

## IMPACT OF PRINCIPAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND TEACHER WELFARE ON TEACHER PERFORMANCE: A CASE STUDY IN PUBLIC JUNIOR HIGH SCHOOLS



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### Abstract

This research investigates how principal leadership, organizational culture, and teacher welfare impact teacher performance in public junior high schools located in South Sorong. Utilizing a quantitative methodology, data were gathered through surveys administered to teachers from multiple schools within the area. The study adopts an ex-post facto design. The target population comprised all 248 teachers employed at public junior high schools in South Sorong Regency. A total of 155 teachers were selected as the sample using a cluster random sampling method. The data were analyzed using a range of statistical techniques, including validity and reliability testing, normality checks, correlation analysis, regression analysis, and hypothesis testing. The findings reveal the following: (1) principal leadership has a positive and significant effect on teacher performance, contributing 11.6%; (2) organizational culture positively and significantly affects teacher performance by 15.6%; (3) teacher welfare has a positive and significant influence, accounting for 29.6%; and (4) the combined effect of principal leadership, organizational culture, and teacher welfare on teacher performance reaches 32.3%.

**Keywords:** Principal Leadership, Organizational Culture, Teacher Welfare, Teacher Performance

## INTRODUCTION

In the field of education, teacher performance is a fundamental element in determining students' academic progress. Yet, the effectiveness of teachers in the classroom is shaped by numerous underlying factors (Saleem et al., 2020). Among these, school principal leadership, the organizational culture within schools, and the support systems available for teacher welfare are recognized as critical influences (Parveen et al., 2022). This article explores the complex relationships among these factors and their significant impact on teacher performance. Leadership plays a vital role in the educational setting, as it involves the ability to inspire, direct, and support professional development. As key figures in educational institutions, school principals hold considerable sway over the school's environment and effectiveness (Pardosi & Utari, 2022). Their leadership style, strategic decisions, and communication skills greatly affect teachers' working conditions and, in turn, their performance. Investigating the connection between principal leadership and teacher outcomes can offer valuable insights into the mechanisms that drive educational success (Sarwar et al., 2022).

Equally important is the role of organizational culture the shared values, beliefs, and practices that define a school community. A strong, positive culture promotes collaboration, innovation, and a sense of shared purpose (Ranjeet et al., 2017). Such an environment encourages teacher growth, teamwork, and mutual support. On the other hand, a toxic or disjointed culture can hinder productivity, reduce morale, and compromise teacher effectiveness (Goddard et al., 2015). Understanding the nature of a school's culture can, therefore, reveal its deep impact on teacher performance and institutional achievement. Teacher welfare is another crucial factor influencing both job satisfaction and professional output. It encompasses various aspects such as fair compensation, manageable workloads, opportunities for career development, and adequate teaching resources (Al-Sada et al., 2017). When teachers are supported and valued, their motivation and effectiveness tend to increase. In contrast, neglecting their welfare can lead to stress, disengagement, and a decline in teaching quality (Cui, 2022). Thus, analyzing teacher welfare is essential to building an educational system where both educators and learners thrive (Väisänen et al., 2016).

Moreover, the interrelationship among principal leadership, organizational culture, and teacher welfare creates a complex framework that directly influences teacher performance. Gaining insight into how these elements interact is vital for creating school environments that support teacher development, enhance student outcomes, and promote institutional success (Tsai, 2011). By closely examining these dynamics, stakeholders including educators, school leaders, and policymakers can design more effective strategies to boost teacher performance and cultivate a culture of excellence (Brauckmann et al., 2023). Despite the growing body of research on what affects teacher performance, there remain notable gaps particularly in how these three key factors intersect. Much of the existing literature tends to examine principal leadership, organizational culture, and teacher welfare independently, failing to account for their interconnected and collective influence on teacher effectiveness (Stein et al., 2016). This segmented perspective overlooks the holistic nature of educational environments, where these dimensions are deeply intertwined. As a result, there is a pressing need for integrated research that examines these factors together, providing a more comprehensive understanding of their impact on teacher performance (Ghamrawi et al., 2023).

In addition, much of the existing body of research tends to prioritize quantitative methods, often overlooking the qualitative dimensions that provide deeper insight into the real life experiences of teachers and school leaders. Qualitative research is essential for uncovering the nuanced realities of how leadership styles, organizational culture, and teacher welfare are experienced and implemented in daily school operations. Addressing this gap allows future studies to propose more targeted and effective strategies to enhance teacher performance, ultimately contributing to better student learning outcomes.

According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2017 on Standards for Academic Qualifications and Teacher Competencies, there are four core competencies that every teacher must possess and continuously develop (Amalia et al., 2024): (1) Pedagogical Competence, (2) Personal Competence, (3) Social Competence, and (4) Professional Competence. Teacher performance can be evaluated through these competencies, which are reflected in various teaching-related activities such as classroom management, lesson delivery, assessment, and providing both remediation and enrichment for student learning. Nevertheless, numerous challenges hinder efforts to sustain and improve the quality and performance of teachers.

South Sorong Regency is one region where teacher performance remains suboptimal. Based on data from the Regional Education Balance an initiative by the Ministry of Education and Culture that provides information on regional educational performance the Junior High School Teacher Competency Test scores in South Sorong are relatively low. Specifically, the scores for pedagogical competence stand at 46.87, while professional competence is recorded at 45.73, with an overall average of 46.06. These results suggest that teacher competency levels in the region are still far from ideal. Given the background and problem identification outlined above, this study seeks to address the following research questions: (i) To what extent do school leadership, organizational culture, and teacher welfare collectively influence the performance of public junior high school teachers in South Sorong Regency? and (ii) To what extent do these three variables school leadership, organizational culture, and teacher welfare individually impact teacher performance in the same context? Accordingly, the purpose of this research is to examine both the combined and individual effects of school leadership, organizational culture, and teacher welfare on the performance of public junior high school teachers in South Sorong Regency.

## REVIEW OF LITERATURE

The performance of teachers plays a pivotal role in determining the quality of education and student achievement. Various studies have explored the multifaceted factors that influence teacher performance, among which principal leadership, organizational culture, and teacher welfare are considered critical. Principal leadership has been consistently identified as a key driver of teacher effectiveness. Effective school leaders influence not only the strategic direction of the school but also the motivation, satisfaction, and professional growth of teachers (Hallinger & Heck, 2010). Leadership that is transformational and participative tends to foster a supportive work environment, enabling teachers to perform at their best (Leithwood et al., 2020).

Organizational culture within a school reflects the shared values, beliefs, and practices that shape the behavior of its members. A positive organizational culture encourages collaboration, innovation, and mutual respect, which are essential for fostering

teacher engagement and performance (Schein, 2010). Conversely, a dysfunctional or rigid culture can hinder communication, reduce morale, and negatively impact instructional quality (Deal & Peterson, 2009). Teacher welfare encompasses factors such as fair compensation, manageable workloads, access to professional development, and supportive working conditions. Research shows that teacher well-being is strongly correlated with job satisfaction and classroom effectiveness (Day & Gu, 2014). When teachers feel supported and valued, they are more likely to invest in their professional responsibilities and contribute positively to student outcomes.

Several empirical studies highlight the interconnectedness of these three variables. For instance, schools with strong leadership and a healthy culture often implement better welfare systems, which in turn enhance teacher motivation and performance (Bryk et al., 2010). However, despite substantial research on each individual factor, few studies have comprehensively examined their combined effects, especially within the context of public junior high schools. This literature review emphasizes the importance of understanding the integrated impact of principal leadership, organizational culture, and teacher welfare to develop more effective strategies for improving teacher performance in educational institutions.

## **RESEARCH METHOD**

This study employs a descriptive quantitative research design with an ex post facto approach, meaning that the data were collected after the events had occurred, primarily through the use of surveys. The research was carried out across all junior high schools in South Sorong Regency, involving a total population of 248 teachers. The sampling method utilized was cluster random sampling, and the sample size determined using the Slovin formula resulted in 155 teachers being selected to participate in the study. Within this quantitative framework, various data analysis techniques were applied, including tests for validity, reliability, normality, correlation, regression, and hypothesis testing. The validity test was used to assess whether the instrument accurately measures the intended variables, while the reliability test evaluated the consistency of the instrument's results (Sugiyono, 2019). After performing the validity test, the data were further assessed through normality and linearity tests, followed by regression analysis.

Regression analysis was conducted to evaluate the degree of influence the independent variables exert on the dependent variable. Hypothesis testing was then performed to determine whether the relationships between variables were statistically significant. The independent variables in this study include Principal Leadership (X1), Organizational Culture (X2), and Teacher Welfare (X3), while the dependent variable is Teacher Performance (Y). Data collection was carried out through the distribution of structured questionnaires to the sample of 155 teachers. Respondents were asked to select responses from multiple-choice options provided in a checklist format.

## **RESULTS AND DISCUSSION**

### **Instrument Testing**

Prior to conducting the main research, a preliminary test of the research instrument was carried out. This step aimed to assess the validity and reliability of the questionnaire intended for use in the study. The instrument was tested on a sample of 35 teachers from SMP Negeri

1 Teminabuan. The validity and reliability of the questionnaire were evaluated using the Product Moment correlation and Cronbach's Alpha method. According to the criteria, if the calculated r-value ( $r_x$ ) exceeds the critical r-value (r-table) at the 5% significance level ( $\alpha = 0.05$ ) with  $N = 35$ , the item is considered valid and reliable. The results of the validity test across all variables, including principal leadership, organizational culture, teacher welfare, and teacher performance, showed that 4 out of 97 items were found to be invalid and were therefore removed. The remaining 93 items were deemed valid and qualified for use in the main study. Subsequently, a reliability test was performed using Cronbach's Alpha, which measures the internal consistency of the instrument by evaluating the correlation between the constructed scale and the actual variable scale. The outcomes of the reliability test are summarized in the following table.

**Table 1.**  
**Instrument Reliability Test**

No	Variable	Cronbach's Alpha	Information
1	Principal Leadership	0.748	Reliable
2	Organizational Culture	0.720	Reliable
3	Teacher Welfare	0.730	Reliable
4	Teacher Performance	0.710	Reliable

Referring to the table above, the Cronbach's Alpha values for all variables exceed the threshold of 0.60, indicating that the instrument is considered reliable.

**Normality Test**

**Table 2.**  
**Kolmogorov-Smirnov Normality Test**

Statistic	Value
N	155
Normal Parameters	
Mean	0.0000000
Standard Deviation	4.37670036
Most Extreme Differences	
Absolute	0.086
Positive	0.040
Negative	-0.086
Test Statistic	0.086
Asymp. Sig. (2-tailed)	0.007 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	
Sig.	0.179 <sup>d</sup>
99% Confidence Interval	

Statistic	Value
Lower Bound	0.169
Upper Bound	0.189

Based on the normality test results presented in the table above, the Monte Carlo significance value (2-tailed) is 0.179. This value indicates that the data follow a normal distribution.

**Linearity Test**

The linearity test is conducted to determine whether there is a linear relationship between the independent variable (X) and the dependent variable (Y). The decision criterion is based on the significance value: if the significance value is greater than 0.05, it suggests a linear relationship between the variables; conversely, if the value is less than 0.05, it indicates that the relationship is not linear. The results of the linearity test are shown in the table below.

**Table 3.**  
**Linearity Test Results**

No	Variable	Significance	Information
1	Principal Leadership	0.70	Linear
2	Organizational Culture	0.140	Linear
3	Teacher Welfare	0.96	Linear

Based on the data presented above, the linearity test results for all variables show significance values greater than 0.05. This indicates that principal leadership, organizational culture, and teacher welfare each have a linear relationship with teacher performance.

**Hypothesis Testing**

**a. Partial Test (T-Test)**

The t-test is used to examine the individual influence of each independent variable, namely principal leadership, organizational culture, and teacher welfare on the dependent variable, which is teacher performance. If the calculated t-value exceeds the critical t-value (t-table) and the significance level is below 0.05 (sig < 0.05), it can be concluded that the independent variable has a statistically significant effect on the dependent variable. The results of the t-test are summarized in the following table.

**Table 4.**  
**T-Test Results**

Model	B	Std. Error	Beta	t	Sig.
(Constant)	54.587	7.709	—	7.081	0.000
Principal Leadership	0.116	0.056	0.189	2.067	0.040
Organizational Culture	0.157	0.078	0.184	2.026	0.045

Model	B	Std. Error	Beta	t	Sig.
Teacher Welfare	0.296	0.081	0.301	3.654	0.000

Based on the results of the T-test for principal leadership, the calculated t-value is 2.067, while the critical t-value (t-table) is 1.65474. Since  $t_{\text{calculated}} > t_{\text{table}}$  ( $2.067 > 1.65474$ ), it can be concluded that the hypothesis stating a positive and significant effect of principal leadership on teacher performance is supported. For organizational culture, the t-calculated value is 2.026, which also exceeds the t-table value of 1.65474. Therefore, it can be concluded that the hypothesis suggesting a positive and significant influence of organizational culture on teacher performance is accepted. Regarding teacher welfare, the t-calculated value is 3.654, which is significantly greater than the t-table value of 1.65474. This result confirms the hypothesis that teacher welfare has a positive and significant effect on teacher performance.

**b. Simultaneous Test (F-Test)**

The F-test in multiple regression analysis is used to assess the overall significance of the regression model. In this study, the F-test aims to determine whether principal leadership, organizational culture, and teacher welfare simultaneously influence the performance of public junior high school teachers in South Sorong Regency. The results of the F-test are displayed in the following table.

**Table 5.**  
**ANOVA Table – F Statistical Test**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1407.446	3	469.149	24.014	0.000 <sup>b</sup>
Residual	2949.948	15	19.536	—	—
Total	4357.394	15	—	—	—

The outcome of the F-test shows a value of 24.014 with a significance level of 0.000. Since the significance value (0.000) is less than 0.05, this indicates that principal leadership, organizational culture, and teacher welfare collectively have a positive and significant effect on the performance of public junior high school teachers in South Sorong Regency.

**c. Coefficient of Determination**

The Coefficient of Determination ( $R^2$ ) aims to determine the percentage of the combined influence of principal leadership, organizational culture, and teacher welfare on the performance of public junior high school teachers in South Sorong Regency. This test

was carried out using the SPSS 22 for Windows software, and the results are shown in the following table.

**Table 6.**  
**Results of the Determinant Coefficient Test**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.568	0.323	0.310	4.420

Referring to the data in the table above, the R<sup>2</sup> test yielded a coefficient of determination value of 0.323, which is equivalent to 32.3% when expressed as a percentage. This indicates that the three independent variables, principal leadership (X1), organizational culture (X2), and teacher welfare (X3), jointly contribute 32.3% to the variance in teacher performance (Y). The subsequent analysis involves calculating the effective and relative contributions of each independent variable to the dependent variable. These contributions are derived from the multiple regression equation, with the results displayed in the following table.

**Table 7.**  
**Results of Relative and Effective Contributions**

<b>No</b>	<b>Variable</b>	<b>Relative Contribution</b>	<b>Effective Contribution</b>
1	Principal Leadership	27.19%	8.78%
2	Organizational Culture	26.28%	8.48%
3	Teacher Welfare	46.51%	15.02%
<b>Total</b>		<b>100%</b>	<b>32.3%</b>

The effective contribution in this research was found to be 32.3%, with each independent variable contributing as follows: principal leadership at 8.78%, organizational culture at 8.48%, and teacher welfare at 15.02%. Based on these results, it can be inferred that teacher welfare is the most influential factor affecting teacher performance, surpassing both leadership and organizational culture. These findings are consistent with previous studies which suggest that the leadership of school principals significantly impacts teacher performance (Irvawan & Sutarya, 2021). As key figures in educational institutions, school principals play a central leadership role in achieving educational goals. The overall quality of a school is strongly linked to the leadership capabilities and professional conduct of its principal (Mustajab et al., 2023; Pujiyati, 2020). Given the scope of their responsibilities, school principals are expected to possess sufficient skills and competencies, continuously improve through training, and understand their core roles and standards of competency. These competencies should be evident in their attitudes, behaviors, actions, decisions, and institutional policies. As organizational leaders, principals hold the authority to make decisions and formulate strategies to achieve institutional objectives (Dare & Saleem, 2022; Lambert & Bouchamma, 2019).

Organizational culture is reflected in the values, traditions, principles, and practices upheld by its members, which in turn shape their behavior. In many institutions, these shared

norms and practices evolve over time and have a significant impact on organizational functioning (Durac, 2019). Numerous studies have also demonstrated that organizational culture influences teacher performance (Santosa, 2022; Sudibjo & Nasution, 2020; Syaputra & Santosa, 2022). Sarwari emphasizes that a conducive organizational culture creates a comfortable working environment, encouraging collaboration and teamwork to achieve institutional goals (Guldasta Sarwari, 2022). Additionally, Saharan and colleagues highlight that improvements in organizational culture can lead to enhanced teacher performance (Saharan et al., 2020). Teacher welfare plays a vital role in boosting teacher performance. It encompasses both financial and non-financial aspects of support given to educators (McGowan & Graham, 2009), which can include regular salaries, allowances, and incentive rewards. When these needs are met, teachers are perceived to be in a state of well-being (Surayya & Sumirah, 2021). This perspective aligns with other studies that identify teacher welfare as a key determinant of performance greater welfare is associated with improved teacher effectiveness (Jamilah et al., 2020). Thus, teacher welfare is recognized as a crucial factor influencing performance. Moreover, since teachers are central to delivering quality education, their performance directly affects educational outcomes. Teacher performance itself is demonstrated through how well a teacher plans lessons, conducts classroom activities, and evaluates student learning (Dahal & Gupta, 2019).

## CONCLUSION

This research explores the various factors influencing teacher performance in public junior high schools located in South Sorong. It provides an in depth examination of how three key elements school principal leadership, organizational culture, and teacher welfare interact and collectively influence educators' effectiveness. The study highlights the crucial influence of school principals in shaping teacher performance. Effective principals are those who can inspire, motivate, and cultivate an environment that supports academic success. When principals exhibit strong leadership, they foster a positive school atmosphere that boosts teacher motivation and job satisfaction. Leadership that emphasizes inclusivity, support, and ongoing professional growth significantly contributes to enhanced teacher performance. In particular, transformational leadership defined by clear vision, high expectations, and personalized support proves highly effective in improving teacher outcomes.

Organizational culture is also identified as a vital element affecting teacher performance. A constructive school culture one that emphasizes collaboration, mutual respect, and shared values enables teachers to flourish. Key attributes such as trust, transparent communication, and a sense of belonging are essential in building a productive culture. When educators feel appreciated and backed by their peers and school leaders, their engagement and overall performance tend to improve. On the other hand, a negative or unsupportive culture may reduce teacher effectiveness by creating a stressful, discouraging atmosphere.

Teacher welfare, which includes salary, opportunities for professional advancement, work-life balance, and overall job satisfaction, is another central factor. The study indicates that teachers who perceive their welfare as sufficiently met tend to perform better. Fair compensation, access to career development, and emotional support systems are all necessary to maintain teacher well being. Furthermore, creating a supportive work setting that helps teachers manage stress and emotional challenges plays a critical role in enhancing

performance. The research makes it clear that welfare goes beyond financial rewards, it also involves addressing all areas of teachers' professional needs through a holistic support framework.

The interplay among leadership, organizational culture, and welfare generates a synergistic effect on teacher performance. The findings suggest that these factors are interconnected rather than independent. Strong leadership fosters a healthy culture, which then improves teacher welfare. Likewise, a solid organizational culture can support effective leadership and further strengthen teacher welfare. To maximize teacher effectiveness, the study recommends an integrated approach that simultaneously addresses all three dimensions.

In conclusion, the study titled “*Effects of Principal's Leadership, Organizational Culture, and Teacher Welfare on Teacher's Performance: A Case Study in Public Junior High Schools, South Sorong*” offers strong evidence of how leadership, culture, and welfare interrelate in influencing teacher performance. The results underscore the need for visionary, supportive leadership to cultivate a positive school culture and ensure teacher welfare factors that ultimately enhance teacher effectiveness. The study calls for comprehensive strategies that integrate these components to create optimal working conditions for teachers, thereby improving the overall quality and success of educational institutions. It also provides valuable guidance for policymakers and school leaders in developing initiatives that support teacher performance and improve student learning outcomes.

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