



The Effect of Leadership, Job Satisfaction, and Self-Efficacy on Lecturers' Performance

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ABSTRACT

This study aimed to analyze the effect of leadership, job satisfaction, and self-efficacy. The method of this research was a quantitative survey method. We collected the data from a sample of the college of economic lecturers numbered 34 people using the research instrument of questionnaires. Analysis of the questionnaire used a 5-points Likert scale and a multiple linear regressions test. Research findings reported a significant influence on the leadership perception, job satisfaction, and self-efficacy of the lecturers' performing partially and simultaneously. This study contributed to head building participatory and communicative leadership in improving the planning, execution, and evaluation of learning to get the expected teaching competence. We suggest that higher education leaders always pay attention to the needs of their subordinates, build a robust commitment, help each other, communicate well, and create a pleasant work atmosphere that can improve positive self-efficacy and job satisfaction.

Keywords: Leadership, Lecturers' Performance, Job Satisfaction, Self-Efficacy



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INTRODUCTION

The success of an economic college depends on the college leader. A good leader of the college enables them to build up the quality of work that allows them to manage the college effectively and efficiently to achieve the goal (Akpan, 2016). The college's management in several countries has been continuing changes. Townsend (2010) revealed a leadership has a significant role in directing, guiding, and influencing the teaching process to students. The chief enables to allure all their followers to be hard-working, cooperate in implementing the tasks for campus progress, and mutual respect in good communication that affects the creation of a working atmosphere that is passionate and fun, especially in a premier college of the economy. Robinson et al. (2019) reported that the lecturers' performance in implementing the learning tasks in the classroom is much better when the college leadership can build a friendly working atmosphere and fun. It allows the spirit of workers better and supports the role of college leaders to improve the self-efficacy of subordinates.

School leadership by Vernon-Dotson (2008) is a leader in charge of helping the success of school program implementation well. The difference in college performance policy, according to Pietrowski Jr (2020) a good leadership in the college administration is related to their interaction with one and another. It can make a broad impact on implementing educational programs well following the purpose of the vision and mission of the institution. One factor that affects one's achievement in the work was leadership. How leaders can establish good communication with their subordinates and how can they create good planning. In addition, the college leadership needs to distribute their power to staff. They also should support staff's ability to create a friendly working atmosphere and fun. It will provide high morale for his subordinates.

The college leader should be accountable to local education authorities and assist the education policy implementation in realizing the goal of their vision and mission and accountable to national education authorities. According to Yukl (2012), the characteristic of future college leadership is a leader who can run various existing leadership models, such as the instructional leadership model, discretionary, structural, interpersonal, political, and bureaucratic leadership model.

We referred to research before showing the success of the college with the success of instructional leadership (Art & Bartel, 2021). Jaunarajs & McGarry (2018) suggest that it is easier for the college leader to become professional in the enforcement of academic discipline, considering the student college is easier to have good supervision. For that reason, the role of the college leaders is the need to improve the lecturers' achievement and always be passionate and spirit in performing their duties as a lecturer. Thus, the college leader should build a pleasant atmosphere on the campus. The college's leadership, job satisfaction, and self-efficacy can affect the lecturers' performance.

Job satisfaction is a term that describes the feelings of individuals towards their work. Employees will achieve higher job satisfaction if he gets what they want from the job. Employers will provide some benefits to their employees to get happy and satisfied. Likewise, lecturers' satisfaction with their careers allows them to have firm implications for their work. Lecturers' satisfaction can affect the quality and stability of lecturers' performance. Satisfaction is a significant key for lecturers in performing their duties as educators. It positively affects the emotional atmosphere and working environment of lecturers. Satisfaction is an emotion that can affect a person's morale (Lee & Chelladurai, 2018). The job emotion of satisfaction is viewed from a person's assessment of their work experience. Job satisfaction is an emotional response to the satisfaction of a job situation (Agarwal & Sajid, 2017). It determines how matters related to fulfilling the needs will affect the performance (King-Hill, 2015).

Lecturers' job satisfaction is the perception of met needs under the expected Mitonga-Monga (2018). Therefore, job satisfaction is how a person feels satisfied with fulfilling his aspirations, wishes, and needs. Mathieu et al. (2016) that fulfilling one's satisfaction will affect his better working and vice versa the dissatisfaction will affect their working degradation. It will trigger discipline problems, heavy workload, low payment, lack of appreciation, and career retreat. Lecturers' satisfaction is in carrying out the educational tasks also will affect the working environment. Satisfied lecturers will bring a positive performance. It will emerge a good impact on the teaching and learning process. When lecturers have positive job satisfaction, they will teach well. But when they have a negative, they will teach unwell. Ahn et al. (2015) said the low job satisfaction of lecturers or poor self-efficacy also aggravates the achievement of the teaching and learning process in schools.

Self-efficacy is a person's confidence regarding the beliefs about their ability to perform the duties, including the ability to organize and take the actions to achieve expected goals (Lyons & Bandura, 2021). Further, they call self-efficacy is a person's self-confidence can carry out the tasks given, able to face many obstacles and challenges in achieving the success of their work.

At the core of self-efficacy serves to strengthen one's confidence about his ability to finish the job well based on his knowledge and experience that had previously.

Burić & Moe (2020) revealed that the "self-efficacy" of the perceived lecturer has significantly improved motivation and work performance. Psychologically, we will get high-quality teaching if lecturers' belief in their ability to do the learning task is also outstanding and vice versa. A highly Self-efficacy belief will cause the prime motivation of the employee and ultimately impact improving the work performance. Job performance is the fulfillment of lecturers' emotional needs. Good college leadership will support their lecturers' working better. Therefore, this paper aims to prove the hypothesis of how far the effect of leadership, job satisfaction, and self-efficacy on lecturers' performance.

Previous research Abun (2022) reported that the effect of teacher self-efficacy on job satisfaction was very high along the three dimensions of self-efficacy, including self-efficacy in student engagement, learning strategies, and classroom management. While teacher job satisfaction was considered high, it was not too high along two dimensions: satisfaction with the job and personal growth and career development. Regarding the found that there was a significant relationship between teacher self-efficacy and job satisfaction. Subsequent research by Hidayat et al., (2020) reports a positive relationship between situational leadership and teacher work productivity in terms of seven prioritized indicators to be improved, including leader behavior, delegation, direction, teacher achievement, use of facilities, efficiency, and managerial ability. Meanwhile, in this study, leadership is seen from the element of the leader's ability to make plans, cooperate with subordinates, commit and build communication well with subordinates.

Here, we scrutinize the effect of leadership, job satisfaction, and self-efficacy on teacher performance comprehensively with different dimensions of job satisfaction and self-efficacy, namely creativity, working conditions, responsible, advancement opportunities, and work passion. and individual satisfaction and element of self-efficacy are the Ability to teach, Adaptation capabilities, Ability to motivate, Enforcement of discipline, Able to work with parents, and Competence of changes. It is a novelty of this research to analyze in-depth the effect of job satisfaction and self-efficacy in terms of leadership on teacher performance.

METHODS

Research Design

This study used a quantitative method with a survey design. According to Creswell, the survey was a quantitative study to test the hypothesis (Creswell W, 2014). The research hypothesis identified to explain the strong influence of the variables studied are lecturers' perceptions of leadership, job satisfaction, and self-efficacy on lecturers' performance both partially and simultaneously. Purpose of his study was to test the hypothesis by using statistical calculations. This test examined the effect of independent variables, namely leadership perception (X1), job satisfaction (X2), and self-efficacy (X3) on the dependent variable of lecturer performance (Y). The framework of this research as follows:

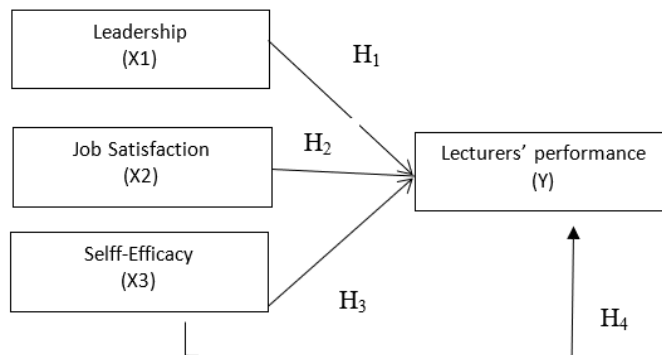


Fig. 1. Research Concept Framework

Sample and Research Instruments

We took samples from the 34 lecturers at the Economic College of Pariaman (STIE Sumbar Pariaman). We used a questionnaire with a 5-points Likert scale to collect the data, observation and documentation.

Research Procedure and Data Analysis

We did the data collection from February to April 2021. Before distributing the questionnaires to the respondents, we first ensured that all the questionnaire data had passed the validity and reliability tests. The decision of valid and reliable question items is they have a significant value greater than 0.05 and Cronbach alpha values above 8.0. The inferential analysis to answer the hypothesis used a multiple linear regressions test.

Questionnaires were distributed to 34 lecturers who were research respondents and ensured that all statements were completely answered when they returned the questionnaire. We also made observations and field notes and collected documents related to the research findings. We did the data collection from February to June 2021.

All questionnaire data collected were then analyzed using descriptive statistics to calculate the average value, standard deviation, scale, Respondents Assessment Level (RAL) and grouped based on the excellence, good, and poor categories, and then we do the inferential analysis test to answer the hypothesis used a multiple linear regressions test.

RESULTS AND DISCUSSION

Results

After all the process of variable data using descriptive statistics, the results of an investigation of the influence the college leadership perception, job satisfaction, and self-efficacy on lecturers' performance are:

Leadership.

The result of descriptive statistics about the lecturer's perception of leadership is in Table 1 below.

Table 1. Respondents Assessment Level (RAL) of Lecturers' perceptions of the leadership

Indicators	Measurement			RAL	Category
	Mean	SD	Scale		
Make Planning	22.9706	3.03000	4.59	91.88	Excellent
Working together with subordinate	13.2647	2.17853	4.42	88.43	Excellent
Communication with subordinates	13.7647	1.82672	4.59	91.76	Excellent

Table 1 shows that the respondent's achievement level about the leadership average is 91.18% to 4.59 points on the Likert scale. The mean value and standard deviations were 22.9706 and 3.03000. Standard deviation showed the leadership ability of the chair of the economic college in designing the plan has a big enough contribution to the success of his leadership. Meanwhile, the respondents' achievement level to cooperate with a subordinate is 88.43% to 4.42 points on the Likert scale. The mean is 13.2647, and the standard deviation is 2.17853. The subsequent sub variable is leadership communication skills with a subordinate at 91.76% at the 4.59 points of the Likert scale, with a mean value of 13.7647 and standard deviation of 1.82672. Finally, the leaders' ability is about 92.65% to 4.63 points on the Likert scale, and the standard deviation is 2.21886 and a mean of 18.5294. Overall perceptions of lecturers about the leadership of their chief in implementing the tasks are in the excellent category.

Job Satisfaction

Descriptive statistics in Table 2 got the variable of lecturers' job satisfaction based on test results.

Table 2. Respondents Assessment Level (RAL) of Lecturers Perceptions' of Job Satisfaction

Indicators	Measurement			RAL	Category
	Mean	SD	Scale		
Creativity	17.6765	2.60210	4.42	88.38	Excellent
Working conditions	17.7941	2.31961	4.45	88.97	Excellent
Responsible	16.9706	2.54040	4.24	84.85	Good
Advancement opportunities	17.5294	2.10678	4.38	87.65	Excellent
Work passion	17.7059	1.74997	4.43	87.63	Excellent
Individual satisfaction	16.7059	2.27675	4.18	83.63	Good
Average				86.85	Excellent

Table 2 shows that the lecturers' job satisfaction was 86.85% in the excellent category. First, lecturers' satisfaction with their creativity in teaching and learning has an achievements level of about 88.38%. The mean value and standard deviation reinforced this by about 17.6765 and 2.60210, which show the strong perception of lecturers' satisfaction with their work. Second, perceptions of lecturers' satisfaction related to their ability to adapt to the conditions of class and class management capabilities gained with respondents' achievements level of 88.97%. It is in the category of excellent. Third, responsibility in carrying out their duties in the classroom had respondents' achievements level of about 84.85%, with a mean value of 16.9706 and a standard deviation is 2.54040. The larger enough standard deviation that shows that lecturers' job satisfaction in carrying out the duties and responsibilities in the teaching and learning process in the classroom is in the positive category, 31 961, which show the strong perception of the success of lecturers' satisfaction is to adapt with any situation in the classroom management.

Fourthly, the career opportunity also gave the respondents' achievements level of 87.65%, and it is in the excellent category, with a mean value of 17.5294 and a standard deviation of 2.10678. The magnitude of this figure shows a standard deviation of the growing strength of lecturers' perceptions of satisfaction with their careers in colleges is in the excellent category. Fifthly, the lecturer's perception of the passion for their work in the classroom task gets the respondents' achievements level of 87.63% is in the excellent category. While the mean value got is 17.7059 with a moderate standard deviation of 1.74997. Several standard deviations showed quite a strong perception of the lecturers' responsibility in the classroom teaching

duties. The sixth indicator, namely individual satisfaction in performing the task as an educator earned the respondents' achievements level of 83.63%, an excellent category. We got the mean value with a standard deviation, where each value is 17.7059 for the value of mean and 2.27675 for the value of standard deviation. It shows the satisfaction of lecturers in implementing their tasks in the classroom.

Self-Efficacy

Six indicators of assessment of lecturers' self-efficacy comprise the ability to teach, the ability to adapt in the classroom and classroom management, the ability to motivate students, the ability to enforce the students' discipline in the teaching and learning process, the ability to build cooperation with the parents of the students and the lecturer's ability to implement the change of lecturers' working to improve the quality of education. We can see this in Table 3.

Table 3. Respondents Assessment Level (RAL) of Lecturers' Perception of Self Efficacy Self

Indicators	Measurement			RAL	Category
	Mean	SD	Scale		
Ability to teach	16.9706	2.76871	4.24	84.85	Good
Adaptation capabilities	17.8824	2.45893	4.47	89.41	Excellent
Ability to motivate	17.0294	2.65701	4.26	85.15	Excellent
Enforcement of discipline	17.7647	1.87582	4.44	88.82	Excellent
Able to work with parents	17.1471	1.77751	4.29	85.74	Excellent
Competence of changes	17.5294	1.98838	4.8	87.65	Excellent
Average				86.93	Excellent

Table 3 shows that lecturers' self-efficacy got the average respondents' achievements level of 86.93%. A more detailed analysis of each indicator is the excellent category showed the lecturers' self-efficacy of about 84.85% with a 4.24 points Likert scale, the mean value of 16.9706, and a standard deviation of 2.76871. The standard deviations showed the lecturers' perception of the teaching and learning process. The adaptability got the respondents' achievements level by 89.41%, with a 4.47 point on the Likert scale, a mean value of 17.8824, and a standard deviation of 2.45 893, which shows a high number of standard deviations. The perception of lecturers' self-efficacy about their ability to adapt to students when carrying out the learning and teaching process in the classroom got the respondents' achievements level of 89.41%. We can see the strength of this perception from the considerable standard deviation value equal to 17.8824, with a mean value of 2.45893 and 4.47 points from the Likert scale of 5 points. For self-efficacy of their ability to motivate students during the learning process in the classroom, getting the respondents' achievements level was about 85.15%, 4.26 points on the Likert scale, and come into the excellent category. The standard deviation is high at 2.65701, which shows the strong perception of lecturers' self-efficacy to increase students' motivation during the learning process in the classroom.

Three measurements of self-efficacy comprise disciplinary enforcement, the ability to work with a leader, and lecturers' ability to improve the quality of learning. Three indicators showed assessment level of lecturers' self-efficacy is 88.82%. The ability to maintain discipline on campus is about 4.44 points, with a mean value of 17.7647 and a standard deviation of 1.87582. Self-efficacy for indicators of lecturer's ability to build partnerships with leaders and college students got the respondents' achievements level 85.74% come into an excellent category with 4.29 points on the Likert scale. The mean value is 17.1471, and standard deviations approaching the two show very strong. Self-efficacy relates to the competence in implementing creativity in the quality of education in colleges. The respondents' achievements level of about 87.65% by 4.38

points on the Likert scale shows the self-efficacy of lecturers in terms of competencies are in the excellent category. We reinforce this figure with a mean value of 17.5294 and a standard deviation value approaching 2 shows the strength of the lecturer's perception of the creativity themselves in changing improve the quality of education in the college.

Lecturers' Performance

The results of the last variable analysis are a descriptive measurement of lecturers' work. Three lecturers' performances are based on descriptive statistical analysis: first, performing lecturers in creating the lesson plans, Second, working in implementing the learning tasks. Third, the evaluation of lecturers' performances in developing lessons. We explained a descriptive statistical analysis of lecturers' performance in table 4 below:

Table 4. Respondent Assessment Level of Lecturers' Performance

Indicators	Measurement			RAL	Category
	Mean	SD	Scale		
Lesson planning	50.7353	4.75018	3.90	78.05	Good
Learning implementation	51.6765	7.63850	3.91	78.24	Good
Evaluation of learning	36.5294	3.66172	4.06	81.18	Good
Average				79.15	Good

Three indicators of lecturers' performance that measure overall got an average value of respondent assessment level (RAL), about 79.15%, with good performance categories. For more details on these indicators: first is the performance of lecturers in planning the lessons. For it got a RAL of about 78.05%, the scale of Likert being 3.90 points in the category of outstanding performance. Similarly, the learning implementation indicator showed the lecturers' performance better, with RAL values of about 78.24%, and the Likert scale was at 3.91 points. Meanwhile, the mean value got 51.6765.

The last indicator of the lecturers' performance in the evaluation was better, with a RAL value of 81.18% and a Likert scale of 4.06. It showed that performing lecturers in implementing the learning evaluation has been excellent, as evidenced by the high standard deviation values equal to 3.66172 with a mean value of 36.5294.

1. The Effect of Leadership, Job Satisfaction and Self-efficacy on Lecturer Performance.

The results of the inferential analysis are to answer the research hypothesis got a description that there is a significant perception of leadership, job satisfaction, and self-efficacy on lecturers' performance based on the output of multiple linear regression tests in Table 5.

Table 5. Influence of leadership, job satisfaction, and self-efficacy on lecturers' performance partially

Model		Coefficients unstandardized		Standardized coefficients		Adjusted R Square
		B	Std. Error	beta	T	
1	(Constant)	191 816	17,548		10 931	.000
	Leadership	.410	.148	.462	2761	.010
	Job satisfaction	1,761	.798	1,759	2,205	.035
	Self-Efficacy	1,738	.846	1,641	2,054	.049

a. Dependent Variable: Teacher Performance

From the table above, we can see the formulation of multiple linear regression: $Y = 191.816 + 0.410X_1 + 1.761X_2 + 1.738X_3$. From this formulation, a predictable relationship between independent variables and the dependent variable explanation that the first any increased value of X_1 (the college leadership) at one point, then the value of Y (the lecturer's performance) will increase by 0.410. Second, if the value X_2 (Job satisfaction) increase at one point, then the value of Y (the lecturer's performance) will increase by 1,761 Third, any increase of the value X_3 (Self Efficacy) at one point, then the value of Y (lecturers' performance) will increase by 1,738. Three independent variables revealed a significant influence on perceptions of the college leadership, job satisfaction, and self-efficacy on lecturers' performance partially with a significant value of each variable 0.01 for the college leadership perception, about 0.035 for Job Satisfaction, and 0.49 for self-efficacy. Partially, these three variables significantly influence the performance of lecturers in planning, implementing, and developing the teaching of learning evaluation. Overall, the effect of the lecturers' performance gave a contribution of about 72.5%, while we observed other factors outside the independent variables in this study influenced 27.5%.

We explained the analysis of the influence of leadership, Job Satisfaction, and Self Efficacy on lecturer performance simultaneously in Table 6.

Table 6. Influence of Leadership, Job Satisfaction, and Self Efficacy on Lecturers' Performance simultaneously

ANOVA ^b						
Model		Sum of Squares	df	mean Square	F	Sig.
1	Regression	741.807	3	247.269	4.194	.014a
	Residual	1768.693	30	58.956		
	Total	2510.500	33			

a. Predictors: (Constant), Leadership, Self-efficacy, Job Satisfaction

b. Dependent Variable: Lecturers' Performance

Table 6 revealed the analysis of the influence of leadership, job satisfaction, and self-efficacy on lecturers' performance simultaneously or partially affecting the performance of lecturers in planning, carrying out the teaching and learning process, and developing learning evaluation with the F value is 4.194 and significant value of 0.014.

Discussion

Findings and analysis showed that four sub-variables of leadership: 1) make good planning, 2) Foster cooperation with subordinates, 3) Communication with all staff, and 4) be creative in carrying out the duties have an excellent category. Six sub-variables of job satisfaction: 1) Creativity & Self-Reliance, 2) working conditions, 3) responsibility, 4) opportunities to advance, 5) feelings of high spirit to work, and 6) individuals' satisfaction. Next are six sub-variables of self-efficacy: 1) Ability to teach, 2) the ability to adapt the lesson following the needs of students, 3) Ability to motivate, 4) discipline, 5) Able to work with parents, and 6) lecturers' competence related to changes of teaching and learning model. The last three sub-variables of lecturers' performance include 1) the performance in making the Lesson Plan (Preparation of annual program, semester, and syllabus), 2) Performance of Learning Implementation (Open, Process, and Closing) of Learning, and 3) Performance of Learning Evaluation (evaluation all the teaching and learning process).

Findings revealed that the lecturer's perception of the college leadership from the four sub-variables measured was 91.18% and was into the excellent leadership category. A significant impact on lecturers' performance in making the lesson plan, learning and teaching process, evaluating process, and learning outcomes are 0.01 with a contribution of 72.5%. These variable influence lecturers' performance in implementing the learning tasks on campus.

Influence of Leadership on Lecturer Performance

One factor that affects the lecturers' performance is leadership. This study stated that we predict that leadership affects the lecturers' performance. After testing the data using multiple linear regressions, the lecturers' perceptions of the college leadership affect their performance with a significant value of 0.010. This value shows a powerful influence on the lecturers' perceptions of the college leadership. These results proved that college leadership is a core concern in improving the lecturers' performance. These findings suggest a positive and significant correlation between lecturers' perceptions of college leadership.

The results certainly strengthen the argument that college leadership becomes one factor that affects the lecturers' performance in the schools. Good leadership can support the success of a lecturer in implementing all aspects of institutional planning. Here, the college leader should establish good cooperation and communication with subordinates. It means that the leader's success in improving the lecturers' performance is associated with their role in carrying out their leadership role well. In this study, lecturers' perceptions of the college's leadership on lecturers' performance have a significant effect. We proved it by four sub-variables observed that the entire area in the excellent category with a range of RAL value between 88.43% and 92.65%. It means that, on average, the lecturers' perceptions of the college's leadership is a 91.8% effect on the lecturers' performance. Leadership is basically how a leader can encourage subordinates to do their jobs well, ranging from planning work, building good cooperation and communication, and being creative with ideas and visionary ideas to improve the quality of the organization he leads.

This study supports previous research findings by Sunarsi et al. (2021) reported that the school leadership style has a significant effect on the teachers' performance in junior high school Awaru et al. (2021) revealed that school leaders have a positive impact on their performance. Four sub-variables of measurement: 1) how the teachers' perception of their school leadership in making the plan, 2) how the teachers' perception of their school leadership in running the plan, and 3) how the teachers' perception of their school leadership in evaluating the program.

This result showed a positive influence on performing related leadership based on the lecturer's assessment has been excellent. We proved it by the firmness of the college leader in carrying out his functions, delegating tasks or jobs to lecturers according to their competence, involving lecturers in decision-making processes, providing motivation and rewards for the outstanding lecturers. The impression of the college leader from the lecturer's perception said that the college leader was very attentive and appreciated the work of subordinates. This attitude shows the college leadership delegates tasks or jobs to lecturers already working well, assertive, transformative, and democratic it has proved in decision-making. The chair of the college always involves all lecturers and staff before deciding.

A college leader should enable building the organization to achieve its vision and mission, supported by creating a comfortable working atmosphere and building a high tolerance, cultivating mutual respect and mutual trust between leaders and subordinates. A working environment that is safe, comfortable, and reliable makes staff do not feel overwhelmed with their duties. They are happy with the tasks agreed on in the planning of school operations.

This study supports Kailola (2020), which states that transformative leadership and democracy can improve the lecturers' performance in implementing the educational task at junior high school in Depok City. The success of the school principal performing his function is

to increase the teachers' performance in implementing their learning activities at the school. In addition, the school also established working with teachers to improve the quality of teaching and their performance. This research showed how leaders inspire, motivate and stimulate subordinates to be innovative and creative. Therefore, leadership is a factor that affects the performance, confidence, competence, and communication with staff.

Mulyasana et al. (2020) revealed that the crucial factor that affects the lecturer's performance is leadership. Bissette (2019) said that a professional leader should have a robust vision and mission in running the organization's direction. Besides, he should also have a firm commitment to improving the quality of lecturers. He enables to ensure the learner's needs and support educational development. Do not blame the other party if there is a problem in the absence of firm evidence; make a chance for the institution; establish an effective working team; improve mechanisms and evaluation performance. Based on this, the role of leadership is to enhance their creativity in executing their job well with the subordinates.

Rachman (2021) stated the college leadership should pay attention to their attitude: opening, calming, adapting and communicating, understanding, and trusting with the competency of the lecturer had, it allows creating a working atmosphere and full responsibility. We revealed from the answers of lecturers in the questionnaire of sub-variables measured are competence of the college leadership in establishing a good performance. He was able to build excellent cooperation among leaders and lecturers. He was also able to create good communication and creativity in empowering the organization together with the involvement of all lecturers in any policy decisions. The fourth sub-variable concerning the improvements needs to speed up the vision and mission realization. The point of good school management depends on the ability of the leader. The educational activities range from college leadership skills to planning good work, building human resources organizing, building communication well, and building trust among staff, lecturers, and chair of the college. Day & Leithwood (2007) stated that the primary key to leadership success is to improve performance.

Influence of Job Satisfaction on lecturers' performance

The results of job satisfaction analysis among lecturers got a RAL value of 86.85% comes into the excellent category of lecturers' job satisfaction. The contribution of the overall effect of about 72.5%, as shown in Table 5.

Job satisfaction is one factor that affects performance. In the college organization, staff and lecturers' job satisfaction can affect the performance in carrying out the duties and responsibilities, especially for lecturers to improve the quality of learning at the college. Improving the quality of education is associated with the high performance of lecturers in making the models improvements, strategies, methods, and techniques of learning towards a better quality of education. Wargo-Sugleris et al. (2018) said the higher job satisfaction, the more positive performance progress. According to Wooden et al. (2009), Job satisfaction is how the organization fulfills the needs of its employees, including the working climate and conducive social interaction within the organization (Earls et al., 2017).

Kohan et al. (2020) expressed that satisfaction at work can affect a person's behavior. It will display a negative sentiment toward one's work when his job satisfaction is lower. It will affect the poor performance of the organization and vice versa. The results showed that satisfaction with lecturers' work comes into a very satisfied category. We can see from their answers based on indicators of job satisfaction shown in the excellent category. It means that job satisfaction in implementing the education and learning process in the college under his achievements as seen in six sub-variables measured. First, perceptions of satisfaction associated with the creativity of lecturers in implementing the learning gained a RAL of about 88.38%. Second, the satisfaction perception is considerable from their ability to adapt to perform the tasks in the classroom and the capabilities of good classroom management, with a RAL of about 88.97%.

Third, responsibility was 84.85% in RAL. Fourth, the chance of advancing in a career also got the RAL value was 87.65%. Fifth, the work spirit in carrying out the learning and lecturer process with RAL value was 87.63%. Job satisfaction of lecturers in carrying out their duties as an educator was 83.63%. in RAL.

We can see higher job satisfaction among lecturers run ween engaging the cooperation relations between the lecturer and the leader and between the lecturer and students. Kohan et al. (2020) said that the main factor of job satisfaction is the lecturers' performance.

According to Jehanzeb & Mohanty (2018), performing the lecturer becomes a fundamental factor in improving the quality of education in schools. Lecturers caused it to have a core play to improve the quality of education. They become the strength of the nation to build the next generation of high achievers and knowledgeable. She also stated the leadership of the colleges should pay more attention to fulfilling lecturers' needs of working satisfaction. Rasskazova et al. (2016) said a lecturers' need to grow and progress in their career, gives lecturers the freedom to be creative and independent, creating a conducive working atmosphere and a safe, meeting the emotional needs of lecturers as reward and motivation by the chair of the college to the lecturers. Spector (1997) states that fulfilling lecturer job satisfaction is very important to improve the lecturers' performance in schools.

Kohan et al. (2020) expressed that job satisfaction had a significant effect on lecturers' performance in the school. Therefore, Aziri (2011) refers to job satisfaction as are important factors that could imply enthusiasm happiness and can lead to employees getting recognition, income, promotion, achievement, and a sense of fulfillment of their individual needs emotionally. It will carry out their duties full of happiness and fun. He also said a leading factor in improving the performance of one's duty is the emotional atmosphere. The results also support the finding of Judge & Klinger (2008) stated that they are closely related to job satisfaction to the fulfilling of a person's emotional and cognitive needs. He revealed that working environment, belief, passion, and creativity bring job satisfaction and affect individual performance improvement.

Influence of self-efficacy on lecturers' Performance

The effect of self-efficacy on lecturers' working with six sub-variables showed: 1) ability to teach, 2) ability to adapt to learning under the needs of students, 3) ability to motivate, 4) discipline, 5) ability to Work with the leader and 6) competence related to the ability to improve the teaching and learning process. The sixth sub-variable of self-efficacy gave a RAL value of 86.93%. Most lecturers' self-efficacy was excellent because of over 85% of its value. The high self-efficacy of lecturers from the results of inferential statistics shows how significant the effect of self-efficacy is on the improved working achievement of lecturers in performing their duties as educators in the high school of the economy. The multiple linear regression analysis showed a lower significant value of about 0.049. It means the self-efficacy of lecturers affects their working achievement with a contribution of 72.5%.

Self-efficacy is confidence regarding a person's beliefs the ability to perform duties to achieve goals (Bandura, 2013). Bandura, (2006) psychologically calls self-efficacy as self-confidence to carry out the job well the ability to face many obstacles and challenges in achieving the success of their work. Lyons & Bandura (2021) stated it is an influential factor in accomplishing his job well. Luthans & Peterson (2002) found the assessment of personal success to have good enough predictive power for increased one's performance in executing the tasks and work behavior. Eather et al. (2020), self-efficacy beliefs are an essential element in improving the morale and motivation of employees.

The results showed that the self-efficacy of high school economic lecturers overall comes into the excellent category where the measurement of self-efficacy indicator comprised six sub-variables with a RAL value of 86.93%. It means the lecturers' self-efficacy has been better

because RAL was greater than 85%. Six sub-variables measured are: 1) The ability of lecturers to teach at 84.85%, 2) the ability of a lecturer to adapt to the learning situation in schools with RAL values got 89.41%, 3) the ability to motivate students while implementing the teaching and learning process in the class got the RAL value of 85.15%, 4) the ability to enforce the student discipline with RAL about 88.82%, 5) the ability to cooperate with the parents with RAL value of 85.74% and 6) the creativity of lecturers to make changes and improve the quality of learning with RAL value by 87.65%. These figures showed the self-efficacy of lecturers was good to excellent, with a range of percentages above 80%. The high lecturers' self-efficacy in implementing the education tasks and learning in the schools shows that the confidence of lecturers in implementing their educational tasks was good proven with RAL value got from lecturers' answers to the questionnaires given. There was a significant influence of lecturer self-efficacy on their performance. This effect of self-efficacy on the lecturers' performance is weak.

Wright et al. (2016) conducted their research on the influence of self-efficacy on lecturer performance. The study looked at the years of lecturers' self-efficacy affect their performance and revealed that self-efficacy contributes to performing lecturers. Several findings evidenced this report: first, evidence suggests that self-efficacy beliefs can positively increase the willingness of lecturers to execute the teaching and learning process in the class, as seen during the training period. Ben-Ami et al. (2014) conducted other research that reported that lecturer training would enhance self-efficacy and behavior in implementing the learning and teaching duties as behavioral performance. This study showed that people with high self-efficacy have a high passion for and work behavior in improving their tasks. The study also showed that self-efficacy beliefs enhance lecturers' ability to respond effectively to stress to become pleasant things. Tai et al. (2012), measured the effect of self-efficacy on performance and student learning outcomes. The study's findings are also consistent with Wright et al. (2016) state that those with high confidence in self-efficacy will have a greater passion for work, so rarely experience stress than lecturers who have low self-efficacy beliefs. These findings proved that robust self-efficacy beliefs influence the improvement of lecturers' performance and student learning outcomes.

CONCLUSION

Based on the explanation of the research findings, we concluded that there is a significant influence between the college leadership's perception, job satisfaction, and self-efficacy on lecturers' performance, both partially or simultaneously. In Partial, the college leadership significantly influences lecturers' perceptions with a significant value of 0.01. Job satisfaction makes the lecturers' performance by 0.035 and self-efficacy by 0.49. Simultaneously, three variables showed a significant effect of 0.014 on lecturers' work, with an F-value is 4.194. To improve the quality of college education, we suggest that higher education leaders always pay attention to the needs of their subordinates. Create a pleasant work atmosphere that can stimulate positive self-efficacy and job satisfaction.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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