



Managerial Competence, Communication Skills, and Motivation: Impacts on Teacher Performance in Pidie Jaya Elementary Schools

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ABSTRACT

This study investigates the impact of school management's administrative competence, interpersonal communication, and achievement motivation on teacher performance in public elementary schools within the Meurah Dua Subdistrict of Pidie Jaya Regency. Data were acquired from 128 teachers using a quantitative descriptive technique with a correlational survey design, employing total sampling. Questionnaires utilizing a Likert scale were administered, and the data were analyzed through Pearson correlation and multiple linear regression. The findings indicate that managerial competence significantly enhances teacher effectiveness, with the control function identified as the most prominent factor. Interpersonal communication exerts a beneficial yet rather modest impact on teacher effectiveness and achievement motivation. Achievement motivation substantially impacts teacher performance, with extrinsic motivation factors—especially income and incentives—exerting the greatest influence. Correlation study reveals moderate positive correlations between managerial competence and teacher performance ($r = 0.482$) and between achievement motivation and teacher performance ($r = 0.391$). Interpersonal communication exhibits a modest positive connection with teacher performance ($r = 0.198$). Managerial competence and achievement motivation strongly impact teacher effectiveness, although interpersonal communication exerts a relatively lesser influence. The study finds that augmenting management competency, fortifying effective communication, and cultivating intrinsic and extrinsic motivation are vital techniques for raising teacher effectiveness.

1. Introduction

Teacher performance is a crucial factor influencing educational quality, especially in Indonesia, where numerous national and international evaluations, such as the Programme for International Student Assessment (PISA), regularly reveal ongoing difficulties in student learning results (Sholikah & Pertiwi, 2021). The efficacy of teachers is not just determined by their personal competencies but is significantly affected by the overarching organizational context in which they operate (Azainil et al., 2021). Factors such as leadership quality, school atmosphere, communication patterns, and incentive structures are crucial in influencing the effectiveness of teachers in fulfilling their duties (Undiadi & Muhammad, 2025). When these organizational elements operate cohesively, they

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establish a supportive ecosystem that empowers educators to implement meaningful instructional practices, utilize new pedagogies, and address various learner need(Akporehe & Asiyai, 2023)s.

In this setting, school principals serve as essential catalysts for change and institutional advancement(Afiah et al., 2025). Their managerial proficiency—evident in their capacity to strategize, allocate resources efficiently, offer constructive guidance, and implement suitable oversight—forms the basis for fostering a strong performance culture in educational institutions(Roemintoyo et al., 2021). Principals exhibiting robust managerial skills are more adept at promoting professional development, upholding teacher accountability, and ensuring that instructional activities are congruent with school objectives(Diaprina et al., 2023). Research repeatedly demonstrates that elevated managerial competence correlates positively with enhanced teacher performance, increased involvement in professional development, and greater work discipline. The principal's leadership ability is essential for creating an environment in which teachers can attain optimal educational results and significantly enhance overall school improvement(Yang & Chang, 2023).

Interpersonal communication is a crucial element in the operation of educational institutions(Karim et al., 2021). Effective communication among principals and teachers, as well as between teachers, fosters mutual trust, enables the dissemination of correct information, and enhances collaboration within the educational setting. When communication channels are open and reciprocal, educators are more inclined to feel supported, valued, and included in decision-making processes(Rambe et al., 2024). This conducive environment not only fosters collaboration but also cultivates a robust organizational culture that encourages professional development(Kanya et al., 2021).

Conversely, insufficient or mismanaged communication can precipitate numerous organizational difficulties(Liderliđi et al., 2021). Obstacles in communication can result in misconceptions, ambiguous expectations, and the onset of conflicts that hinder the educational process. Restricted avenues for educators to express concerns or offer suggestions may lead to sentiments of alienation or disengagement(Alanoglu, 2022). When communication is deficient in transparency or responsiveness, teacher engagement typically diminishes, leading to a reduction in general excitement and commitment to school activities(Van Waeyenberg et al., 2022).

Besides communication, achievement motivation significantly influences teacher performance. Motivation, encompassing both intrinsic factors—such as personal happiness, professional pride, and a sense of purpose—and extrinsic factors—such as incentives, recognition, and career advancement—compels instructors to perform efficiently(Asmarani et al., 2021). Enthusiastic instructors are more likely to create creative learning practices, effectively manage classrooms, and actively seek professional development opportunities. Many educators, however, encounter diminished motivation owing to overwhelming administrative responsibilities, inadequate incentives, and insufficient recognition of their contributions. These variables may impede their propensity to participate creatively and attain optimal performance.

Exploratory assessments in Meurah Dua Subdistrict identify numerous significant obstacles that limit the achievement of optimal school performance(Candrasari et al., 2023). A fundamental issue relates to the inadequate managerial proficiency of school leaders, which undermines their capacity to design, oversee, and assess instructional activities efficiently(Liming et al., 2025). This constraint diminishes the principals' ability to foster a conducive professional atmosphere for educators. Another concern is the dominance of unilateral communication between principals and teachers, characterized by directives that descend with no possibilities for criticism or discourse(Sharpe & Marsh, 2022). Such communication techniques hinder collaborative decision-making and inhibit teachers from fully engaging in school development initiatives.

Moreover, instructor motivation for performance seems significantly deficient, thus diminishing instructional quality. A considerable number of educators exhibit a lack of excitement for professional development, leading to negligible participation in innovation, training programs, or performance enhancement projects (Yi et al., 2023). The absence of motivation is evident in the overall inadequate teacher performance found across multiple critical variables, including deficient lesson design, inefficient classroom management, and poor assessment methods (Mundrikah et al., 2025). These characteristics highlight the necessity for targeted interventions to enhance leadership competence, improve communication dynamics, and boost teacher motivation to elevate educational outcomes in the subdistrict.

These situations necessitate empirical inquiry to ascertain how managerial competence, communication, and motivation interact to affect teacher effectiveness. This study seeks to examine the partial and simultaneous effects of these variables within public elementary schools in the Meurah Dua Subdistrict.

2. Methodology

The study employed a quantitative descriptive methodology with a correlational survey design to examine the patterns and intensity of correlations among the research variables. A quantitative descriptive technique was used as it allows the researcher to collect data on administrative competence, interpersonal communication, achievement motivation, and instructor performance in the field. This methodology guarantees objectivity and facilitates the systematic description of each variable's characteristic.

2.1 Population and Sample

The study's population comprised all teachers employed in primary schools within the Meurah Dua Subdistrict, totaling 128 individuals. The study utilized a total sample technique due to the manageable and accessible population size, incorporating every member of the population as a respondent. This method guaranteed thorough representation of the complete teacher workforce in the subdistrict, hence improving the precision and representativeness of the results. By engaging every teacher without exception, the study effectively captured the complete spectrum of variances in management ability, interpersonal communication, motivation, and performance among local schools.

2.2 Variables and Operational Definitions

The study examined four key variables, each defined operationally to ensure clarity and measurement consistency. Managerial Competence (X1) refers to the principal's ability to carry out core managerial functions, including planning school programs, organizing resources, directing teachers toward achieving instructional goals, and controlling or supervising the overall educational process. This variable reflects how effectively principals implement managerial tasks that influence the school's instructional climate.

Interpersonal Communication (X2) encompasses the quality and effectiveness of communication that occurs between principals and teachers, as well as among teachers themselves. This includes clarity of information exchange, openness in dialogue, mutual respect, feedback responsiveness, and the extent to which communication fosters collaboration and understanding within the school environment.

Achievement Motivation (X3) is defined as the combination of intrinsic and extrinsic factors that drive teachers to perform at their best. Intrinsic motivation involves internal desires such as personal satisfaction, professional pride, and commitment to student success, while extrinsic motivation

includes external incentives such as recognition, rewards, career advancement, and supportive working conditions. Together, these motivational factors influence a teacher's willingness to improve and excel.

Finally, Teacher Performance (Y) refers to the teacher's ability to plan, implement, and evaluate learning effectively. This includes preparing systematic lesson plans, conducting instructional activities that engage students, managing classrooms efficiently, assessing student learning using appropriate methods, and reflecting on instructional practices to enhance overall teaching quality.

2.3 Data Analysis Procedures

The study utilized structured questionnaires featuring a Likert scale, enabling respondents to express their level of agreement with each statement. The instrument was developed in accordance with established theoretical indicators that correspond to the constructs of managerial competence, interpersonal communication, achievement motivation, and teacher performance. The measurement tools' quality and accuracy were ensured through a pilot test conducted with a sample resembling the target population. The pilot testing process encompassed analyses of both validity and reliability. Validity testing confirmed that each item accurately represented the intended concept, whereas reliability testing evaluated the consistency of responses among items within the same variable. The results indicated that all reliability coefficients surpassed the minimum acceptable threshold, with Cronbach's alpha values exceeding 0.70 for all variables. This demonstrates strong internal consistency and confirms the suitability of the instruments for full-scale data collection.

To meet the goals of the study, a number of quantitative statistical techniques were used to analyze the data. First, measurements including means, standard deviations, and frequency distributions were used to characterize the features of each variable using descriptive statistics. To make sure the data satisfied the conditions for parametric analysis, traditional assumption tests, such as normality and linearity, were carried out before hypothesis testing. The strength and direction of the associations between the variables were then investigated by inferential analysis utilizing Pearson correlation. Furthermore, the degree to which achievement motivation, interpersonal communication, and managerial competence impact teacher performance both separately and jointly was ascertained by multiple linear regression analysis. These analytical techniques offered thorough empirical insights into how the investigated variables interacted and supported

3. Results

The path analysis results indicate that the principal's managerial competence (X1) significantly influences other variables within the research model. The relationship between the principal's managerial competence (X1) and teacher achievement motivation (X3) yielded significant results. A correlation value of 0.300, categorized as moderate, along with a path coefficient of 0.090, a t-value of 3.532, and a significance level of 0.001 (which is less than 0.05), suggests that this path is statistically significant. This finding indicates that effective managerial competence of the principal can enhance teachers' motivation to achieve. Effective school principals are capable of offering rewards, support, and moral encouragement, which in turn motivates teachers to enhance their performance.

The direct correlation between the principal's administrative ability and teacher performance (Y) was found to be minimal and statistically insignificant. The correlation coefficient of 0.113, route coefficient of 0.013, t-value of -1.281, and significance level of 0.203, which above 0.05, suggest that this path lacks importance. This indicates that the impact of administrators' administrative ability on teacher performance is not direct, but rather mediated by characteristics such as interpersonal

communication and achievement motivation. Competent principals in management do not inherently enhance teacher performance; instead, they first cultivate a positive climate of communication and motivation, which subsequently leads to enhanced teacher performance.

Moreover, the association between interpersonal communication (X2) and accomplishment motivation (X3) demonstrates a small yet significant link at the established significance threshold. The correlation coefficient is 0.173, the path coefficient is 0.030, the t-value is 1.975, and the significance level is 0.050, indicating that this path is marginally significant. This indicates that improved interpersonal communication in schools correlates with increased achievement motivation among instructors, albeit the effect is modest. This aligns with the premise that pleasant relationships among school members can cultivate a sense of appreciation and inspire teachers to excel. The link between interpersonal communication (X2) and teacher performance (Y) was found to be weak and statistically insignificant. The correlation value is 0.058, the path coefficient is 0.003, the t-value is 0.655, and the significance level is 0.514, which is above 0.05; therefore, this path is not significant. This indicates that effective interpersonal communication alone is insufficient to directly enhance teacher performance, however it does contribute indirectly to fostering a more favorable work environment.

A similar occurrence transpired in the association between accomplishment motivation (X3) and instructor performance (Y), revealing a negligible and inconsequential correlation. The correlation coefficient was 0.088, the path coefficient was 0.008, the t-value was -0.994, and the significance level was 0.322, which exceeds 0.05, indicating that this path was not significant. This discovery is noteworthy as, theoretically, achievement motivation ought to have a positive correlation with instructor performance. In this study, however, this was not substantiated, potentially due to teachers' motivation being predominantly extrinsic rather than intrinsic, hence rendering it ineffectual in fostering genuine performance enhancement.

However, when assessed concurrently, the three independent factors (X1, X2, X3) collectively demonstrated a substantial impact on teacher performance. A correlation coefficient of 0.206, indicating a weak yet significant relationship, a coefficient of determination $p^2 = 0.042$, and a t-value of 12.491 with a significance level of 0.000 ($p < 0.05$) affirm the overall validity of this model. The principal's managerial ability, interpersonal communication, and achievement motivation collectively enhance teacher performance, albeit to a limited extent.

The path analysis results indicate that of the three independent variables examined, the principal's managerial competence (X1) is the most influential factor affecting the other variables, specifically interpersonal communication (X2) and achievement motivation (X3). The robust correlation values and significant pathways illustrate the relationship between X1 and X2, as well as X1 and X3. The principal's managerial competence affects teacher performance (Y) indirectly, mediated by interpersonal communication and achievement motivation variables. Simultaneously, neither interpersonal communication nor achievement motivation exhibited a substantial direct effect on teacher performance; nevertheless, collectively, the three independent variables significantly influenced teacher performance, contributing 4.2%. Improving the administrative competency of school principals is a crucial strategic measure to enhance teacher performance, particularly by promoting interpersonal communication and creating an environment of achievement motivation inside schools.

4. Conclusions

This study shows that managerial competence is a crucial and substantial factor in enhancing teacher effectiveness, ranking as the most influential predictor among the factors analyzed.

Principals exhibiting robust skills in planning, organizing, leading, and supervising are more adept at fostering a supportive instructional environment that facilitates good teacher performance. Besides leadership capacity, achievement motivation significantly influences teacher performance. This discovery highlights the significance of cultivating both intrinsic motivation—like professional pride and personal fulfillment—and extrinsic motivation—such as recognition, incentives, and career progression opportunities—to enhance teacher engagement and productivity. Interpersonal communication also positively impacts teacher performance, however its effect is somewhat less significant than that of management competence and motivation.

Although its effect size is diminished, effective communication is crucial for establishing trust, promoting collaboration, and guaranteeing clarity in the transmission of instructional directives and feedback. Open and courteous communication within the school environment fosters a more cohesive and supportive workplace. The investigation indicates that management competence, interpersonal communication, and achievement motivation collectively have a substantial simultaneous impact on teacher performance. Among these variables, administrative competence and success motivation exert the most significant influence, underscoring the necessity for capacity-building programs for school leaders and motivational tactics for educators. Fortifying these domains can establish a strategic basis for augmenting overall instructional quality and enhancing educational results in public primary schools in Meurah Dua Subdistrict.

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