influences have been identified in research on the incentive to become a teacher. In general, fundamental and altruistic reasons for joining the

teaching profession include a desire or enthusiasm for teaching, contributing to society and supporting others, and providing a good school experience (Thomson *et al.,* 2012).

Other facets of the complex motivational variables that need further effort and exploration also attract the attention of motivation researchers. In the motivation literature, there are already rigorous theoretical structures that can be used to direct future studies in this field. There has lately been a burst of enthusiasm, or what we have dubbed a "Zeitgeist" (Covington, 2000), in adapting well-developed inspiration ideas to the realm of teaching.

Several reports have identified factors that add to or distract from a person's ability to be a school principal. In a study of 151 teachers enrolled in principal training programs at four colleges. Korcheck (2002) discovered that the predominant influence influencing these teachers' decision to become school leaders was their ability to make a difference in students' lives. Increased paperwork and the possibility of lawsuits, according to Muijs and Harris (2007), were both significant factors for not being a principal. According to the Educational Study Service (Dinham, 2005), the most significant deterrents to being superintendents for school system superintendents who had already worked as principals were inadequate to pay, demanding and time-consuming duties, and difficulties with parents and other aspects of society. People's desire to become a principal was found to be primarily a result of their desire to make a difference in educational environments, their attraction to the personal and professional demands of the principalship, and their perceived capacity to facilitate improvement, according to later research by Pounder and Merrill (2001).

The current research explores teachers' motivation to become school principals based on eight work-related factors that affect a person's decision to become a school principal based on this overview. Furthermore, this report would explain intrinsic and extrinsic motivations for teachers being principals, providing insight into how these motivations will impact school success and learning quality.

METHOD

To address the research questions relevant to the purpose. This research utilized survey research to collect the necessary information. Survey analysis is a form of quantitative research that gathers data using a computational method. It means that the information obtained from the respondents should be numerically based. The process used to collect the data is often structured and systematic. The aim is to comprehend and anticipate someone's actions. In a nutshell, survey analysis is carried out in a numerical and organized manner.

This survey is divided into two parts. Part 1 collects demographic information from participants such as gender, age, education level, and years of service as principal. Section 2 explores the respondents' views on the extent to which various aspects of the principal's role motivate them to pursue the principal's post. Furthermore, the research was carried out using the constant-comparative qualitative content analysis method developed by Straus and Glaser (1967); to look for consistent themes or categories among respondents, cross-participant analysis by Clithero et al. (2011) was conducted.

Participants

This study's subjects were 104 school principals in Serang City, with 77 primary school principals and 27 junior high school principals.

Procedures

Respondents filled out each item on the survey using the help of the google form. The survey included opportunities for participants to describe their responses and to list other factors that influenced their decision to become principals through the Likert scale rankings.

RESULT

Based on the results of filling out an online questionnaire using Google Form, the respondents' characteristics were as follows.

Table 1 Characteristic's of Respondents

Characteristics	Number of
School Levels	
Elementary School	77
Junior High School	27
Gender	
Male	53
Female	51
Education Level	
Bachelors	50
Magister	53
Doctor	1

According to Table 1, Serang City's school principals are 77 primary and 27 junior high school principals. The number of primary school principals who took part in the study was 33 percent of all public primary school principals or 233 schools, and the number of junior high school principals who took part was 93.10 percent. Junior high school students made up the highest proportion of those who took part in the study in terms of percentages.

It is not governed by a single demographic, showing that both men and women have equal chances to become school principals. Women have the same opportunities as men when it comes to being school principals, but the Serang City Government is concerned with gender representation in educational and cultural work units.

Principals in Serang City have almost similar education levels, with 48.07 percent having completed a bachelor's degree and 50.96 percent having completed a master's degree. It illustrates that principals are good at promoting discipline and success at the school level. Figure 2 below depicts the various reasons for becoming a principal in elementary and junior high schools.

Figure 1 The various reasons for being a school principal

Figure 1 shows the various reasons for being a school principal. The following described reasons for a teacher to become a principal from the reasons that have the highest frequency to the lowest. The highest reason is to be an innovative leader; as many as 35 respondents, or 33.65 percent of respondents, stated that being a principal is to be an innovative leader.

DISCUSSION

Based on the results of the interview, the reason for choosing this is that being a leader innovative can improve the quality of education, develop education with something different, broad opportunities to innovate and develop creativity in the world of education with the potential that exists in order to create a quality, high achieving and advanced school. Grissom and Loeb (2011) state that innovative school principal behaviour will have a positive impact on top performance and managerial competence.

The second reason is pursuing professional development as many as 20 respondents or 19.23 percent, stated that being the principal is part of a teacher's highest professional development. Based on the interview, the reasons for choosing professional development are developing teacher professionalism by developing management and leadership skills, increasing managerial knowledge, adding insight and work experience, and improving teacher performance in a better direction. Kartini et al. (2020) state that school principals' professionalism affects teacher performance and teacher motivation.

The third reason is helping teachers develop learning innovation, and respondents chose this reason as many as 19 people or 18.26 percent stated that being the principal aims to help teachers innovate to improve the quality of the learning process in schools. Based on the interview, the reason for choosing this was to motivate teachers to be enthusiastic in making new learning innovations, to be role models for teachers to continue to innovate, to stimulate teachers to be more innovative so that students could digest the material well, and be more flexible in developing teacher resources, towards an innovative and advanced school. The research conducted by Mulyani et al. (2020) states that the principal's performance can improve the quality of learning organized by teachers in schools.

The fourth factor, widening job options, was chosen by 11 people or 10.57 percent of respondents, who claimed that becoming a principal is not the most prestigious career choice for teachers. Any of the reasons for a teacher claiming to be a school principal to advance his career include improving school administration, increasing teacher integrity, and gaining insight and job experience in administrative and leadership positions.

Growing job status, increasing pupil learning opportunities, assisting teachers in curriculum growth, and increasing compensation or pay are the following two seasons with the lowest percentages. Just about five percent of respondents selected any of the four explanations. It suggests that the explanations behind these reasons are sometimes at odds with the rationales of the respondents. Being the principal is not the only way to raise revenue or wage. According to civil servant pay rules, respondents are aware of the salary of a school principal.

CONCLUSION

According to the highest reason, being a principal is the most important reason for being a creative leader. A creative leader will enhance education efficiency, expand education with something new, and have broad opportunities to evolve and develop innovation in education with the capacity that exists to build a quality, high-achieving, and advanced school. Principal success and administrative integrity can also benefit from creative school principal action. Becoming a principal is a part of a teacher's most incredible professional growth. Developing teacher professionalism by developing management and organizational skills, growing administrative knowledge, adding perspective and job experience, and changing teacher success

in a better way are all reasons for engaging in professional growth. Expand his career, specifically in school administration, teacher professionalism, and organizational and leadership knowledge and practice. Moreover, it Enhances job status, growing learning options for students, helping teachers build curricula and increasing their salaries or wages.

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