

Evaluating the Influence of Qualifications, Competencies, Managerial Expertise, and Work Discipline on High School Administrative Staff Performance

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ARTICLE INFO

Keywords:

academic qualifications;
competence;
managerial abilities;
work discipline;
academic staff performance

Article history:

Received 2024-07-05

Revised 2024-10-14

Accepted 2024-12-09

ABSTRACT

This study investigates the influence of academic credentials, competencies, managerial skills, and work discipline on the performance of high school academic personnel in Malang City. This research is a descriptive quantitative study employing a purposive sampling strategy to choose a sample of 100 teacher respondents from high schools in Malang City. Purposive sampling was selected to guarantee that participants fulfilled specified criteria pertinent to the research objectives, facilitating more focused and significant data collection. The study's findings reveal that all four variables significantly influence the performance of academic staff, with t-values (academic qualifications: 2.510, competencies: 2.610, managerial abilities: 2.632, work discipline: 2.632) exceeding the critical t-value of 2.036, and corresponding significance values (Sig < 0.05) indicating strong statistical relevance. These findings underscore the necessity of targeted professional development programs focused on enhancing academic qualifications, competencies, managerial abilities, and work discipline to bolster academic staff performance. Future research should consider larger, more diverse samples and explore additional variables that could further illuminate factors influencing staff performance. Limitations of this study include the limited sample size and the use of quantitative methods that may not delve deeply into the perceptions and experiences of academic staff.

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1. INTRODUCTION

School administrative staff (TAS) play a critical role in ensuring the effective and efficient functioning of educational institutions, contributing significantly to the overall performance of schools. Schools are required to be able to make a positive contribution to the development and improvement of human resources (Aji et al., 2023). School is one of the educational institutions created by the government and the private sector as the best place for learning so it is hoped that it can create complete humans by developing intellectual, potential, spiritual, personality and social abilities as well as forming democratic and responsible humans (Nuraini et al., 2023) Therefore, schools must be managed efficiently and effectively to achieve these goals. The activities of people at school, such as grouping, arranging, and organizing various kinds of work, need to be planned and organized well to achieve

educational goals. To achieve these educational objectives, the performance of school administrative staff is paramount, as they support the day-to-day operations that facilitate teaching and learning. In order to support the smooth teaching and learning process in schools, a section called school administration/administrative personnel is needed. School administrative staff is a part that supports teaching and learning activities so that they run smoothly in accordance with the school's plans and objectives (Komalasari et al., 2020).

The duties of school administrative staff (TAS) extend across various operational functions, including assisting the teaching and learning process, managing student affairs, personnel, school equipment, infrastructure, finance, and public relations. TAS also work in specialized environments such as laboratories and libraries (Fathurrochman et al., 2020). Behind the structured governance of schools, which facilitates effective education delivery, TAS plays a vital role in working professionally. Their importance is evident in the fact that their qualifications and competencies are regulated by government standards (Sururi et al., 2023; Husaini et al., 2021). However, despite their critical contribution, there remains a need for a deeper examination of how their competencies and qualifications directly influence school performance, a gap this study seeks to address.

The performance of TAS significantly impacts the efficiency and effectiveness of educational delivery in high schools, primarily because their work is bound by administrative protocols and specialized rules. Administrative tasks, by nature, require specific skills and expertise that differ from those needed by teaching staff or students. According to personnel regulations, administrative duties cannot be duplicated by other functional staff, making TAS an indispensable part of the educational ecosystem (Zakai-Mashiach, 2024). The qualification standards for TAS, as outlined in "Regulation of the Minister of National Education Number 24 of 2008", highlight the need for appropriate educational backgrounds and work experience. TAS principals, for instance, are required to have at least an undergraduate degree in a relevant field and four years of experience. Similarly, those with a D3 degree need eight years of experience, supplemented by certification in school administration (PMPNR Indonesia, 2024).

While these qualifications ensure that staff possess the necessary foundational skills, competency, which encompasses knowledge, skills, and attitudes, is often regarded as a more accurate predictor of job performance (Wahdati et al., 2022). Competency is not solely defined by academic qualifications but also by practical abilities such as managing data, communication, and understanding school regulations. This view aligns with "the Republic of Indonesia Government Regulation Number 57 of 2021", which describes competency as a combination of knowledge, skills, and attitudes that determine an individual's ability to perform tasks effectively (PSATN Indonesia, 2022). Although the existing literature extensively covers the role of competencies, there is limited focus on how specific competencies, such as administrative and managerial skills, are developed and assessed in the TAS context—an area this study will further explore.

A critical component of effective school management is the principal's ability to lead and mobilize administrative staff. The principal's managerial capacity, as outlined in Ministerial Regulation No. 13 of 2007, includes planning, organizing, and supervising school operations (Zekri, 2007). Effective leadership ensures that TAS work in a disciplined and productive manner, directly affecting their performance. Managerial ability, in this context, refers to the capability to manage time, resources, and daily administrative tasks. Administrative staff with strong managerial skills can significantly increase productivity and efficiency in managing school operations, particularly in coordination with teaching staff and other functional roles.

In this regard, while existing studies highlight the importance of managerial skills in enhancing TAS performance, they often overlook how such skills are nurtured within the administrative staff themselves. Furthermore, the interaction between managerial ability and work discipline as it relates to TAS performance remains under-examined. This study aims to fill this gap by investigating how principals' managerial skills influence TAS productivity, particularly in enhancing work discipline and meeting school performance standards.

To summarize, the competencies and qualifications of TAS, along with the managerial abilities of school principals, are key drivers of school performance. However, there are still gaps in understanding how these factors interact and contribute to the overall productivity of administrative staff. By critically examining the literature and addressing these gaps, this study aims to provide a deeper understanding of how TAS competencies, qualifications, and managerial skills affect the efficiency and effectiveness of school administration. In doing so, it hopes to offer new insights into how these elements can be optimized to improve educational outcomes.

Despite the recognized importance of TAS in school administration, there is limited research on how their academic qualifications, competencies, managerial abilities, and work discipline collectively influence their performance. In relation to work, the definition of work discipline is "an attitude and behavior that shows employee compliance with organizational regulations". Without consistent discipline, teams will lose the ability to achieve important goals with accuracy and excellence. Work discipline includes compliance with work schedules, school rules, and responsibility for work (Umami et al., 2020). The level of TAS work discipline can have a direct impact on their performance in providing consistent support to schools. Administrative staff who have high discipline will help streamline all school administration and education processes (Nadeak, 2022), (Lasmah, 2023). The research findings indicate that the presence of school administrative personnel in DIY exhibits considerable diversity, with the educational qualifications of these staff largely aligning with the stipulations of "Permendiknas Number 24 of 2008", and their overall competencies being satisfactory in accordance with the provisions of "Minister of National Education Regulation Number 24 of 2008".

Academic credentials, competences, managerial skills, and work discipline are the variables that this study hopes to shed light on in relation to TAS performance in high schools. Understanding these relationships will inform strategies and policies aimed at enhancing the quality of school administration, thereby improving overall educational outcomes.

2. METHODS

This study employs a descriptive quantitative research methodology, as outlined by Sugiyono (2017), to analyze the impact of academic qualifications, competencies, managerial abilities, on the efficiency with which Malang City's high school instructors complete their jobs. To evaluate the present condition of the investigated subject, descriptive researchers utilise methods such as questionnaires, interviews, or observations (Sarstedt et al., 2020). In this case, questionnaires are used to collect data that will help test hypotheses and answer research questions related to the factors influencing teacher performance.

The quantitative approach is utilized in this research to gather and analyze numerical data. This approach allows researchers to quantify relationships between variables and statistically evaluate the significance of the results. By using descriptive quantitative methods, this study aims to provide a clear and measurable understanding of how various factors contribute to the effectiveness of teachers, offering insights that are grounded in empirical data.

A high school in Malang was the site of the research. Through purposive sampling, one hundred high school teachers from the city of Malang participated as research participants.

A statistical data processing application, specifically SPSS version 16, is used to process the data that has been acquired in the research. Steps involved in this investigation are:

Instrument Test 1. Validity test 2. Reliability Test	Classic assumption test 1. Normality Test 2. Multicollinearity Test 3. Heteroscedasticity Test	Hypothesis testing T test R-Square Test
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Figure 1. Steps in Investigations

2.1. Instrument Test

Validity test

To find out if a set of assertions is suitable for defining a variable, one uses the validity test. The following are the criteria for evaluating validity using product moment:

If r_{count} exceeds r_{table} , the instrument is deemed valid.

If r_{count} is less than r_{table} , the instrument is deemed invalid.

Reliability Test

Reliability pertains to the capacity of an instrument to reliably measure a variable over time (Nurgiyantoro, 2012: 341). Since this was interval data, we used Cronbach's Alpha to check the instruments' reliability. Guilford (Ruseffendi, 2005:160) states the following as the dependability coefficient criteria:

Mark	Information
<0.20	Very low
0.21-0.40	Low
0.41-0.70	Currently
0.71-0.90	Tall
0.91-1.00	Very high

Figure 2. Dependability coefficient criteria

In this study, we used Pearson's product-moment correlation to check if the questionnaire items were valid; an r -value higher than the critical value indicates validity.

2.2. Classic assumption test

Normality test

A normality test can be applied to assess whether the independent or dependent variables in a regression model follow a normal distribution (Ghozali, 2016). Specifically, the One-Sample Kolmogorov-Smirnov test, along with its associated criteria, is commonly used to evaluate normality. If the significance value (p -value) exceeds 0.05 (5%), the data are considered to have a normal distribution. Conversely, if the p -value is less than 0.05, it indicates that the data do not conform to a normal distribution.

Multicollinearity Test

The multicollinearity test is used to determine whether there is a relationship between the independent variables in a regression model. This test relies on Tolerance and Variance Inflation Factor (VIF) values as indicators. Specifically, if the Tolerance value is greater than 0.10 and the VIF value is less than 10.00, it indicates the absence of multicollinearity in the model. However, if the Tolerance value is less than 0.10 and the VIF value exceeds 10.00, it signifies the presence of multicollinearity within the regression model.

Heteroscedasticity Test

To determine if the residual variances of different observations are unequal, the heteroscedasticity test examines the regression model. Heteroscedasticity is present when a specific pattern emerges from the graph.

2.3. Partial Hypothesis Test (*t* Test)

In its most basic form, the *t* statistical test is used to determine the extent to which the influence of the independent variables or explanatory factors individually contributes to the explanation of fluctuations in the dependent variable (Ghozali, 2011). For the purpose of determining the extent to which each independent variable has an impact on the dependent variable, the *t* test is utilised with a significance level of 5%. On the basis of the following criteria for measurement:

If $t_{count} > t_{table}$ and $p\text{-value} < 0.05$, then H_1 is accepted and H_0 is rejected, which means that partially one of the independent variables significantly influences the dependent variable.

If $t_{count} < t_{table}$ and $p\text{-value} > 0.05$, then H_0 is accepted and H_1 is rejected, which means that partially one of the independent variables does not significantly influence the dependent variable.

2.4. R-Square coefficient of determination

According to Ghozali (2017), the R^2 coefficient measures the extent to which all independent variables collectively explain the variation in the dependent variable. It represents the percentage of the total effect that independent variables exert on the dependent variable. The findings of this study are robust and reliable, as they are derived using a rigorous quantitative methodology supported by comprehensive validity and reliability testing.

3. FINDINGS AND DISCUSSION

A substantial amount of data must be available to back up the research findings. The answers to the questions posed in the introduction, or the research hypothesis, should form the basis of the study's findings and discoveries.

3.1. Findings

3.1.1 Validity test

Table 1. Validity test

Variable	Items	R count	R table	Sig	Information
Academic Qualifications	X1.1	0.894	0.1966	0,000	Valid
	X1.2	0.893	0.1966	0,000	Valid
Competence	X2.1	0.775	0.1966	0,000	Valid
	X2.2	0.871	0.1966	0,000	Valid
	X2.3	0.773	0.1966	0,000	Valid
	X2.4	0.811	0.1966	0,000	Valid
Managerial Ability	X3.1	0.764	0.1966	0,000	Valid
	X3.2	0.815	0.1966	0,000	Valid
	X3.3	0.836	0.1966	0,000	Valid
Work Discipline	X4.1	0.822	0.1966	0,000	Valid
	X4.2	0.788	0.1966	0,000	Valid
	X4.3	0.832	0.1966	0,000	Valid
	X4.4	0.763	0.1966	0,000	Valid
Performance of School Administrative Staff	Y1.1	0.779	0.1966	0,000	Valid
	Y1.2	0.827	0.1966	0,000	Valid
	Y1.3	0.794	0.1966	0,000	Valid
	Y1.4	0.842	0.1966	0,000	Valid

According to the findings of the validity test for the instrument, it is known that all assessment items meet the validity criteria with a calculated r score for each assessment item $> r$ table ($35-2= 33$ which produces an r table of 0.33 and Sig. $0.000 < 0.05$).

3.1.2 Reliability Test

Variable	Cronbach's Alpha	Alpha Standard	Information
Academic Qualifications	0.748	0.60	Reliable
Competence	0.820	0.60	Reliable
Managerial Ability	0.729	0.60	Reliable
Work Discipline	0.811	0.60	Reliable
School Administration Performance	0.824	0.60	Reliable

Figure 3. . Reliability Test

The instrument is acknowledged to have great reliability based on the test findings, with a Cronbach alpha score > 0.71 .

3.1.3 Normality test

Table 2. Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		100
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	.34632973
Most Extreme Differences	Absolute	.068
	Positive	.064
	Negative	-.068
Statistical Tests		.068
Asymp. Sig. (2-tailed)		.200 ^{c, d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

 d. This is a lower bound of the true significance.

The statistical test value with Asymp is 0.059, as seen in the table above. A significance level of 0.200 (2-tailed test). Because this p -value is higher than 0.05 (sig. $> 5\%$), we can say that the data in the study follows a normal distribution, and the regression model also satisfies this requirement.

3.1.4 Multicollinearity Test

In terms of academic qualification, competency, managerial ability, and work discipline, the multicollinearity test yielded tolerance values of 0.496, 0.507, and 0.404, respectively. In terms of VIF values, academic qualification was 2.017, competency was 1.927, managerial ability was 1.711, and work discipline amounted to 2,475. Since the tolerance value is greater than or equal to 0.10 and the VIF

value is less than 0.10 for both variables, it follows that the regression model does not exhibit multicollinearity.

3.1.5 Heteroscedasticity Test

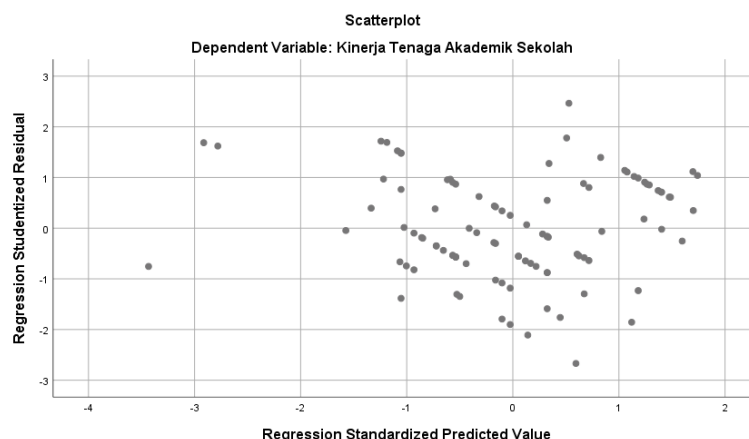


Figure 5. Heteroscedasticity Test

The scatterplot graph reveals that the data points are dispersed in all directions above and below zero, without clustering along any specific axis. This pattern indicates homoscedasticity, where the variance of the residuals remains consistent across all levels of the independent variables. The absence of a discernible pattern in the scatterplot confirms that heteroscedasticity is not present in the regression model. This result strengthens the validity of the model, as the assumption of homoscedasticity is a critical condition for reliable regression analysis, ensuring unbiased and efficient estimates.

3.1.6 Hypothesis testing

T test

To ascertain the partial or individual impact of the interest rate variable (X1) and the exchange rate (X2) on the sharia stock price variable (Y), refer to the table below.

Table 3. T-test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	,034	,344		,097	,923		
Academic Qualifications	,226	,090	,234	2,510	,014	,496	2,017
Competence	,277	,106	,240	2,610	,011	,507	1,972
Managerial Ability	,245	,093	,226	2,632	,010	,584	1,711
Work Discipline	,259	,121	,220	2,137	,035	,404	2,475

a. Dependent Variable: Performance of School Academic Staff

The analysis reveals a significant influence of academic qualifications on the performance of school academic staff. This is evidenced by a calculated t-value of 2.510, which exceeds the critical t-table value of 2.036, and a significance score of 0.014, which is below the threshold of 0.05. These results suggest that higher academic qualifications play a crucial role in enhancing the job performance of

schoolteachers by equipping them with the necessary knowledge and skills to deliver effectively in their roles.

Similarly, the performance of school academic staff is profoundly affected by academic competency. The findings demonstrate a t-value of 2.610, which surpasses the t-table value of 2.036, and a significance score of 0.011, indicating a statistically significant relationship. This implies that competencies, such as mastery of subject matter, pedagogical skills, and continuous professional development, are essential factors in improving the effectiveness of academic staff in schools.

Managerial ability also emerges as a critical factor influencing academic staff performance. The analysis reveals a t-value greater than the t-table value, accompanied by a significance score below 0.05, underscoring the importance of managerial skills in shaping staff performance. Effective managerial ability, including planning, organizing, and decision-making, enhances the overall productivity and coordination of academic activities within schools.

Furthermore, work discipline is identified as a major determinant of academic staff performance. The chart indicates a significant relationship, with a calculated t-value of 2.632 exceeding the t-table value of 2.036 and a significance score below 0.05. These results highlight that adherence to workplace rules, punctuality, and a strong work ethic are integral to achieving high performance among school academic staff. Together, these factors—academic qualifications, competency, managerial ability, and work discipline—interact to drive the overall effectiveness and success of school academic teams.

3.1.7 Coefficient of Determination Test

Table 4. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.769 ^a	.592	.575	.35355

a. Predictors: (Constant), Work Discipline, Managerial Ability, Competence, Academic Qualifications
b. Dependent Variable: Performance of School Academic Staff

The test results reveal that the R-squared value for the combined variables of Work Discipline, Managerial Abilities, Competencies, and Academic Qualifications is 0.592, indicating that these factors collectively explain 59.2% of the variance in the performance of school academic staff. This substantial proportion underscores the critical role these variables play in shaping staff performance. Work discipline ensures consistency and reliability, managerial abilities facilitate effective organization and leadership, competencies enhance subject-matter expertise and teaching effectiveness, and academic qualifications provide the foundational knowledge and skills necessary for high-quality performance. The remaining 40.8% of the variance may be attributed to other factors, such as institutional support, motivation, infrastructure, and external environmental influences, which also merit consideration in future research to provide a more comprehensive understanding of academic staff performance.

3.2 Discussion

The findings of this study demonstrate that academic qualifications significantly influence the performance of school administrative staff. A t-value of 2.510 exceeding the critical value of 2.036 and a significance level of 0.014 (below 0.05) clearly indicate that higher academic qualifications equip administrative personnel with the requisite knowledge and skills to perform their duties effectively. This result aligns with prior research that highlights the importance of formal education in enhancing job performance (Sururi et al., 2023; Husaini et al., 2021). However, academic qualifications alone are

insufficient to guarantee success; practical experience and specific competencies are equally crucial. Research by Ilyas (2022) emphasizes the need for a holistic approach to professional development that integrates education, hands-on experience, and skill enhancement.

Competency also emerged as a critical factor influencing performance, with a t-value of 2.610 exceeding the critical threshold and a significance level of 0.011. Competencies such as data management, effective communication, and regulatory knowledge are vital for executing tasks efficiently and predicting job performance. Previous studies support this, emphasizing that competency-based training programs significantly enhance administrative effectiveness (Wahdati et al., 2022). Developing targeted professional development initiatives can help bridge skill gaps and ensure administrative staff are well-equipped for their roles, as effective competencies translate directly into improved workplace efficiency.

Similarly, managerial ability plays a vital role in administrative performance, as evidenced by a t-value of 2.632 and a significance level of 0.010. Strong managerial skills, including resource organization, time management, and daily operational oversight, are critical for achieving productivity and efficiency. The findings align with policy frameworks such as Ministerial Regulation No. 13 of 2007, which underscores the importance of managerial competencies in effective school operations (Zekri, 2007). Furthermore, leadership development programs for school principals can help foster managerial skills among administrative staff, ensuring cohesive and efficient management practices.

Work discipline also demonstrated a significant impact on performance, with a t-value of 2.632 and a significance level of 0.010. Adherence to policies, effective time management, and a commitment to job responsibilities are foundational to consistent and reliable performance. Literature supports this perspective, with Zakai-Mashiach (2024) emphasizing that a disciplined work environment enhances productivity and accountability. Schools should therefore implement policies that promote punctuality, accountability, and adherence to institutional standards, as these elements foster a culture of high performance.

These findings have broader implications for school management practices. Schools should invest in professional development programs to enhance academic qualifications, competencies, managerial abilities, and work discipline. Addressing competency gaps through targeted training in data management and communication, as well as offering workshops on leadership and time management, can help optimize administrative efficiency. Recruitment policies should prioritize candidates with robust academic qualifications and demonstrable competencies, while structured performance evaluation systems that assess managerial ability and work discipline can sustain high performance standards.

Despite the valuable insights provided, this study has limitations. The purposive sampling of 100 respondents may restrict the generalizability of findings, as the sample may not represent the broader population of school administrative staff. Furthermore, focusing exclusively on high schools in Malang City limits the applicability of results to other regions and educational contexts. Future research should expand the sample size and geographic scope to ensure a more comprehensive understanding of factors influencing administrative staff performance.

In conclusion, academic qualifications, competencies, managerial ability, and work discipline are key determinants of the performance of school administrative staff. These findings underscore the importance of education, skill development, and effective management in enhancing administrative productivity. By implementing competency-based training, leadership development programs, performance evaluation systems, and updated recruitment policies, educational institutions can not only improve the efficacy of their administrative teams but also elevate the overall quality of education they deliver.

4. CONCLUSION

This study evaluated the impact of academic qualifications, competencies, managerial abilities, and work discipline on the performance of academic staff in educational institutions. The findings

revealed that all four variables significantly influence staff effectiveness, as evidenced by t-values exceeding 2.036 and p-values below 0.05. These results highlight the importance of these factors in enhancing staff performance, emphasizing the need for targeted training, professional development, and regular assessments. However, the study's limitations, including a small sample size and a focus on only four variables, suggest that additional factors such as work motivation and environment warrant further exploration. Future research should consider broader and more diverse samples, including both public and private schools across various regions, and integrate qualitative approaches to capture personal experiences and perceptions. Overall, this study underscores the critical role of academic qualifications, competencies, managerial skills, and work discipline in improving the effectiveness of academic staff and calls for strategic efforts to address these areas.

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