The Impact of School Principals' Managerial Skills and School Climate on Teacher Performance

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A B S T R A K

Kinerja guru merupakan elemen kunci dalam mendukung keberhasilan proses pembelajaran di sekolah. Namun, kurangnya perhatian terhadap keterampilan manajerial kepala sekolah dan iklim sekolah sering menjadi hambatan dalam meningkatkan kinerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh keterampilan manajerial kepala sekolah dan iklim sekolah terhadap kinerja guru. Pendekatan deskriptif kuantitatif digunakan dengan melibatkan 80 kepala sekolah sebagai sampel. Data dianalisis menggunakan uji Chi-Square dan uji linearitas untuk menentukan hubungan linear antara variabel bebas (keterampilan manajerial kepala sekolah dan iklim sekolah) dan variabel terikat (kinerja guru). Hasil penelitian menunjukkan nilai signifikansi simultan sebesar 0,000 (probabilitas < 0,05), dengan nilai F hitung sebesar 2334,4 yang melebihi F tabel sebesar 3,115. Temuan ini menunjukkan bahwa keterampilan manajerial kepala sekolah dan iklim sekolah memiliki pengaruh signifikan terhadap kinerja guru. Penelitian ini menyimpulkan bahwa keterampilan manajerial yang baik dan iklim sekolah yang kondusif mampu meningkatkan motivasi dan kinerja guru, yang pada akhirnya berdampak positif terhadap kualitas pembelajaran.

A B S T R A C T

Teacher performance is a key factor in supporting the success of the learning process in schools. However, a lack of attention to the managerial skills of school principals and the school climate often hampers efforts to improve teacher performance. This study aims to analyze the influence of school principals' managerial skills and the school climate on teacher performance. A quantitative descriptive approach was employed, involving 80 school principals as the sample. Data were analyzed using the Chi-Square test and linearity test to examine the linear relationship between the independent variables (managerial skills and school climate) and the dependent variable (teacher performance). The results showed a simultaneous significance value of 0.000 (probability < 0.05), with an F-value of 2334.4, exceeding the F-table value of 3.115. These findings indicate that the managerial skills of school principals and the school climate significantly affect teacher performance. This study concludes that strong managerial skills and a conducive school climate can enhance teachers' motivation and performance, positively impacting the quality of teaching and learning.

1. INTRODUCTION

The success of school learning is influenced by many factors, with teacher performance standing out as a critical component. Several studies have shown that teacher performance significantly impacts the overall learning process (Fauzan, 2020; Tsai et al., 2020). Teacher performance refers to how teachers execute the learning process and administrative tasks effectively (David et al., 2023; Syahputra et al., 2023). Teachers' professional abilities, motivation, and commitment to their duties are essential factors that determine their performance. The use of technology in education has become increasingly important in enhancing teaching quality and teacher performance (Andani et al., 2017; Munisah, 2024). Teacher performance is a key determinant of student learning outcomes, as educators with high performance contribute positively to the quality of education, which in turn improves student achievement (David et al., 2023; Romlah, 2022). Conversely, poor teacher performance can result in an unproductive learning environment, which can hinder both the academic success of students and the overall school atmosphere.

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School climate has emerged as a vital area of study in recent years, as it plays a crucial role in shaping the interactions within the school environment. School climate is the condition experienced by school personnel regarding the school environment, which encompasses physical, social, and academic aspects (Nisa et al., 2021; Ojala, 2021). It reflects the overall atmosphere of the school, experienced by teachers and students during their interactions in the school environment (Ideswal et al., 2020; Velasco et al., 2012). A positive and conducive school climate is crucial in fostering effective teacher performance and, consequently, achieving school goals. School culture, which includes the relationships between teachers, principals, and other school staff, creates a supportive work environment (Adriantoni et al., 2023; Kartini, 2019). The school climate can either enhance or hinder the effectiveness of achieving the school's objectives, underlining the importance of a positive atmosphere in the school (Dhukha et al., 2023; Sokal et al., 2021). Furthermore, the leadership of school principals plays a pivotal role in fostering a good school climate and enhancing teacher performance. The principal's managerial skills are vital for shaping the school's strategic direction, ensuring that the school environment functions optimally to support student development (Ariyanti, 2020; Saihu, 2020). A principal must not only impart knowledge but also motivate and guide both teachers and students effectively. Managerial supervision in school management is closely linked to improving school quality (Pratiwi et al., 2023; Suyanti et al., 2023). The principal's managerial competencies include creating a conducive and innovative school culture and climate, which ultimately benefits student learning (Rusmawati, 2024; Stefan et al., 2023). The principal's ability to lead and manage the school environment effectively is a key factor in ensuring the success of the school as a whole.

Research in this area has shown promising developments, particularly in exploring the dynamic relationship between the principal's managerial skills, school climate, and teacher performance. Recent studies have expanded on how principals' leadership styles influence both the school climate and teacher motivation, which directly impacts performance. This research aims to contribute to this growing body of knowledge by investigating how principals' managerial competencies and the school climate interact to influence teacher performance. Novelty in this study lies in its focus on how the synergy between these elements (managerial skills, school climate, and teacher performance) can be optimized to achieve better educational outcomes, especially in the context of a changing educational environment where technology and innovation are becoming more central. The primary objective of this study is to analyze the influence of school principals' managerial skills and the school climate on teacher performance. By examining this relationship, the study seeks to provide insights into how effective leadership and a supportive school environment can enhance teacher performance, which, in turn, will contribute to improved student learning outcomes. This research is expected to inform policy recommendations for school administrators, helping them develop strategies that foster a more conducive school climate and improve teacher effectiveness.

2. METHOD

This research is a type of correlational study, which aims to examine the relationships between two or more variables based on data that has been collected, processed, and analyzed (Creswell, 2014). The research seeks to understand how independent variables (principal managerial skills and school climate) affect the dependent variable (teacher performance). The procedure follows a systematic sequence, beginning with data collection, followed by processing and analysis, and concluding with the explanation of findings. This approach helps in drawing connections between the key variables, allowing for the interpretation of the interactions and their influence on the outcome of teacher performance.

The population for this study consists of 80 civil servant teachers from five different schools. Given the manageable size of the population, the study employs a census sampling technique, where the entire population is used as the sample. This method ensures that all 80 teachers, representing a variety of experiences and perspectives within the selected schools, are included in the study. Using the entire population as a sample allows for a comprehensive analysis of the factors affecting teacher performance and reduces potential biases that could arise from a smaller sample. Data collection for this study is carried out using a questionnaire, which is designed to capture relevant information regarding principal managerial skills, school climate, and teacher performance. The questionnaire is distributed to all 80 teachers, ensuring that data is collected from each participant. The responses gathered are then used to evaluate the relationships between the variables, providing insights into how principal managerial skills and the school climate influence teacher performance. This method of data collection is appropriate for this type of research, as it allows for the efficient gathering of quantitative data from a large group of participants.

The data analysis in this study involves several statistical techniques. To examine the relationship between the independent variables (principal managerial skills and school climate) and the dependent variable (teacher performance), the Chi-Square Linearity Test is employed. This test determines whether a linear relationship exists between the variables. Additionally, to assess the overall impact of the independent variables on teacher performance, simple linear regression and multiple regression analyses are conducted at a 95% confidence level ($\alpha = 0.05$). Hypothesis testing is carried out to verify the significance of the relationships and to test the research hypotheses, ensuring that the findings are statistically valid and reliable.

3. RESULT AND DISCUSSION

Result

Research from the distribution of 36 statement items of data on the principal's managerial skills variable at State High Schools in Central Maluku Regency obtained an average value of 156.34, a standard deviation value of 10.87, a variance value of 118.17. The results can be seen in the Table 1.

Table 1. Descriptive Principal Managerial Skills

Parameters		Principal Managerial Skills
N	Valid	80
	Missing	0
Mean		156.34
Std. Deviation		10.87
Variance		118.17

Furthermore, if the descriptive value of the principal's managerial skills is obtained, the percentage that the majority of teachers at 5 public high schools in Central Maluku Regency perceive that the principal's managerial skills are in the high category as many as 28 respondents or 35%. While the answers of respondents in the very low category were 6 respondents or 7.5%. Based on the research data from the distribution of 40 statement items, the data on school climate variables in public high schools in Central Maluku Regency obtained an average value of 168.65, a standard deviation value of 12.08, a variance value of 146.15. The results can be seen in the Table 2.

Table 2. Descriptive of School Climate

Parameters		School Climate
N	Valid	80
	Missing	0
Mean		168.65
Std. Deviation		12.08
Variance		146.15

Furthermore, if the descriptive value of school climate is obtained, the majority of teachers at 5 public high schools in Central Maluku Regency perceive the school climate to be in the high category as many as 24 respondents or 30%. While low frequency respondents in the low and very high categories were 12 respondents or 15%.

Table 3. Descriptive Percentage of School Climate

No.	Interval	Frequency	%	Criteria
1.	148 – 157.2	13	16.2	Very low
2.	157.3 – 166.5	12	15	Low
3.	166.6 – 175.8	19	23.8	Medium
4.	175.9 – 185.1	24	30	High
5.	185.2 – 194.4	12	15	Very high

Data in Table 3 indicates that the school climate of public high schools in Central Maluku Regency is in a high category if they run and are able to implement the physical, social and academic environment well.

Based on research data from the distribution of 36 statement items, the teacher performance variable data at State High Schools in Central Maluku Regency obtained an average value of 155.68, a standard deviation value of 11.29, a variance value of 127.48. The results can be seen in Table 4.

Table 4. Descriptive of Teacher Performance

Parameters		Teacher Performance
N	Valid	80
	Missing	0
Mean		155.68
Std. Deviation		11.29
Variance		127.48

Data analysis of teacher performance in Table 4 shows that the distribution of range scores is between 134 and 180. The percentage of teacher performance in 5 state high schools in Central Maluku Regency is high. This is evidenced by the respondents' answers about teacher performance in the high category, namely 24 respondents or 30%. While the lowest frequency was 3 respondents or 3.8%. This can be seen in the Table 5.

Table 5. Descriptive Percentage of Teacher Performance

No.	Interval	Frequency	%	Criteria
1.	134 - 143.2	3	3.8	Very low
2.	143.3 – 152.5	21	26.2	Low
3.	152.6 – 161.8	20	25	Medium
4.	161.9 – 171.1	24	30	High
5.	171.2 – 180.4	12	15	Very high

Table 5 shows that the performance of teachers at 5 state high schools in Central Maluku Regency is in a high category when implementing indicators of teacher performance measures of work quality, timeliness of work completion (promptness), initiative in completing work (initiative), ability to complete work (capability) and ability to foster cooperation with other parties (communication). The analysis of the relationship between these variables reveals significant findings, which are thoroughly discussed and presented in detail. The results of the analysis on the effect of principal managerial skills on teacher performance are provided in Table 6.

Table 6. The Effect of Principal Managerial Skills on Teacher Performance

Variables	Standardized Coefficients	t_{count}	Sig	Description
Constant	4.529			
Principal Managerial Skills	1.025	53.398	0.000	Significant
R Square		0.973		
t_{table}		1.665 (80-3;0.05)		

Table 6 shows that the constant or intercept value is 4.529, meaning that if there is no increase in the principal's managerial skills variable, the baseline teacher performance is 4.529. The regression coefficient of the principal's managerial skills is 1.025, indicating that improvements in the principal's managerial skills will lead to enhanced teacher performance in Central Maluku Regency. The analysis results further show that the significance value of the principal's managerial skills variable is 0.000 (probability < 0.05), suggesting that the influence of this variable on teacher performance in Central Maluku Regency is statistically significant. Additionally, the t-count value for principal's managerial skills is 53.398, while the t_{table} value is 1.665 (calculated with 80-3 degrees of freedom at a 0.05 significance level). The t_{count} (53.398) is greater than the t_{table} (1.665), the results indicate that the first research hypothesis is accepted, meaning that the principal's managerial skills have a positive and significant effect on teacher performance in Central Maluku Regency. Moreover, the magnitude of the influence of the principal's managerial skills on teacher performance can be assessed through the model's determination coefficient (R^2), which is 0.973 or 97.3%, indicating that 97.3% of the variation in teacher performance is explained by the principal's managerial skills, with the remaining 2.7% attributed to other variables not included in the model.

The effect of school climate on teacher performance is analyzed in this study, demonstrating how factors such as the social, academic, and physical environment influence teachers' effectiveness in the classroom. A positive school climate fosters better collaboration, motivation, and job satisfaction among teachers, which in turn enhances their performance. The results of this analysis, showing the significance of school climate as a determinant of teacher performance, are presented in Table 7.

Table 7. The Effect of School Climate on Teacher Performance

Variables	Standardized Coefficients	t_{count}	Sig	Description
Constant	0.394			
School Climate	0.925	64.795	0.000	Significant
R Square		0.982		
t-table		1.665 $_{(80-3;0.05)}$		

Table 7 shows that the constant or intercept value is 0.394, meaning that if there is no increase in the school climate variable, the baseline teacher performance is 0.394. The regression coefficient for school climate is 0.925, indicating that each improvement in school climate leads to an increase in teacher performance in Central Maluku Regency. The analysis also reveals that the significance value of the school climate variable is 0.000 (probability < 0.05), meaning that the effect of this variable on teacher performance in Central Maluku Regency is statistically significant. Additional evidence is provided by the t-count value of 64.795 for school climate, while the t_{table} value is 1.665 (with 80-3 degrees of freedom at a 0.05 significance level). Since the t_{count} (64.795) is greater than the t_{table} (1.665), these results confirm that the research hypothesis is accepted, indicating that school climate has a positive and significant effect on teacher performance in Central Maluku Regency. The magnitude of the effect of school climate on teacher performance is further demonstrated by the model's determination coefficient (R^2), which is 0.982 or 98.2%, meaning that 98.2% of the variation in teacher performance is explained by school climate, with the remaining 1.8% attributed to other variables outside the model.

The effect of principal managerial skills and school climate on teacher performance was analyzed using multiple linear regression analysis to assess the combined influence of these two independent variables. The results show a significant relationship between both principal managerial skills and school climate with teacher performance. This analysis provides valuable insights into how the principal's leadership abilities and the overall school environment contribute to enhancing teachers' effectiveness in the classroom. The detailed findings of this analysis are presented in Table 8.

Table 8. The Effect of Principal Managerial Skills and School Climate on Teacher Performance

Variables	Standardized Coefficients	t_{count}	Sig	Description
Constant	2.399			
KMKS	0.316	3.092	0.003	Significant
School Climate	0.645	7.026	0.000	Significant
R Square		0.983		
F-count	2334.4		0.000	Significant
F-table		3.115 $_{(3-1, 80-3)}$		
t-table		1.665 $_{(80-3;0.05)}$		

Table 8 shows that the constant or intercept value is 2.399, meaning that if there is no increase in the values of the principal's managerial skills and school climate variables, the baseline teacher performance remains at 2.399. The regression coefficient for principal's managerial skills is 0.316, indicating that as the principal's managerial skills improve, teacher performance will increase by the value of the regression coefficient. In other words, each improvement in teacher performance in Central Maluku Regency requires a corresponding increase in the principal's managerial skills, assuming the school climate remains constant. Similarly, the regression coefficient for school climate is 0.645, which means that an improvement in the school climate will lead to an increase in teacher performance in Central Maluku Regency, with the assumption that the principal's managerial skills remain fixed.

The results of the analysis show that the significance value from the simultaneous testing of the two variables is 0.000 (probability < 0.05), indicating that the effect of both variables on teacher performance in Amahai District, Central Maluku Regency, is significant. Additional evidence is provided by the F_{count} value of 2334.4, while the F_{table} value is 3.115 (calculated with 3-1 degrees of freedom and 80-3 at a 0.05 significance level). Since the F_{count} (2334.4) is greater than the F_{table} (3.115), the results suggest that the third hypothesis of the study is accepted. Moreover, the magnitude of the influence of principal

managerial skills and school climate on teacher performance in Amahai Subdistrict, Central Maluku Regency, can be observed through the model's determination coefficient (R^2), which is 0.983 or 98.3%. This means that 98.3% of the variance in teacher performance is explained by the two independent variables, while the remaining 1.7% is attributed to other variables outside the scope of this model.

Discussion

Regarding the managerial skills variables, the results of the analysis showed that the majority of teachers in five public high schools in Central Maluku Regency perceived the principal's managerial skills to be in the high category. These findings indicate that the principals of public high schools in Central Maluku Regency possess and have implemented conceptual skills, human relations skills, and technical skills. An effective school requires a principal who not only personifies the institution but also understands the purpose of education and has a vision for achieving educational goals (Handayani, 2015; Hikma, 2022). This result suggests that the principals of public high schools in Central Maluku have successfully applied management functions in school operations, including skills in developing concepts based on real phenomena, selecting and utilizing procedures and resources, and fostering relationships with teachers, students, parents, and the community based on principles of honesty, mutual respect, and appreciation. As a result, cohesive cooperation has been established to support school implementation. The existence of the principal's managerial skills is crucial, and increasing commitment is necessary for ensuring school effectiveness (Amri et al., 2023; Gaol & Siburian, 2018). When principals possess high managerial skills, school effectiveness tends to be high as well (Kemala & Ulum, 2023). The positive influence of managerial skills is driven by the principal's awareness of their tasks, which fosters work enthusiasm and passion, ultimately leading to the realization of organizational goals (Priyanti et al., 2023). Thus, managerial skills are the key to a school's success in achieving its desired objectives.

In terms of school climate variable, the analysis revealed that the majority of teachers at five public high schools in Central Maluku Regency perceived the school climate to be in the high category, indicating that principals in the region are successful in fostering positive social interactions to achieve the school's vision and mission. These results also show that the conditions experienced by teachers, administrative staff, students, parents, and the surrounding community regarding the physical, social, and academic environments are favourable and contribute to the achievement of the school's goals (Sokal et al., 2021; Yahyuni et al., 2024). A conducive school climate is linked to improved teacher performance, as it is characterized by a learning environment that supports harmonious interactions between principals, teachers, and students (Haryanto et al., 2021). This is further emphasized by another researcher, who highlighted that school climate promotes a productive, cooperative, and trusting atmosphere, which is essential for effective learning (Sahrifani et al., 2023).

The results of the analysis prove that the performance of teachers at five State Senior High Schools in Central Maluku Regency is high. The findings of this descriptive analysis show that the majority of teachers at these schools have demonstrated strong work performance in various areas, such as work quality, timeliness, initiative, ability to complete tasks, and communication with others. This aligns with the opinion who emphasized that teacher performance is crucial for the success of educational institutions in achieving their targets (Koswara & Rasto, 2016; Murti et al., 2023). Teacher performance is considered good because educators play a central role in the implementation of teaching and learning activities, and the achievement of students is closely tied to their daily performance (Romlah, 2022). Moreover, teachers' teaching performance significantly influences students' learning achievement (Kamil et al., 2022).

The principal's conceptual, human relations, and technical skills have been well implemented. The principal has effectively carried out activities related to formulating the school's vision and mission, planning, monitoring and evaluating school activities, and developing staff. Additionally, the principal has established good communication and cooperation with teachers, local government, and the community during school activities. The technical skills, such as mentoring teachers in areas like teaching methods, material selection, media, counseling, and addressing student learning difficulties, have also been perceived positively. These findings align with research which found a positive and significant relationship between the principal's managerial skills and teacher performance (Sujianto et al., 2022). Furthermore, the importance of the principal's leadership style and supportive work environment in enhancing teacher performance (Putri & Hasan, 2023). Principals are expected to guide and improve teacher competence and foster creativity to achieve optimal results (Susana et al., 2022).

School climate has a positive and significant effect on teacher performance in Central Maluku Regency. This aligns with the opinion that school climate, encompassing physical, social, and academic environments, significantly impacts school personnel's experiences. A positive school climate is linked to reduced job stress and higher job satisfaction among teachers, while a negative one can diminish teacher performance due to ineffective communication and lack of collaboration (Yahya et al., 2023). The study

also found that the physical environment of State Senior High Schools in Central Maluku Regency is well-arranged, with adequate facilities supporting the teaching and learning process. This is consistent with studies who stated that a supportive school climate contributes to educational success (Haryanto et al., 2021; Utomo, 2023). Moreover, the social environment at these schools has also been positively implemented, as principals foster a family-like atmosphere among teachers and staff, leading to mutual respect and collaboration. A conducive school climate directly influences teacher performance, supporting the notion that a positive school climate enhances teacher work outcomes (Mulyati, 2023).

The simultaneous influence of the principal's managerial skills and school climate on teacher performance in Central Maluku Regency is positive and significant, as confirmed by the results of the analysis. This finding supports the acceptance of the third hypothesis, which states that both variables have a significant effect on teacher performance. Descriptive analysis further supports this, showing high teacher performance across five State Senior High Schools in Central Maluku Regency. The previous studies noted that the principal's leadership plays a critical role in influencing teacher performance, with school success heavily dependent on the quality of leadership (Feronika & Sihotang, 2016; Sumaryono, 2016). Additionally, another study highlighted a positive and significant correlation between the principal's managerial skills and teacher performance (Suyanti et al., 2023). While good managerial competence is essential, a conducive school climate is equally important for teacher performance, as a lack of supportive conditions, such as adequate facilities, can hinder teachers' work (Nuraini, 2022). These findings demonstrate that key aspects of teacher performance, such as work quality, timeliness, initiative, task completion, and cooperation, are being effectively managed in the schools studied.

The findings of this research provide significant contributions to understanding the relationship between principal managerial skills, school climate, and teacher performance in Central Maluku Regency. The study reveals that both principal's managerial skills and a positive school climate play a crucial role in enhancing teacher performance. These results highlight the importance of leadership that is not only focused on administrative skills but also on fostering a conducive work environment for teachers. The implications of this research are far-reaching, suggesting that educational institutions should prioritize the development of both leadership skills for principals and the creation of a supportive school climate to boost teacher performance. Furthermore, the study emphasizes that teacher performance, as a key factor in student achievement, should be seen as the result of a combination of effective leadership and a harmonious school environment. In light of these findings, it is recommended that schools invest in leadership development programs for principals and work towards improving the school climate, including better facilities and resources, to support teacher performance. Additionally, policies aimed at strengthening the relationship between school management and teacher welfare should be considered to ensure sustainable improvements in the educational quality.

4. CONCLUSION

In conclusion, this research highlights the critical role of both principal managerial skills and a positive school climate in enhancing teacher performance in Central Maluku Regency. The findings underscore that effective leadership, characterized by strong managerial competencies, combined with a conducive school environment, significantly contributes to teachers' ability to perform optimally. This study affirms that the success of educational institutions is deeply intertwined with the quality of leadership and the atmosphere cultivated within the school. The results emphasize the need for continuous professional development for principals and the creation of a supportive, resourceful environment for teachers. By focusing on these aspects, schools can foster a productive and collaborative atmosphere that ultimately leads to improved educational outcomes and student achievement.

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