

PRINCIPALS' LEADERSHIP, ORGANIZATIONAL CULTURE, MOTIVATION AND COMPETENCE ON TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT

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Abstract

This study addresses the suboptimal performance of public high school on students learning outcomes in the Bandung Raya region of West Java, alongside challenges in teacher effectiveness. The research aims to investigate the impact of school principals' leadership, organizational culture, motivation, and competence on teacher performance, as well as how these factors influence student academic achievement. A survey of 253 public high school teachers was conducted, utilizing Path Analysis for data evaluation. Results indicate that leadership, organizational culture, motivation, and competence significantly affect teacher performance, both individually and collectively. Additionally, teacher performance plays a crucial role in determining student academic success. This research emphasizes the importance of effective leadership, organizational culture, teacher competence, and motivation in enhancing teacher performance, thereby contributing to improved student achievement. The findings enrich existing literature on the dynamics between teacher performance and student achievement, particularly within public high school settings.

Keywords: principals' leadership; organizational culture; teacher competence; motivation; teacher performance; student achievement

INTRODUCTION

Teachers face various challenges, ranging from difficulties in adapting to online learning techniques, decreased student motivation, lack of parental cooperation, to rising data costs. Despite these pressing issues, teachers are expected to remain professional, and their competencies must continue to improve to ensure the sustainability of the learning process and the achievement of educational goals. This situation undoubtedly poses a significant challenge for educators. Meanwhile, to create quality education that meets customer expectations, it is essential to introduce new elements within the educational organization. This includes innovative teaching methods, effective funding, the use of new education technologies, high-quality teaching materials, and the ability to create and offer graduate programs. Secondary schools require particular attention in their management systems.

In the Bandung Raya region, the number of high schools is substantial and even exceeds that of other areas in West Java Province. This serves as a foundational asset for improving the quality of human resources in Bandung Raya. Consequently, the government is called upon to maximize this potential by optimizing educational services to support the enhancement of the Human Development

Index in the region. Based on documentation data from the West Java Provincial Education Office during the pandemic, the average National Examination scores in 2020 showed a decline compared to the previous year. The National Examination results for high schools in Bandung Raya tend to remain below the average for West Java, which stands at 8.03, as stated in the announcement of National Examination scores for high school, vocational school, and Islamic high school students in West Java, indicating a decrease in average scores across the province.

This situation represents a problem that requires optimal handling. When discussing academic achievement, one cannot separate it from the learning activities, commonly referred to as the teaching and learning process. As a process, teaching or learning activities imply that these are interactions between teachers and their students, encompassing various factors and conditions that influence them. The success of the learning activities heavily relies on the factors affecting students' learning processes and the teachers' ability to transfer knowledge effectively.

Teachers serve as the frontline in implementing educational activities in schools. This role necessitates continuous attention to ensure that teachers can perform optimally. Therefore, it is essential to further examine the factors related to teacher performance to present high-quality educators. The quality of teachers needed in the development era includes those who are capable and ready to act professionally in two major environments: schools and communities. This means that a professional teacher is one who can demonstrate optimal teaching performance in their duties and interact effectively with school members, students, fellow teachers, administrative staff, and the community outside the school. Based on observations in the field, teacher performance during the pandemic shows a new habit adaptation that requires all elements to utilize technology to support teaching and learning activities, as well as to create and implement learning tools. If the school can harness all its available potential and create a conducive organizational atmosphere, it will positively impact high teacher performance.

Therefore, schools must be managed professionally to achieve educational goals effectively, which requires strong leadership from school principals and a supportive organizational culture. Effective high schools will produce graduates with competencies that, in turn, will create human resources ready to enter the workforce, live independently, and possess high competitiveness. One of the primary factors influencing performance is competence. Competence encompasses the mastery of knowledge, skills, and attitudes necessary to support performance. The competence of educational personnel is closely related to teacher performance within educational institutions. The better the competencies of educators, the better the organizational performance will be. Based on the results of the presurvey, teacher competence remains suboptimal, particularly in the area of teaching methods. Observations in the field indicate that the majority of teachers, especially senior ones, still rely on conventional methods. Generally, they have not adopted modern teaching methods using advanced tools. The aspect of competence plays a significant role in achieving teacher performance, as it serves as a driving force that can enhance overall effectiveness.

The school principal is a teacher who receives additional responsibilities as the head of the school. Even though they are a teacher with extra duties, the principal is the person most accountable for applying innovative educational administration principles in the school. Bolman and Deal (2018) categorize the principal's tasks into two areas: administrative processes and the educational task areas. The principal serves as the educational leader within the school. When this concept of leadership is applied to an educational organization, educational leadership can be understood as an effort to motivate the individuals within the educational organization to achieve educational goals.

Bolman and Deal (2018) state that educational achievement can be expected based on an understanding of the principal's leadership behavior. This situation can be understood because the leadership process of the principal influences the overall performance of the school. An effective principal must at least know, recognize, and understand three key aspects: why quality education is necessary in schools, what actions should be taken to improve the quality and productivity of the school, and how to manage the school effectively to achieve high performance (Dutta and Sahney, 2022). Bolden, Gosling, and Hawkins (2023) mention that throughout history, people believed that

culture encompassed all manifestations of noble and spiritual human life, such as belief, art, principles, science, governance, and more. However, this view has long been set aside. According to Hickman and Silva (2018), culture is defined as the set of essential premises that members of a community share in common. More generally and operationally, Schein (2017) describes culture as a pattern of transferred basic assumptions that the group learned while solving its problems of external transformation and internal integration. These assumptions have proven effective enough to be regarded as valid and, therefore, are taught to new fellows as the correct way to perceive, think, and feel in relation to those problems.

Banwo, Khalifa and Seashore Louis (2022) state that assumptions encompass beliefs and values. Beliefs are the fundamental assumptions about the world and how it operates. Tyagi (2021) describe belief as a state of mind that is independent of the material expressions obtained by a community. Wagner and Hollenbeck (2020) define culture as a pattern of all arrangements, both material and behavioral, that society has adopted as a traditional way to solve the problems of its members. Culture also includes all organized methods, normative beliefs, implicit cultural values, as well as fundamental premises that contain directives. Values serve as normative measures that influence individuals to carry out actions that they internalize.

Achievement motivation is the driving force that inspires a person's work spirit, encouraging them to develop creativity and mobilize all their abilities and energy to achieve optimal work performance. According to Heckhausen and Heckhausen (2018), achievement motivation acts as a motive that pushes individuals to optimize their potential toward achieving high work performance through sharp competition, discipline, and hard work. Deckers (2018) argues that employees with low achievement motivation tend to focus more on uncertainty, obstacles, barriers, and the possibility of encountering unexpected events (coincidences) when they associate success compared to employees with high achievement motivation. Employees with high achievement motivation exhibit a sense of responsibility, complete tasks with moderate difficulty, demonstrate innovation and efficiency, and feel satisfied while accepting failures in their work.

Dervenis, Fitsilis and Iatrellis (2022) define competency as rational performance that satisfactorily meets the objectives for a desired condition. According to Hickman and Silva (2018), competency consists of the knowledge, abilities, skills, and personality traits that an individual possesses, which directly influence their performance. Pereira, Amaral and Mendes (2022) states that competency includes the fundamental knowledge, abilities, experiences, and requirements necessary to successfully carry out a job. Dörnyei and Ushioda (2021) describe teacher behavior as having a qualitative nature that appears to be entirely meaningful. Competency represents a qualitative depiction of teacher behavior that is highly significant. Teacher competency refers to a teacher's ability to responsibly perform their duties appropriately. Teacher competency encompasses a teacher's capability to fulfill their responsibilities in a responsible and suitable manner.

Dutta and Sahney (2022) state that teacher performance is the result of work achieved by a teacher in a scholarly organization, in agreement with their responsibilities and obligations in reaching academic objectives. In other words, it is the outcome attained by an individual in carrying out the tasks assigned to them, based on their aptitudes, background, and beliefs. Teacher performance in learning is a crucial part of supporting the creation of an effective educational process, especially in fostering discipline and student learning outcomes. Thus, teachers play a significant role in determining the quality of education, the success of the learning process, the achievement of educational goals, and the organization of facilities, students, media, and learning resources. To become professional teachers, educators are expected to shape the character of the nation through the development of personality and desired values.

Di Pietro (2023) states that achievement is the result attained by an individual when completing a specific task or activity. Academic achievement refers to the learning outcomes obtained from educational activities in schools or universities that are cognitive in nature and are typically determined through measurement and assessment. Meanwhile, learning achievement is the mastery of knowledge or skills created through subjects, usually denoted by test scores or grades given by

teachers. Özdemir, Gümüş, Kılınç and Bellibaş (2024) describe achievement as what has been created, the results of work, and gratifying outcomes obtained through diligence. According to Wu and Shen (2022) achievement is an educational examination of students' development and progress concerning their mastery of the material presented to them. Jarl, Andersson and Blossing (2021) notes that student learning achievement is influenced by many factors from both within and outside the student. The factors affecting student achievement include intelligence, aptitude, curiosity, engagement, motivation, health, learning methods, family environment, social environment, academy, and supporting education resources. Slavin (2018) explains that the concept of achievement or learning success can be operationalized in the form of indicators such as report card grades, academic performance indices, graduation rates, success designations, and similar measures. Henning and Roberts (2023) assert that learning achievement is what students accomplish as a learning behavior that results in changes in knowledge, attitudes, and skills.

Research on school principal leadership and its impact on teacher performance by Shen et al. (2021) explores the connection between the growth of principal leadership and improvements in academy interpretation from the teachers' standpoint. The effective principal leadership encourages an atmosphere facilitative to enhancing teacher performance, ultimately satisfying student outcomes. Zubaidah et al. (2021) examine how principal leadership and teacher competence influence teacher performance, emphasizing the mediating role of work motivation. Their findings suggest that when principals demonstrate strong leadership qualities, they not only enhance teacher competence but also boost teachers' motivation to perform better in their roles. Saleem et al. (2020) focus on various principal leadership styles and their effects on teacher job performance, particularly from the viewpoint of middle management. They argue that different leadership approaches can lead to varying levels of teacher engagement and effectiveness, indicating that the style of leadership adopted by principals plays a crucial role in shaping teacher performance.

Tan (2019) reviews the relationship between organizational culture and performance, emphasizing the need for valid conclusions. And suggests that a positive organizational culture can significantly enhance teacher performance by fostering collaboration, support, and a shared vision among educators. Van Waeyenberg et al. (2022) investigate how performance management influences teacher performance, highlighting the roles of affective organizational commitment and tiredness. Their findings indicate that a strong organizational culture can lead to higher levels of commitment among teachers, which in turn enhances their performance. Conversely, a negative culture may lead to exhaustion, negatively affecting teachers' effectiveness. Kalkan et al. (2020) explore the interplay between school administrators' leadership styles, school culture, and organizational vision. The leadership style adopted by school administrators shapes the organizational culture, which ultimately influences teacher performance. A confirming and positive school culture can enhance teachers' job satisfaction and performance, while a negative culture can hinder their effectiveness.

Research on achievement motivation and its effect on teacher performance by Layek and Koodamara (2024) conduct a comparative study examining the relationship between motivation, work experience, and teacher performance. The higher levels of achievement motivation correlate positively with improved teacher performance, suggesting that motivated teachers are more likely to engage effectively in their roles and contribute to student success. Liu et al. (2021) explore the role of perceived teacher support and creative self-efficacy among Chinese junior high school students. Their study reveals that autonomous motivation and achievement emotions serve as mediators in this relationship. This indicates that when teachers feel supported and motivated, they are more likely to foster creativity and enhance their performance, which ultimately benefits their students. Anderman (2020) discusses achievement motivation theory, emphasizing the need to balance precision and utility in understanding how motivation influences educational outcomes. Kumar (2023) investigates the influence of motivation on teachers' job performance, concluding that motivated teachers tend to exhibit higher levels of job satisfaction and effectiveness in the classroom. The study highlights that

intrinsic motivation, in particular, plays a significant role in enhancing teachers' commitment and performance.

Research on teacher competence and its impact on teacher performance reveals significant insights. Blömeke et al. (2022) delve into the relationship between teacher competence, instructional quality, and students' learning progress. They emphasize that higher levels of teacher competence lead to improved instructional quality, which in turn enhances students' learning outcomes. Wu et al. (2022) examine the factors associated with teachers' competence in developing students' information literacy. Their multilevel approach identifies various elements that contribute to teacher competence, suggesting that a strong foundation in information literacy is essential for teachers to effectively guide students in navigating the digital age. This competence directly influences teachers' performance in the classroom. Hanaysha et al. (2023) investigate the impact of classroom atmosphere, teacher competency, ICT resources, and institute facilities on student engagement and academic performance. Their findings indicate that teacher competence is a vital factor in creating an engaging classroom atmosphere, which subsequently enhances student academic performance. Competent teachers are better equipped to utilize resources effectively and foster a positive learning environment.

Madigan and Kim (2021) conduct a systematic review examining the effects of teacher burnout on students. They find that teacher burnout negatively correlates with students' academic achievement and overall reported outcomes. This suggests that when teachers experience high levels of stress and burnout, it can adversely affect their effectiveness in the classroom, ultimately hindering student performance. López-Martín et al. (2023) provide a meta-analytic review that explores how various teacher characteristics and competencies influence students' academic achievement. Their findings indicate that effective teacher performance, characterized by strong pedagogical skills and positive interpersonal qualities, significantly enhances student learning outcomes. This research underscores the importance of investing in teacher development to foster better academic results for students. Nunes et al. (2023) investigate the determinants of academic achievement, focusing on the roles of parents and teachers in influencing high school students' performance. They highlight that teacher performance is a crucial factor in shaping students' academic success, as effective teaching practices and supportive teacher-student relationships can lead to improved student engagement and achievement.

Teachers are individuals with human qualities who typically experience fluctuations in work motivation while fulfilling their duties and responsibilities as educators. High work motivation among teachers positively impacts their performance, and the reverse is also true. This situation can become a strength when teachers possess high motivation, but it may turn into a weakness if their competence is low. Addressing this issue is essential to ensure that educational delivery is effective. Another problem affecting teacher performance is related to their work motivation. This challenge is a primary obstacle faced by the majority of teachers in Indonesia. Therefore, it is crucial to implement directed and structured professional development for teachers to enhance their skills, motivation, and enthusiasm for teaching, enabling them to perform more effectively and efficiently.

Previous research has not combined independent variables such as school principal leadership, organizational culture, competence, and motivation, which are typically studied separately. It has also failed to analyze their hierarchical impact on teacher performance and student achievement. The phenomena described above form the basis for the research problem formulation, which aims to investigate the influence of school principals' leadership, school organizational culture, teacher work motivation, and teacher competence on teacher performance, both partially and simultaneously, as well as the impact of teacher performance on student academic achievement.

METHODS

The research method used is a quantitative approach, employing both descriptive and verificative analysis. This research will examine the influence of independent variables on the dependent variable, as follows: School principals' leadership refers to the role of a principal who must fulfill their responsibilities as a leader by performing managerial functions, fostering entrepreneurship, and supervising teachers and educational staff. School organizational culture consists of the habits or norms that prevail in the school environment and are followed by all components within the school. Motivation is the process that explains the intensity, direction, and persistence of efforts to achieve a goal. Competence encompasses the fundamental abilities that a teacher must possess, including pedagogical, professional, personal, and social competencies, to effectively carry out their duties. Teacher performance is the quality and quantity of work achieved by a teacher in fulfilling their responsibilities. Teacher performance can be measured by examining their primary tasks, which include educating, teaching, guiding, directing, training, assessing, and evaluating students. Student academic achievement is the outcome achieved by learners as a result of their learning behaviors, reflected in changes in knowledge, attitudes, and skills.

The sampling technique used is probability sampling, which provides an equal opportunity for each member of the population to be selected as a sample, specifically targeting civil servant teachers in public high schools across the Bandung Raya region. The unit of analysis in this study consists of 3,775 civil servant teachers working in public high schools in the Bandung Raya region of West Java Province. The determination of the sample size from this specific population follows the guidelines developed by Issac and Michael for error levels of 1%, 5%, and 10% (Hair Jr, Page, and Brunsved, 2019). Based on the calculations using the aforementioned formula and assumptions, the minimum sample size obtained is 253 respondents, accounting for a 5% margin of error. Data quality testing employs validity and reliability tests, utilizing a cutoff correlation of 0.3 for validity assessments and a Cronbach's alpha of 0.7 to evaluate reliability. Based on the paradigms and research hypotheses presented in the earlier discussion, the data analysis method used to test the hypotheses is path analysis.

RESULTS

In the first stage, the author conducted a quality data test, which indicated that the results were valid and reliable. The analysis of validity and reliability for the constructs in this study demonstrates robust results. The correlation values for principals' leadership range from 0.382 to 0.700, indicating a strong relationship with teacher performance. Organizational culture shows a correlation between 0.304 and 0.540, which meets the validity cutoff of 0.3, confirming its relevance in influencing outcomes. Achievement motivation yields a correlation of 0.315 to 0.606, while teacher competence spans from 0.334 to 0.606, both of which also surpass the cutoff, indicating significant validity. Teacher performance correlates with values from 0.312 to 0.708, further affirming its effectiveness as a measure. Finally, the correlation for student achievement ranges from 0.301 to 0.639, validating its inclusion in the analysis. For reliability, the Cronbach's alpha values reveal high internal consistency across all constructs. Principals' leadership has an alpha of 0.798, organizational culture stands at 0.790, and achievement motivation is at 0.708. Teacher competence scores 0.704, teacher performance is notably high at 0.840, and student achievement has an alpha of 0.739. Each of these values exceeds the acceptable threshold of 0.7, confirming that the instruments used to measure these constructs are reliable. Overall, the findings establish both the validity and reliability of the data, ensuring that the analysis can accurately reflect the relationships among the studied variables.

Next, the author performed a data recap, where the descriptive statistics revealed the mean and standard deviation for the variables. Descriptively, the analysis revealed the mean and standard deviation for the variables. The mean for principals' leadership was 3.270 with a standard deviation of 0.303, indicating a moderate level of leadership effectiveness among the respondents. For organizational culture, the mean was 3.170 with a standard deviation of 0.312, suggesting a slightly

below-average perception of the organizational environment. Achievement motivation had a mean of 3.393 and a standard deviation of 0.315, reflecting a relatively high level of motivation among teachers. Teacher competence showed a mean of 3.330 with a standard deviation of 0.336, indicating a good level of perceived competence. Teacher performance had a mean of 3.389 and a standard deviation of 0.299, suggesting that teachers generally perform well. Finally, student achievement recorded a mean of 3.588 with a standard deviation of 3.77, indicating a strong level of academic success among students.

The data analysis testing using a path analysis approach can be illustrated in Figure 1.

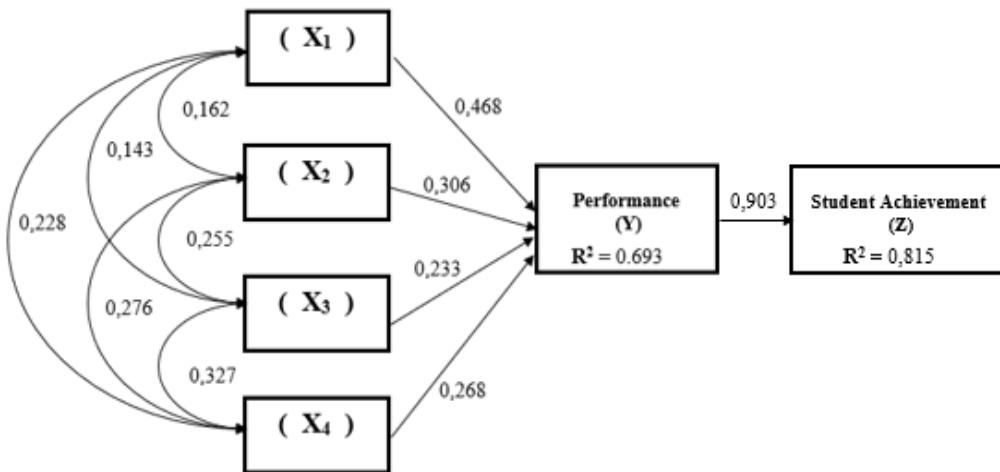


Figure 1. The Calculations for The Direct and Indirect Effects

Table 1 presents the calculations for the direct and indirect effects. It summarizes how each independent variable influences the dependent variable, providing a clear overview of the relationships among the variables studied. The direct effects indicate the immediate impact of each independent variable on teacher performance, while the indirect effects reflect the influence through other variables. Based on the calculation results from the analysis above, we can determine the direct effect and indirect effect of each independent variable (X) on the dependent variable (Y). The total direct effect and indirect effect of the variables principals' leadership (X₁), school organizational culture (X₂), achievement motivation (X₃), and teacher competence (X₄) on teacher performance (Y) is 69.31%. Meanwhile, other factors not examined that also influence teacher performance (Y₁) account for 30.69%. Additionally, the effect of teacher performance on student achievement is 81.50%.

Table 1. The Calculations for The Direct and Indirect Effects

Variables	Direct Effect	Indirect Effect				Total
		X ₁	X ₂	X ₃	X ₄	
Principals' Leadership	22,31%		2,41%	1,33%	2,87%	28,91%
Organizational Culture	9,90%	2,41%		1,59%	2,31%	16,20%
Achievement Motivation	5,05%	1,33%	1,59%		1,98%	9,95%
Teacher Competence	7,08%	2,87%	2,31%	1,98%		14,24%
Total Effect of Teacher Performance						69,31%
Total Effect of Student Achievement						81,50%

Source: Data Processed

This condition is further evidenced by its total impact on teacher performance, where principals' leadership has the largest effect compared to the total influence of other variables in shaping teacher performance. This is understandable, considering that principals' leadership is already performing well in fulfilling their duties and responsibilities as school leaders, particularly as managers in running

the organization. However, on the other hand, there is still a need for serious attention in areas such as entrepreneurship development.

DISCUSSION

The research on principal leadership and its impact on teacher performance highlights by Saggaf et al. (2021) emphasize that effective principal leadership functions significantly enhance teacher performance in secondary schools. Their study illustrates how principals who actively engage in instructional leadership, provide support, and foster a positive school culture can lead to improved outcomes for teachers. Similarly, Long et al. (2024) explore the role of authentic leadership in public primary schools in Guiyang. They find that when principals exhibit authentic leadership traits, such as transparency, ethical behavior, and genuine concern for teachers, it positively influences teacher performance. This suggests that the quality of leadership directly correlates with how motivated and effective teachers feel in their roles. Agirdag and Muijs (2023) further contribute to this discussion by examining the effectiveness of leadership development programs, specifically the High Performing Schools programme. Their research indicates that when school leaders are equipped with the necessary skills and knowledge, there is a noticeable improvement in academic achievement, which is closely tied to teacher performance. This underscores the importance of investing in leadership development as a means to enhance overall educational outcomes.

The calculation of the influence of organizational culture on teacher performance shows a direct effect on teacher performance of 9.90%. The indirect effect on teacher performance through principals' leadership is 2.41%. The influence through achievement motivation is 1.59%, and through competence, it is 2.31%. The total effect amounts to 16.20%. This condition is further evidenced by its total impact on teacher performance, where school organizational culture has the second-largest influence compared to the total effects of other variables in shaping teacher performance. This is understandable, considering that organizational culture is functioning quite well, especially when viewed from the aspect of behavior observation. Alzoraiki et al. (2024) discuss how transformational leadership plays a crucial role in enhancing school culture and teaching performance in Yemeni public schools. Their findings indicate that when school leaders adopt transformational leadership styles, they can foster a positive organizational culture that motivates teachers, leading to improved teaching performance. This highlights the interconnectedness of leadership and culture in shaping educational outcomes. Amtu et al. (2021) further explore the contributions of leadership, organizational commitment, and organizational culture to improving the quality of higher education. Their study emphasizes that a strong organizational culture, supported by effective leadership, significantly enhances the overall educational environment. This, in turn, positively affects teacher performance, as teachers feel more committed and engaged in their work when they are part of a supportive culture. Mohd Rasdi et al. (2023) investigate the determinants of research performance among university academics, focusing on the roles of organizational culture and job crafting. Their research shows that a positive organizational culture not only influences job satisfaction but also enhances research performance. This suggests that when teachers and academics operate within a healthy culture, their performance improves, whether in teaching or research.

The direct influence of achievement motivation on teacher performance is 5.05%. The indirect effect on teacher performance through principals' leadership is 1.33%, through organizational culture is 1.59%, and through teacher competence is 1.98%. The total effect amounts to 9.95%. The direct impact of achievement motivation is greater than its indirect effects, indicating that its contribution to shaping teacher performance is relatively significant even without support from other variables. However, when examining the total effect of achievement motivation on teacher performance, it becomes clear that this variable has the smallest influence compared to the total effects of other variables in shaping teacher performance. This can be understood, as the dimension of feedback on work results related to achievement motivation remains relatively weak. Research on achievement motivation and its impact on teacher performance reveals several significant findings studies by

Bukhari et al. (2023) emphasize the importance of fostering intrinsic motivation among teachers, highlighting that a supportive work environment and individual differences play crucial roles. When teachers feel motivated from within, they are more likely to perform effectively in their roles. This intrinsic motivation can lead to greater engagement and a more positive attitude toward teaching, ultimately enhancing teacher performance. Dutta and Sahney (2022) explore the relationship between principal instructional leadership, school climate, teacher job performance, and student achievement. They find that effective leadership creates a positive school climate that fosters teacher motivation. When principals provide support and encouragement, teachers are more likely to feel motivated to perform well, which in turn positively affects student outcomes. This indicates that achievement motivation is closely linked to the overall school environment and leadership practices. Çetin and Eren (2022) investigate how pre-service teachers' achievement goal orientations and teacher identity influence their sense of personal responsibility. Their findings suggest that teachers who have clear achievement goals and a strong sense of identity are more likely to feel responsible for their students' learning. This sense of responsibility can enhance their motivation and performance in the classroom, demonstrating that achievement motivation is not only about personal goals but also about the broader impact teachers have on their students.

The direct influence of competence on teacher performance is 7.08%. The indirect effect through principals' leadership is 2.87%, through organizational culture is 2.31%, and through achievement motivation is 1.98%. The total effect amounts to 14.24%. The direct impact of competence is smaller than its indirect effects, indicating that competence is not a dominant variable. This means that without support from other variables, its contribution to shaping teacher performance is relatively small. This condition is also reflected in the total effect of the competence variable on teacher performance, which has the second smallest influence compared to the total effects of other variables in shaping teacher performance. This can be understood, as the competence variable, particularly in terms of personal competence, remains relatively weak.

Muttaqin et al. (2023) examine the effects of academic management, administrative competence, and teacher empowerment on teacher performance, highlighting the mediating role of teacher commitment. Their findings suggest that when teachers receive proper supervision and feel empowered, their competence improves, leading to enhanced performance. This study indicates that teacher competence is closely linked to the support they receive from their leaders and the overall school environment. Nelly et al. (2024) explore the mediating role of competence in the relationship between transformational leadership and lecturer performance. Their study shows that transformational leaders who foster a culture of competence and development significantly enhance the performance of their lecturers. This suggests that effective leadership can cultivate a sense of competence among teachers, which in turn positively influences their performance in the classroom. Thao et al. (2022) focus on teachers' competencies in education for sustainable development in Vietnam. They emphasize that teachers need specific competencies to effectively teach sustainability concepts. Their research highlights that when teachers possess the necessary competencies, they are better equipped to engage students and promote sustainable practices. This underscores the importance of developing teacher competence not only for general performance but also for addressing contemporary educational challenges.

The calculation reveals that the influence of teacher performance on student achievement is 0.815 or 81.5%. The influence of other unexamined variables accounts for 18.5%. Teacher performance is a significant variable in determining student achievement. This is understandable, as teacher performance, particularly in the educational dimension, is functioning well. Generally, teachers have been able to educate students to develop an excellent mindset in all areas and guide them to possess good morals. Marmet (2023) explores how pedagogical strategies and relationship-building impact student success. The study emphasizes that teachers who employ effective teaching methods and establish strong connections with their students significantly enhance student achievement. When teachers create a supportive learning environment, students are more likely to engage and excel academically. Li and Liu (2022) present a combined model linking principal

transformational leadership and teacher leadership to teacher self-efficacy and student academic performance. Their findings indicate that transformational leadership fosters a sense of empowerment among teachers, which boosts their self-efficacy. As teachers feel more confident in their abilities, their performance improves, leading to better academic outcomes for students. This highlights the critical role of leadership in shaping both teacher performance and student success. Kılınç et al. (2024) investigate the relationships among principal job satisfaction, distributed leadership, teacher-student relationships, and student achievement in Turkey. Their research shows that when principals are satisfied with their jobs and practice distributed leadership, it positively influences teacher-student relationships. This, in turn, enhances student achievement. The study underscores the importance of a positive school climate, driven by effective leadership and strong teacher performance, in promoting student success.

The findings of this study align with the research results of Zhang, Admiraal and Saab (2021) explore the motivation of teachers to engage in continuous professional development and how this motivation relates to personal and school-level factors. Their findings suggest that when teachers are motivated to improve their skills, they enhance their performance in the classroom. This, in turn, positively influences student achievement, as well-prepared and knowledgeable teachers are better equipped to meet the needs of their students. Reinius, Kaukinen, Korhonen, Juuti and Hakkarainen (2022) examine the role of teachers as transformative agents in changing school culture. Their research indicates that teachers who actively participate in shaping the school environment contribute significantly to student success. By fostering a positive and collaborative culture, teachers can create an atmosphere that supports student learning and achievement. This highlights the importance of teacher performance not only in individual classrooms but also in the broader school context. Shen, Ma, Mansberger, Wu, Palmer, Poppink and Reeves (2021) investigate the relationship between the growth in principal leadership and the growth in school performance from the teacher's perspective. Their study shows that effective principal leadership directly influences teacher performance, which subsequently impacts student achievement. When principals provide strong leadership and support, teachers are more likely to perform well, leading to improved outcomes for students.

The emphasis on strong principals' leadership in improving teacher performance stems from the recognition that effective school leaders set the tone for the entire educational environment. This leadership directly shapes the culture within schools, influencing not only how teachers approach their roles but also how they collaborate and engage with students. When principals demonstrate clear vision, support, and commitment, they foster an atmosphere of trust and encouragement, motivating teachers to perform at their best. The findings underscore why prioritizing leadership development is essential; it directly correlates with enhanced teacher effectiveness, which ultimately leads to better student outcomes. Without strong leadership, even well-intentioned initiatives focused on improving organizational culture or teacher competence may falter, as the foundational support from school leaders is critical for these initiatives to take root and thrive. Thus, addressing leadership development is not just a matter of enhancing performance; it is vital for creating a sustainable, positive educational experience for both teachers and students.

To enhance teacher performance through effective principals' leadership, a multifaceted approach is essential. Firstly, principals should actively engage in instructional leadership, providing guidance and fostering professional development opportunities that align with teachers' needs. This includes organizing workshops, mentorship programs, and collaborative planning sessions that encourage skill enhancement and peer support. Additionally, creating a positive school culture involves establishing open communication channels, where teachers feel safe to voice their concerns and share ideas. Implementing regular feedback mechanisms, such as performance evaluations and self-assessments, allows teachers to understand their strengths and areas for improvement. Furthermore, promoting a sense of shared purpose and ownership among staff can motivate teachers to embrace their roles actively. By addressing the factors linked to performance—such as achievement motivation and organizational culture—principals can create an environment where teachers are inspired to continuously innovate and improve. This comprehensive strategy ensures that

leadership acts as the catalyst for enhancing both teacher effectiveness and overall student achievement.

The implications of these findings extend beyond the immediate educational context. They suggest that similar models could apply to other organizations facing challenges in performance and motivation. For instance, in corporate settings, leadership styles and organizational climate could be explored to enhance employee performance and satisfaction. Ultimately, this research underscores the necessity of strong leadership while also emphasizing the need for continual development in various supporting areas, such as entrepreneurship, to ensure sustainable progress and effectiveness. By addressing these aspects, educational institutions can create a robust framework for improving not only teacher performance but also student outcomes, thereby impacting the broader educational landscape positively.

CONCLUSIONS

The leadership of the school principal is adequate, as indicated by the effective managerial practices in place. The organizational culture is also sufficient, with observations showing that work orientation behaviors are functioning optimally. Achievement motivation is adequate, demonstrated by the presence of optimal work orientation. Teacher competence is satisfactory, with pedagogical competencies being effectively implemented by the teachers. Teacher performance is quite good, as indicated by the educational dimensions that have been carried out according to established regulations. For instance, teachers show good abilities in planning learning activities and providing remedial support to students who struggle in certain subjects. This indicates a strong capability in developing lesson plans and remedial activities for students who need extra help. Student achievement falls into the fairly good category, as evidenced by the positive attitudes and skills that students possess. The leadership of the school principal, school organizational culture, achievement motivation, and competence significantly influence teacher performance. Thus, if the leadership of the school principal becomes more effective, the organizational culture remains conducive, achievement motivation improves, and competence increases, it will have a significant impact on enhancing teacher performance. As teacher performance improves, it will also significantly influence student achievement. However, there are still other factors not examined that could enhance both teacher performance and student achievement. The research contributes significantly to the field of education by providing empirical insights into the critical role of principals' leadership in enhancing teacher performance. It offers a nuanced understanding of how leadership interacts with other variables, such as school organizational culture, achievement motivation, and teacher competence, to influence educational outcomes. This study not only validates existing theories on leadership effectiveness but also introduces new dimensions for consideration, highlighting the importance of direct versus indirect effects in the educational context.

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