

The Influence of Principal's Leadership Style and Work Motivation on Teacher Performance

Syukurman Zebua¹ ^{*}, Paskalis Haluk² , Stevan Andy Pinoa³ , Al Kahfi⁴ , Ainul Haninah Dzulhasnan⁵ 




¹Christian Religious Education, Sekolah Tinggi Teologi Pokok Anggur Jakarta, Indonesia



²Christian Religious Education, Sekolah Tinggi Teologi Pokok Anggur Jakarta, Indonesia

³Theology, Sekolah Tinggi Teologi Pokok Anggur Jakarta, Indonesia

⁴Da'wah Management, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

⁵Da'wah and Communication, Kolej Universiti Islam Zulkifli Muhammad, Malaysia

¹mansyukurzebua@gmail.com , ²haluck007@gmail.com , ³stevanpinoa@gmail.com ,

⁴alkafi588@gmail.com , ⁵ainulhaninah.siswakuizm@gmail.com 

***Corresponding Author**

Article Info

Article history:

Submission November 24, 2024

Revised December 1, 2024

Accepted February 27, 2025

Published April 10, 2025

Keywords:

Leadership Style

Work Motivation

Teacher Performance

Junior High School

School Principal



ABSTRACT

Teacher performance is influenced by leadership, motivation, and other factors that affect the quality of learning, student achievement, and teachers' professional development. This study aims to explain the influence of leadership and motivation on teacher performance and their combined impact at SMP Taruna Harapan Bangsa Cigelam. The research employed a quantitative correlational method, with data collected using a questionnaire based on a Likert scale. Data were processed using validity and reliability tests, classical assumption tests, and both t-test and F-test analyses. The results showed that the principal's leadership style and work motivation significantly influenced teacher performance. The significance values for each variable were below 0.05, with positive Beta values (0.507 and 0.453), indicating a positive relationship. The overall regression model was significant, and the R Square value of 0.660 indicated that the two variables contributed 66% to teacher performance. Conclusion: An effective leadership style and high work motivation significantly improve teacher performance, although the incentive system indicator did not show a significant effect.



This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license.

©Authors retain all copyrights

A. INTRODUCTION

Teachers are crucial in improving learning and student achievement (Zhou et al., 2023). Teacher performance is enhanced by work results and work tasks influenced by teachers' attitudes and work environment (Citriadin et al., 2019). Since teacher performance significantly impacts

teacher competence (Kanya et al., 2021), educator performance evaluation identifies strengths and weaknesses in their competencies (Ghosh et al., 2025). In Taiwan, teacher performance is developed to improve the quality of education, focusing on professional standards and appropriate evaluation mechanisms (Wu et al., 2018). Teacher performance development programs positively impact teacher performance and student achievement (Dacholfany et al., 2024).

Teacher performance is influenced by self-efficacy, instructional leadership, teaching autonomy, school resources, workload, principal leadership, emotional intelligence, supervision, school culture, and work motivation (Jiang et al., 2025; Paramartha et al., 2023). Academic supervision, managerial competence, and teacher empowerment affect performance and commitment, with empowerment being the dominant factor, along with the importance of emotional training for principals from disadvantaged groups (Muttaqin et al., 2023; Van Der Vyver, 2016; Tzeni et al., 2019). Sustainable leadership, e-leadership, and adaptive leadership styles positively impact teacher performance, while transactional and bureaucratic styles have a negative impact, requiring effective conflict management (Srisean et al., 2017; Indra et al., 2022; Hardianto et al., 2023).

Leadership style is an important factor influencing teacher job satisfaction, and studies show that transformational leadership style significantly enhances teacher job satisfaction compared to other styles (Ma'ruf et al., 2020). As school principals are perceived as transformational leaders, performance can improve, particularly among highly qualified teachers, so policies should support low-achieving and disadvantaged schools (Even & BenDavid-Hadar, 2025). There is a positive correlation between the transformational leadership style of school principals and school culture, which influences collaboration, shared goals, and professional development, with more control being influenced by sharing responsibilities with teachers (Tran, 2025; Urick, 2016).

This study reveals that motivation significantly affects teacher performance in private schools in Mirpurkhas, Pakistan, although work motivation does not act as a moderator in improving teacher performance (Kumari & Kumar, 2023; Rachmadi et al., 2024). Furthermore, teacher motivation is also influenced by professional training and a supportive work environment in Lebanon (Kontar et al., 2025). Research shows that teacher motivation is influenced by curricular factors, social relationships, and logistics; competence and autonomy enhance teachers' enthusiasm for continuous development (Daniels, 2017). Another study identifies student factors such as profile, behavior, engagement, and feedback as determinants of teacher motivation, particularly in supporting autonomy-based teaching (Liu et al., 2024).

Based on the explanation above, this study aims to analyze the influence of the principal's leadership style on teacher performance, assess the contribution of work motivation to performance improvement, and understand the combined influence of both at SMP Taruna Harapan Bangsa Cigelim. The expected impact of this research is to provide input to school principals in selecting and applying the right leadership style, encourage strategic management of teacher motivation, and serve as a foundation for school policy decisions in improving human resource management and the quality of learning. The results indicate that the principal's leadership style significantly influences teacher performance, particularly participatory, supportive, and visionary styles. Teacher work motivation, intrinsic, such as inner satisfaction, and extrinsic, such as incentives, also positively impacts performance.

B. RESEARCH METHODS

The research was conducted using a quantitative correlational method. Data collection was carried out by distributing questionnaires to 16 respondents, with a total population of 16, consisting of 15 teachers and 1 school principal. The sampling technique used was random sampling with a total population sample because the population members are fewer than 100. Data processing involved validity and reliability tests to assess the accuracy of the data, classical assumption tests (normality, linearity, and multicollinearity) to test the data's feasibility, and hypothesis testing using t-tests and F-tests to examine the effect of the principal's leadership style and work motivation on teacher performance at SMP Taruna Harapan Bangsa Cigelam. All data processing was conducted using SPSS for Mac version 26. A five-point Likert scale was used in this study to measure the respondents' attitudes or responses to the given statements, as follows: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

Table 1. Research Questionnaire

Variable	Indicator	Questions
Principal's Leadership Style (Variabel X1) (Saleem et al., 2020)	Directive Leadership Style	The principal gives clear instructions to complete teacher tasks.
		The principal provides clear directions to complete teacher tasks.
		Direct leadership from the principal affects teacher work productivity.
		Guidance from the principal increases teacher work motivation.
	Participative Leadership Style	Teachers feel comfortable when working with clear instructions.
		The principal involves teachers in decision-making.
		The principal listens to teachers' opinions.
		Teachers feel ownership of their work because they are involved in decisions made by the principal.
	Supportive Leadership Style	Participation in decision-making increases teacher job satisfaction.
		Teachers are more motivated when involved in decision planning.
		Teachers receive emotional support from the principal.
		The principal cares about teachers' well-being.
Work Motivation (X2) (Ozalina et al., 2024)	Achievement-Oriented Leadership	The principal's support helps teachers cope with work pressures.
		The principal's support increases teachers' work enthusiasm.
		The work environment shows care and empathy.
		The principal sets challenging and realistic work targets.
	Balanced Incentive Systems	Teachers are encouraged to meet high work standards.
		Teachers feel motivated when their work achievements are recognized.
		The principal provides feedback on teachers' work successes.
		Achievement-oriented work targets make teachers more competitive.
	Supportive Work Environment	The incentive system includes material rewards and personal development.
		Non-financial incentives effectively increase the motivation of the principal/teachers.
		The reward system from the school feels balanced.
		The school provides career opportunities for the principal/teachers.
	Customized Strategies	Incentives align with the work achievements of the principal/teachers.
		The work environment supports the work-life balance of the principal/teachers.
		The principal/teachers are given autonomy in completing tasks.
		The principal/teachers' work provides a sense of meaning and purpose.
		Social relationships at work are very good.
		The school provides space for personal development for the principal/teachers.
		The school provides incentives according to individual needs.
		Motivation enhancement strategies are tailored to the characteristics of the principal/teachers.
		The school provides support according to the goals of the principal/teachers.
		The principal/teachers are given choices on how to receive rewards.
		Motivation from the school can specifically improve the performance of the principal/teachers.

Teacher Performance (Y) (Law No. 14 of 2005)	Pedagogical Competence	Teachers are able to design lessons according to students' characteristics.
		Teachers understand learning theory and its application.
		Teachers evaluate the effectiveness of the learning process.
		Teachers use various approaches in teaching.
	Professional Competence	Teachers are able to manage the class effectively.
		Teachers master the subject matter thoroughly.
		Teachers follow the latest developments in knowledge.
		Teachers are able to integrate knowledge with practice.
		Teachers continuously develop their skills.
	Social Competence	Teachers are creative in delivering teaching materials.
		Teachers establish good communication with students and colleagues.
		Teachers can adapt to the work environment.
		Teachers are able to work well in teams.
		Teachers show empathy toward students and colleagues.
	Personality Competence	Teachers maintain positive professional relationships.
		Teachers demonstrate integrity and serve as role models.
		Teachers maintain professional ethics as educators.
		Teachers are able to control their emotions in difficult situations.
		Teachers are responsible for their tasks.
		Teachers serve as role models for students.

Research Hypotheses:

H1: There is an influence of the principal's leadership style on teacher performance at SMP Taruna Harapan Bangsa Cigelam.

H2: There is an influence of work motivation on teacher performance at SMP Taruna Harapan Bangsa Cigelam.

H3: There is a combined influence of the principal's leadership style and work motivation on teacher performance at SMP Taruna Harapan Bangsa Cigelam.

C. RESULTS AND DISCUSSION

1. Statistic Deskriptif

Tabel 2. Descriptive Statistics

No	Variable	N	Mean	Std. Deviation	Variance
1	Principal's Leadership Style	16	36.38	4.272	18.250
2	Work Motivation	16	36.38	4.410	19.450
3	Teacher Performance	16	38.25	3.568	12.733
Subvariables of Leadership Style					
4	Directive Leadership Style	16	38.12	4.288	18.383
5	Participative Leadership Style	16	38.50	5.441	29.600
6	Supportive Leadership Style	16	34.13	5.632	31.717
7	Achievement-Oriented Leadership	16	34.12	4.759	22.650
Subvariables of Work Motivation					
8	Balanced Incentive Systems	16	33.00	3.266	10.667
9	Supportive Work Environment	16	36.13	3.384	11.450
10	Customized Strategies	16	40.00	7.797	60.800
Subvariables of Teacher Performance					
11	Pedagogical Competence	16	37.38	3.981	15.850
12	Professional Competence	16	42.25	5.791	33.533
13	Social Competence	16	36.00	4.442	19.733
14	Personality Competence	16	36.25	3.924	15.400

Based on Table 2, this study involved 16 respondents with a focus on analyzing three main variables: the principal's leadership style, work motivation, and teacher performance along with their subvariables. The descriptive analysis results showed that the principal's

leadership style had an average score of 36.38 with a standard deviation of 4.272. This indicates that teachers' perceptions of the principal's leadership style are relatively high and consistent among respondents. The democratic and transformational leadership styles contribute to high learning performance, but principals at low-achieving schools tend to be permissive. Therefore, it is recommended that they be more assertive when dealing with disruptive student behavior (Makgato & Mudzanani, 2019). The democratic leadership style is perceived as more dominant and positively affects teachers' work motivation compared to the authoritarian leadership style (Mittu & Tenzin, 2018).

The subvariables of leadership style show variations in the approaches implemented by the principal in leading. Directive Leadership Style averages 38.12, indicating the dominance of an approach focused on directing teachers and implementing school policies. Participative Leadership Style recorded the highest average of 38.50, showing the principal's tendency to involve teachers in decision-making, creating a more participative work atmosphere. Supportive Leadership Style has an average of 34.13 with a high standard deviation of 5.632, indicating differences in perceptions of the support provided by the principal. Meanwhile, Achievement-Oriented Leadership Style recorded an average of 34.12, showing a relatively weak push toward achieving consistent work results.

Work Motivation also has the same average of 36.38, with a standard deviation of 4.410, meaning that the teachers' work motivation is pretty good and relatively balanced with their perception of the principal's leadership style. Other studies show a significant relationship between organizational culture, achievement motivation, job satisfaction, and teacher performance, emphasizing the importance of a supportive work environment for educational success (Matin et al., 2024). The subvariables of work motivation show differences in teachers' perceptions of various factors influencing their motivation. The Balanced Incentive System has the lowest average score of 33.00, indicating that the incentive system at the school needs improvement to be more balanced and encourage teachers' work enthusiasm. Meanwhile, a Supportive Work Environment scored an average of 36.13, indicating that the work environment is generally perceived as supportive and conducive to enhancing work motivation. The highest average score was for the Tailored Strategy subvariable, at 40.00, with the most significant standard deviation of 7.797, showing variation in the application of motivational strategies.

Meanwhile, teacher performance recorded the highest average score of 38.25 with a standard deviation 3.568. This finding indicates that, in general, teacher performance is in the high category and shows good stability among respondents. The subvariables of teacher performance indicate that Professional Competence has the highest average score of 42.25, with a standard deviation 5.791. This suggests that teachers feel highly competent professionally, although there is variation in assessments among respondents. Meanwhile, the other three subvariables, Pedagogical Competence, Social Competence, and Personality Competence, have average scores ranging from 36.00 to 37.38. This range shows that teachers' pedagogical, social, and personal performance is rated quite well and remains relatively stable, though not as high as professional competence.

2. Validity and Reliability of Data

Table 3. Validity and Reliability of Data

Variable	N	Korelasi Pearson	Signifikansi (Sig. 2-tailed)	Validity	Reliability (Cronbach's Alpha)
Principal's Leadership Style with Teacher Performance	16	0.702	0.002	Valid (strong positive)	0.807
Work Motivation with Teacher Performance	16	0.671	0.004	Valid (strong positive)	
Principal's Leadership Style with Work Motivation	16	0.431	0.096	Valid (moderate positive)	

Based on Table 3, the validity test aims to measure how well the measurement instrument (questionnaire) can measure the variables it is intended to measure. The relationship between the principal's leadership style (X1) and teacher performance (Y) shows a Pearson correlation of 0.702 with a significance of 0.002, indicating a significant relationship at the 1% level. Similarly, the relationship between work motivation (X2) and teacher performance (Y) shows a Pearson correlation of 0.671 and significance of 0.004. However, the relationship between X1 and X2 shows a correlation of 0.431 with a significance of 0.096, which is insignificant. In conclusion, X1 and X2 are valid predictors of Y.

Data reliability refers to the consistency and dependability of the results produced by the measurement instrument. In this case, the statistic used is Cronbach's Alpha, which measures the internal consistency of the instrument, i.e., how well the items in the questionnaire are related and measure the same concept. The Cronbach's Alpha value obtained is 0.807, indicating good internal consistency. Generally, values between 0.7 and 0.9 are considered reliable. Therefore, a value of 0.807 indicates that this measurement instrument is reliable in measuring the intended variables.

3. Data Normality

Tabel 4. Tests of Normality

	df	Shapiro-Wilk	
		Sig.	Statistic
Principal's Leadership Style	16	.558	.954
Work Motivation	16	.402	.944
Teacher Performance	16	.275	.933

Based on Table 4, the results of the Tests of Normality using the Shapiro-Wilk test show that the significance (Sig.) values for each variable Principal's Leadership Style (0.558), Work Motivation (0.402), and Teacher Performance (0.275) are all greater than 0.05. The Shapiro-Wilk test is used to assess whether the data follows a normal distribution, with the criterion being that if the significance value is greater than 0.05, the data is considered normally distributed. Based on these results, it can be concluded that all three variables in this study are normally distributed, thus meeting the normality assumption and can be further analyzed using parametric statistical techniques such as Pearson correlation or linear regression.

4. Data Linearity

Tabel 5. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Principal's Leadership Style	Between Groups	(Combined)	130.500	9	14.500	1.438	.339
		Linearity	94.101	1	94.101	9.332	.022
		Deviation from Linearity	36.399	8	4.550	.451	.853
	Within Groups		60.500	6	10.083		
	Total		191.000	15			

Based on Table 5, the ANOVA output for testing the linearity of the relationship between Teacher Performance and Principal's Leadership Style shows that the significance value for Linearity is 0.022, indicating a significant linear relationship between the two variables because this value is less than 0.05. Meanwhile, the significance value for Deviation from Linearity is 0.853, meaning that the deviation from linearity is insignificant since the value is much greater than 0.05. Therefore, it can be concluded that the relationship between teacher performance and principal leadership style is linear, thus meeting the linearity assumption. Further analysis can be performed using linear statistical methods such as linear regression.

5. Multicollinearity of Data

Tabel 6. Coefficients^a

Model	Collinearity Statistics	Tolerance	VIF
1	Principal's Leadership Style	.814	1.228
	Work Motivation	.814	1.228

a Dependent Variable: Teacher Performance

Based on the Coefficients output showing the multicollinearity test, the Tolerance value is 0.814 and the Variance Inflation Factor (VIF) is 1.228 for both independent variables: Principal's Leadership Style and Work Motivation. In the multicollinearity test, the criterion is that if the Tolerance value is greater than 0.1 and the VIF value is less than 10, it can be concluded that no multicollinearity exists between the independent variables in the regression model. Since both variables meet these criteria, it can be concluded that the regression model is free from multicollinearity issues, meaning that the relationship between the independent variables does not excessively influence each other, and the regression analysis can proceed with valid results.

6. Hypothesis Test 1: The Effect of Principal's Leadership Style on Teacher Performance at SMP Taruna Harapan Bangsa Cigelas

Table 7. Coefficients^a (t-test Results)

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	(Beta)	t	Sig.	
1	(Constant)	9.518	5.748	—	1.656	.122	
	Principal's Leadership Style	0.423	0.150	0.507	2.827	.014	
	Work Motivation	0.367	0.145	0.453	2.528	.025	

a Dependent Variable: Teacher Performance

Based on Table 7, the Sig. value of 0.014, which is smaller than 0.05, indicates that Principal's Leadership Style has a significant effect on Teacher Performance. As Principal's Leadership Style increases, Teacher Performance also increases. The positive Beta value of 0.507 indicates a strong positive relationship between the two variables. High-performing school leadership is collaborative, combining relationship-oriented, participative, transactional, and transformational styles, with transformational leadership being the most dominant in fostering teacher professionalism (Faridah et al., 2022). Furthermore, conflicts in schools often arise from interpersonal and organizational sources, and both transformational and transactional leadership styles have proven effective in conflict resolution (Chandolia & Anastasiou, 2020). Effect of Principal's Leadership Style Indicators:

Table 8. t-test for Principal's Leadership Style Indicators

Indikator Variabel	Uji t	Sig	R Square
Directive Leadership Style	2.615	.020	.328
Participative Leadership Style	3.050	.009	.399
Supportive Leadership Style	3.078	.008	.404
Achievement-Oriented Leadership	2.657	.019	.335

Dependent Variable: Teacher Performance

Based on Table 8, all leadership styles tested (Directive, Participative, Supportive, and Achievement-Oriented) significantly impact pedagogical competence, professional competence, social competence, and personality competence, with significance values (Sig.) smaller than 0.05. The Supportive Leadership Style has the largest effect at 40.4%, followed by Participative Leadership Style at 39.9%, Achievement-Oriented Leadership at 33.5%, and Directive Leadership Style at 32.8%. In other words, leadership styles that are supportive, engaging, and achievement-oriented have the greatest impact on teacher performance. Effective school leadership positively influences teacher performance, with transformational, authoritarian, democratic, and situational leadership styles having a more significant impact compared to transactional and bureaucratic styles (Hardianto et al., 2023). Furthermore, teacher organizational commitment is positively influenced by transformational leadership and negatively influenced by transactional leadership, and both can be combined to enhance commitment (Tran et al., 2022).

7. Hypothesis Test 2: The Effect of Work Motivation on Teacher Performance at SMP Taruna Harapan Bangsa Cigelas

The Sig. value of 0.025, which is smaller than 0.05, indicates that Work Motivation has a significant effect on Teacher Performance. As Work Motivation increases, Teacher Performance also increases. The positive Beta value of 0.453 shows that the relationship between Work Motivation and Teacher Performance is also positive. Other studies indicate that locus of control, leadership style, and environmental factors directly affect work motivation and teacher performance, supporting the need for quality teachers in Indonesia (Virgana & Lapasau, 2024). Effect of Work Motivation Indicators

Table 9. t-test for Work Motivation Indicators

Indikator Variabel	Uji t	Sig	R Square
Balanced Incentive Systems	1.472	.163	.134
Supportive Work Environment	2.605	.021	.327
Customized Strategies	4.211	.001	.559

Dependent Variable: Teacher Performance

Based on Table 9, the analysis shows that Balanced Incentive Systems has no significant effect on pedagogical competence, professional competence, social competence, and personality competence, with a p-value greater than 0.05 (Sig = 0.163). On the other hand, Supportive Work Environment and Customized Strategies have a significant effect on these competencies. The Supportive Work Environment has an effect of 32.7%, and Customized Strategies have an effect of 55.9%. Based on these results, it can be concluded that Customized Strategies have the greatest impact on teacher performance, followed by the Supportive Work Environment, while Balanced Incentive Systems do not show a significant effect.

8. Hypothesis Test 3: The Effect of Principal's Leadership Style and Work Motivation Together on Teacher Performance at SMP Taruna Harapan Bangsa Cigelam

Tabel 10. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.044	2	63.022	12.613	.001 ^b
	Residual	64.956	13	4.997		
	Total	191.000	15			

^a Dependent Variable: Teacher Performance

^b Predictors: (Constant), Work Motivation, Principal's Leadership Style

Tabel 11. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.812	0.660	0.608	2.235

^a Predictors: (Constant), Work Motivation, Principal's Leadership Style

Based on Tables 10 and 11, the results from ANOVA show that the regression model is significant overall, with both predictors (Principal's Leadership Style and Work Motivation) contributing significantly to Teacher Performance. The Model Summary (R Square) value of 0.660, or 66%, indicates that these two variables have a strong influence on Teacher Performance. This means that the various leadership styles (directive, participative, supportive, and achievement-oriented), as well as work motivation factors (balanced incentive systems, supportive work environment, and customized strategies), affect pedagogical competence, professional competence, social competence, and personality competence. Principal's leadership style has a different impact depending on the challenges faced by the school, with transformational leadership behavior being more effective in schools with more challenging conditions (Berkovich, 2018). School leaders tend to adopt distributive and adaptive leadership styles, but there is no significant relationship between leadership styles and contextual variables such as age, seniority, or school location (Nedzinskaitė-Mačiūnienė et al., 2024). Moreover, the importance of a supportive work environment for motivation and job satisfaction among academic staff, particularly teachers, is emphasized, with factors such as position and age influencing these outcomes (Hoo et al., 2024). Additionally, teacher stress levels positively correlate with work motivation and are influenced by demographic factors and workload (Kongcharoen et al., 2020).

D. CONCLUSION

This study analyzes the influence of the school principal's leadership style and work motivation on teacher performance, partially and simultaneously, at SMP Taruna Harapan

Bangsa Cigelam. The regression analysis results show that the school principal's leadership style significantly affects teacher performance. Collaborative leadership styles, such as participatory and transformational, have a greater impact on improving teacher performance. Work motivation also proves to have a significant effect, particularly when driven by a supportive work environment and motivation personalization strategies that align with the characteristics of the teachers. However, the incentive system does not significantly affect performance, which may be due to teachers' perception that incentives are not the main factor in supporting their work productivity. Simultaneously, these two variables strongly influence teacher performance, with a contribution value of $R^2 = 0.66$ or 66%. This indicates that the combination of an effective leadership style and high work motivation plays a significant role in improving teachers' pedagogical, professional, social, and personal competencies. The findings emphasize the importance of school principals applying participatory and transformational leadership styles and creating a supportive work environment to maximize teachers' potential. The practical implications of this study point to the need for leadership training for school principals and strategies to enhance motivation that are not only incentive-based but also consider the work environment and professional recognition.

ACKNOWLEDGMENTS

The authors would like to express their deepest gratitude to all parties who have provided support and contributions to this research titled "The Influence of School Principal Leadership Style and Work Motivation on Teacher Performance at SMP Taruna Harapan Bangsa Cigelam." Special thanks are extended to the Principal and all the teachers at SMP Taruna Harapan Bangsa Cigelam for their permission, time, and information that enabled this research to proceed smoothly. The authors also express high appreciation to the three main contributors to this study: Syukurman Zebua, Paskalis Haluk, and Stevan Andy Pinoa. Syukurman Zebua provided very valuable guidance and insights throughout the research process. Paskalis Haluk played an essential role in the data collection and analysis process. Stevan Andy Pinoa made significant contributions in writing and compiling the research report. The close and supportive collaboration among us has been a key factor in the completion of this study. It is hoped that the results of this research will make a real contribution to the development of education, particularly in improving the quality of teacher performance in schools.

AUTHOR CONTRIBUTIONS

- Author 1 : Idea Formulation, Data Collection, Data Analysis, Data Interpretation
- Author 2 : Research Methodology, Data Validity, Report Writing
- Author 3 : Designed research instruments and supported data validation using accurate triangulation techniques
- Author 4 : literature review, and collection and analysis of field data
- Author 5 : Conclusion Writing and Translation

LITERATURE

- Berkovich, I. (2018). When the going gets tough: Schools in challenging circumstances and the effectiveness of principals' leadership styles. *Journal of Community and Applied Social Psychology*, 28(5), 348-364. <https://doi.org/10.1002/casp.2372>
- Chandolia, E., & Anastasiou, S. (2020). Leadership and conflict management style are associated with the effectiveness of school conflict management in the region of Epirus, NW Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(1), 455-468. <https://doi.org/10.3390/ejihpe10010034>
- Citriadin, Y., Wiyono, B. B., Huda, M., & Arifin, I. (2019). The influences of teacher performance in public high schools in Indonesia. *International Journal of Innovation, Creativity and Change*, 9(6), 25–41. ISSN 2201-1315.
- Dacholfany, M. I., Antoni, R., Sulissusiawan, A., Rijal, S., Utiahman, A., Vanni Alam, H., & Bagea, I. (2024). The effectiveness of teacher professional development programs on classroom and behavior management: A systematic review. *Journal of Education Culture and Society*, 15(2), 451–470. <https://doi.org/10.15503/jecs2024.2.451.470>
- Daniels, E. (2017). Curricular factors in middle school teachers' motivation to become and remain effective. *RMLE Online*, 40(5), 1-14. <https://doi.org/10.1080/19404476.2017.1300854>
- Even, U., & BenDavid-Hadar, I. (2025). Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders. *Management in Education*, 39(1), 5-18. <https://doi.org/10.1177/08920206211054654>
- Faridah, R., Supratno, H., & Mudjito, M. (2022). Leadership style of high-achieving school principals in teacher professionalism. *Cypriot Journal of Educational Sciences*, 17(9), 3160-3169. <https://doi.org/10.18844/cjes.v17i9.6958>
- Ghosh, D., Dey, S., & Pal, A. (2024). Evaluation of faculty teaching effectiveness through student feedback utilizing fuzzy TOPSIS method. *CEUR Workshop Proceedings*, 3900, 57–71.
- Hardianto, Hidayat, Zulkifli, & Setiawan, M. N. A. (2023). Principal leadership effectiveness: A literature review. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*, 18(5), 602–606.
- Hoo, W. C., Arumanathan, S. R., Moosa, V., Ling, Z., & Prompanyo, M. (2024). Factors influencing job satisfaction in teaching online classes among academics in Malaysia. *Pakistan Journal of Life and Social Sciences*, 22(2), 1104-1125. <https://doi.org/10.57239/PJLSS-2024-22.2.0077>
- Indra, R., Ritonga, M., & Kustati, M. (2022). E-leadership of the school principals in implementing online learning during COVID-19 pandemic at public senior high schools. *Frontiers in Education*, 7, 973274. <https://doi.org/10.3389/educ.2022.973274>

- Jiang, Y., Yusof, M. R., & Kasa, M. D. (2025). Factors influencing teacher performance in Shanghai high schools during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, 14(2), 898–909. <https://doi.org/10.11591/ijere.v14i2.31992>
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462–1468. <https://doi.org/10.11591/IJERE.V10I4.21693>
- Kongcharoen, J., Onmek, N., Jandang, P., & Wangyisen, S. (2020). Stress and work motivation of primary and secondary school teachers. *Journal of Applied Research in Higher Education*, 12(4), 709-723. <https://doi.org/10.1108/JARHE-04-2019-0088>
- Kontar, H., Rizk, N., & Jabbour Al Maalouf, N. (2025). Aspects influencing teacher's motivation in private schools amid the challenging environment in Lebanon. *Quality Education for All*, 2(1), 190-208. <https://doi.org/10.1108/QEA-05-2024-0045>
- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications*, 10(1), Article 158. <https://doi.org/10.1057/s41599-023-01662-6>
- Liu, W. C., Kong, L. C., Wang, C. K. J., Kee, Y. H., Ng, B., Lam, K., & Reeve, J. (2024). "Who just pushed my metaphoric button"? An examination of student-related factors influencing teachers' motivating styles. *Asia-Pacific Education Researcher*, 33(6), 1467-1480. <https://doi.org/10.1007/s40299-024-00827-4>
- Ma'ruf, Z., Annisa, D., Lestari, S., & Akmal. (2020). Teachers' job satisfaction: Does school principals' leadership style matter? A systematic review. *International Journal of Scientific and Technology Research*, 9(1), 4279-4284.
- Makgato, M., & Mudzanani, N. N. (2019). Exploring school principals' leadership styles and learners' educational performance: A perspective from high-and low-performing schools. *Africa Education Review*, 16(2), 90-108. <https://doi.org/10.1080/18146627.2017.1411201>
- Matina, S., Sugihartono, M., & Suliyanthini, D. (2024). Satisfaction performance among educators: Exploring the impact of organizational culture and work motivation. *Economic Annals-XXI*, 207(1-2), 71-76. <https://doi.org/10.21003/ea.V207-10>
- Mittu, H., & Tenzin, S. (2018). Impact of leadership styles of secondary school principals on work motivation of teachers in Bhutan. *Indian Journal of Public Health Research and Development*, 9(12), 1719-1724. <https://doi.org/10.5958/0976-5506.2018.02237.4>
- Muttaqin, I., Tursina, N., Sudrajat, A., Yuliza, U., Novianto, N., Ramadhan, F., & Kurnanto, E. (2023). The effect of academic supervision, managerial competence, and teacher empowerment on teacher performance: The mediating role of teacher commitment. *F1000 Research*, 12, Article 743. <https://doi.org/10.12688/f1000research.128502.2>

- Nedzinskaitė-Mačiūnienė, R., Stasiūnaitienė, E., & Česnavičienė, J. (2024). The relationship between school leaders' leadership style and contextual factors. *Pedagogika*, 153(1), 69-89. <https://doi.org/10.15823/p.2024.153.4>
- Ozolins, J., Saitere, S., & Gaile-Sarkane, E. (2024). *From different angles to shared insights: Economist and psychologist accord on employee motivation*. In Proceedings of the 28th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2024) (pp. 155–162). International Institute of Informatics and Systemics. <https://doi.org/10.54808/WMSCI2024.01.155>
- Paramartha, W., Yudha-Triguna, I. B. G., & Jelatik, I. G. (2023). The relationship of supporting factors that influence the performance of Hindu religious teachers. *European Journal of Educational Research*, 12(1), 99–117. <https://doi.org/10.12973/eu-jer.12.1.99>
- Rachmadi, D., Yanto, H., Sukestiyarno, & Sutopo, Y. (2024). Navigating the dynamics of teacher job satisfaction: Leadership, supervision, and performance. *Journal of Ecohumanism*, 3(7), 1271-1298. <https://doi.org/10.62754/joe.v3i7.4290>
- Saleem, A., Aslam, S., Yin, H.-B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390. <https://doi.org/10.3390/su12083390>
- Srisaen, K., Somprach, K., & Junpeng, P. (2017). Development of sustainable leadership indicators for basic educational school principals in Thailand. *Turkish Online Journal of Educational Technology*, 2017(October Special Issue INTE), 897–904.
- Tran, V. D. (2025). Impact of principals' transformational leadership on school culture: A case of Vietnam. *International Journal of Interdisciplinary Educational Studies*, 20(1), 179-202. <https://doi.org/10.18848/2327-011X/CGP/v20i01/179-202>
- Tran, V. D., Huynh, T. T. V., & Le, T. A. D. (2023). Effects of principals' leadership styles on teachers' commitment in Vietnam. *International Journal of Evaluation and Research in Education*, 12(3), 1572-1581. <https://doi.org/10.11591/ijere.v12i3.25225>
- Tzeni, D., Athanailidis, I., Laios, A., & Stafyla, A. (2019). Effective school leadership according to the perceptions of principals and physical education teachers. *Journal of Physical Education and Sport*, 19, 936–944. <https://doi.org/10.7752/jpes.2019.s3135>
- Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen
- Urlick, A. (2016). Examining US principal perception of multiple leadership styles used to practice shared instructional leadership. *Journal of Educational Administration*, 54(2), 152-172. <https://doi.org/10.1108/JEA-07-2014-0088>
- Van Der Vyver, C. (2016). The influence of biographical factors on care in school leadership [Die invloed van biografiese factor op sorg in skoolleierskap]. *Tydskrif vir Geesteswetenskappe*,

56(1), 221–237. <https://doi.org/10.17159/2224-7912/2016/v56n1a14>

- Virgana, V., & Lapasau, M. (2024). Elevating teachers' performance through locus of control, leadership style, environmental factors, and work motivation. *Knowledge Management and E-Learning*, 16(1), 65-87. <https://doi.org/10.34105/j.kmel.2024.16.003>
- Wu, M.-J., Huang, C.-Y., Kao, Y.-S., Lue, Y.-F., & Chen, L.-C. (2018). Developing a professional performance evaluation system for pre-service automobile repair vocational high school teachers in Taiwan. *Sustainability (Switzerland)*, 10(101), Article 3537. <https://doi.org/10.3390/su10103537>
- Zhou, Q., Guan, E., Yan, Y., Cui, G., & Wang, S. (2023). Practices of teaching competency development. In *Handbook of Teaching Competency Development in Higher Education* (pp. 127–154). Springer. https://doi.org/10.1007/978-981-99-6273-0_5.