



Exploring the Role of Leadership in Managing Teacher Performance

Soni Irwanto¹, Aletta Dewi Maria^{2*}

STIEPARI Semarang, Indonesia¹

STIEPARI Semarang, Indonesia²

Corresponding Email: alettadewi@stiepari.ac.id*

Received: 17-12-2024 Reviewed: 03-01-2025 Accepted: 19-01-2025

Abstract

This research aims to explore the role of leadership in managing teacher performance at SMA Negeri 1 Pabelan, Semarang Regency, focusing on how leadership practices impact teacher motivation, effectiveness, and overall performance. Using a qualitative case study approach, data was collected through semi-structured interviews with teachers, school leaders, and staff, along with document analysis to understand leadership strategies, communication methods, and professional development programs comprehensively. The findings highlight that effective leadership practices, such as clear communication, goal-setting, and structured performance evaluations, are pivotal in enhancing teacher performance. However, communication gaps, limited teacher involvement in decision-making, and external pressures were identified as barriers to optimal performance. This research offers valuable insights into the relationship between leadership and teacher performance, providing original contributions to the field by identifying specific leadership practices that foster improved teacher outcomes. The study underscores the need for tailored professional development programs and inclusive leadership to enhance teacher motivation and performance further.

Keywords: Leadership, Teacher performance, Managing Performance

Introduction

Leadership is a critical determinant of educational success, as it sets the tone for the school's culture, vision, and operational effectiveness. In the context of teacher performance, effective leadership can inspire teachers to reach their full potential, improve instructional quality, and enhance overall school performance (Andrianto et al., 2023). At SMA Negeri 1 Pabelan in Semarang Regency, leadership plays an essential role in addressing the diverse needs of teachers and creating an environment conducive to growth and development. Leadership becomes even more crucial in this rural setting, where schools may face challenges such as limited resources, a lack of professional development opportunities, and varying levels of teacher expertise. School leaders are tasked with managing daily operations, fostering an

atmosphere of collaboration, providing support for professional development, and setting clear expectations for performance (Arif et al., 2019; Nair, 2021). The unique challenges in rural schools require leadership strategies that are adaptable and sensitive to the context, ensuring that teachers are motivated, well-equipped, and adequately supported to improve their teaching practices (Cansoy, 2019). Furthermore, effective leadership in this setting helps bridge gaps in resources, encourage innovation in teaching, and motivate teachers to continuously improve their skills, ultimately leading to better educational outcomes for students.

In the Indonesian educational system, school principals are more than just administrators; they are key players in shaping the learning environment and influencing teacher effectiveness (Day et al., 2020). At SMA Negeri 1 Pabelan, the principal's role extends beyond day-to-day management to include setting educational standards, fostering a culture of continuous improvement, and guiding teachers through professional development initiatives. The teaching profession in Indonesia is continuously evolving, with teachers expected to incorporate new curriculum guidelines, integrate technology into their lessons, and cater to the diverse needs of students from various socio-economic backgrounds (Amanonce & Maramag, 2020). These challenges require principals to provide strong leadership that empowers teachers to adapt and thrive. Effective leadership involves offering teachers the resources they need to succeed, such as professional development opportunities, mentorship, and constructive feedback (Mercader, 2021). Furthermore, principals must create a school culture that values collaboration, encourages risk-taking, and acknowledges teachers' hard work and achievements. This level of support helps teachers feel motivated and valued, which ultimately leads to improved performance and, consequently, better student outcomes (Astuti et al., 2020). At SMA Negeri 1 Pabelan, the principal's leadership is especially critical, as it sets the tone for how teachers approach their work, manage challenges, and innovate in the classroom. The ability of the principal to meet these demands directly impacts the school's overall success, making leadership a crucial factor in driving teacher performance and ensuring that the educational needs of students are effectively met.

Teacher performance management is a multifaceted process that involves a range of activities designed to ensure that teachers meet established expectations and continuously improve their teaching practices (Bahri & Farizal, 2020; Nair, 2021). This includes setting clear performance standards, regularly monitoring progress through evaluations, and providing ongoing professional development to address gaps in knowledge and skills. In rural areas like Pabelan, where schools may face limitations in terms of physical resources, funding, and access to advanced professional development programs, the role of leadership becomes even more critical. School leaders are tasked with finding innovative ways to maximize the available resources and create opportunities for collaboration and knowledge-sharing among staff (Kalkan et al., 2020). Effective leadership can help foster a culture of continuous improvement, where teachers are motivated to enhance their skills, reflect on their teaching practices, and support each other in overcoming challenges. In such settings, trust-building is essential, as teachers are more likely to engage in professional development and performance improvement initiatives if they feel supported and trusted by their leaders. At SMA Negeri 1 Pabelan, the principal's ability to implement these performance management strategies is of particular

Exploring the Role of Leadership in Managing Teacher Performance

importance, as it directly impacts teachers' motivation, satisfaction, and effectiveness in such resource-constrained environments.

Leadership styles are crucial factors in determining how effectively teacher performance is managed and enhanced in schools. Transformational leadership, characterized by inspiring and motivating teachers to strive for excellence, fosters professional growth and enthusiasm. It encourages teachers to embrace new ideas, continuously learn, and work collaboratively to achieve shared goals (Afsar, 2020). On the other hand, transactional leadership focuses on clear expectations, goal-setting, and rewarding performance based on achieving these goals. This approach can lead to a more structured and goal-oriented environment but may not always foster the level of intrinsic motivation or personal commitment that transformational leadership cultivates (Ahmad, 2021). In the context of SMA Negeri 1 Pabelan, these leadership styles are shaped by the school's unique cultural and organizational dynamics. For example, the rural setting may call for a more adaptive and flexible approach, as teachers in such areas may face different challenges, including limited access to professional development resources and a diverse student population with varying needs. The principal's ability to blend these leadership styles, drawing on the strengths of both transformational and transactional approaches, can greatly influence how teachers respond to performance management initiatives. Understanding the impact of these leadership styles in a real-world, rural school context is essential to identifying the most effective strategies for managing teacher performance, motivating staff, and fostering an atmosphere of continuous improvement that aligns with the school's educational goals.

The Indonesian government's focus on improving the quality of education has significantly increased the expectations placed on school leaders, particularly in aligning teacher performance with national education standards. This includes initiatives such as teacher certification programs, professional development workshops, and a push for curriculum updates to improve the overall quality of teaching. School principals must ensure that these initiatives are implemented effectively and aligned with the specific challenges and opportunities within their schools. For SMA Negeri 1 Pabelan, leadership practices must navigate both the national education policy framework and the realities of a rural school setting. The principal must work to integrate teacher performance management practices with broader policy objectives, such as fostering professional development, improving teaching methodologies, and meeting accreditation requirements, all while being mindful of the local context, such as limited resources and varying teacher competencies.

Furthermore, the principal's role extends beyond administrative duties to guide teachers through the certification process, provide continuous professional growth support, and address individual needs. By exploring how leadership practices are adapted and applied in this specific setting, the study offers insights into how rural high schools can effectively manage teacher performance while meeting national and local educational goals. This research will provide valuable contributions to the broader discourse on education leadership, offering practical examples of successful leadership practices in rural schools within Indonesia.

Despite the recognized importance of leadership in shaping teacher performance and the overall quality of education, there remains a lack of understanding regarding how

leadership practices are implemented and their effectiveness in specific contexts, particularly in rural schools like SMA Negeri 1 Pabelan, Semarang Regency. Teachers in such schools often face challenges, including limited access to professional development, resource constraints, and the need to address diverse student needs, which require strong and adaptive leadership. However, it is unclear how school leaders in this setting navigate these challenges, foster teacher motivation, and create an environment that supports continuous professional growth. Furthermore, the interplay between different leadership styles, cultural dynamics, and institutional policies adds complexity to managing teacher performance effectively. To address these gaps, this study aims to investigate: How do leadership practices influence teacher performance management at SMA Negeri 1 Pabelan, Semarang Regency? This question seeks to uncover the strategies, challenges, and outcomes of leadership efforts in improving teacher performance within the specific context of the school.

Literature Review

Leadership Styles in Educational Contexts

Leadership in educational settings is pivotal in determining school performance and teacher effectiveness, which ultimately influences student success (Ansley et al., 2019). Various leadership styles have been examined in the literature, with transformational, transactional, and instructional leadership being the most widely studied (Gemeda, 2020). (Afsar, 2020; Alrowwad, 2020) is characterized by motivating and inspiring teachers to surpass expectations, encouraging a shared vision, and providing personal support that fosters innovation, creativity, and deep commitment to school goals. This leadership style promotes a culture of continuous improvement and collective responsibility among teachers. Conversely, transactional leadership focuses on maintaining clear structures, ensuring accountability through performance-based rewards, and providing stability in achieving defined goals. While effective in maintaining order and ensuring adherence to rules, transactional leadership may not always inspire the deep engagement necessary for long-term educational change. Instructional leadership, especially pertinent to schools, emphasizes the role of leaders in directly supporting teachers in delivering quality instruction and managing classrooms effectively (Groenewald et al., 2023). Instructional leaders act as mentors and facilitators, ensuring teachers have the tools, resources, and guidance needed to excel in their teaching practice. Research indicates that the most successful school leaders do not adhere strictly to one style but rather adopt a combination of these leadership approaches, tailoring their strategies based on the specific needs and challenges of their school context (Cansoy, 2019; Day et al., 2020). This is particularly true in rural and resource-limited schools, where leaders must navigate additional complexities such as a lack of resources, geographical isolation, and diverse student and teacher needs. However, despite the recognition of the importance of diverse, much of the existing research has focused on urban settings, leaving a gap in our understanding of how leadership functions in rural schools (Kalkan et al., 2020). Specifically, how leaders balance their roles as managers of school operations and mentors of teacher growth in these resource-constrained environments remains an underexplored area, making it crucial to investigate these dynamics in rural schools such as those in Pabelan.

Teacher Performance and Leadership Influence

Teacher performance is influenced by a wide range of internal and external factors to the individual teacher, with leadership playing a critical role in shaping its outcome (Araya, 2019; Astuti et al., 2020). Leadership in education is about administrative tasks and fostering an environment where teachers feel supported, valued, and motivated. Effective leaders are those who prioritize teacher development through continuous professional learning, mentoring, and creating an atmosphere conducive to collaboration and mutual support (Bahri & Farizal, 2020). Research has consistently shown that when leaders emphasize professional development opportunities, provide constructive feedback, and recognize teachers' contributions, it leads to higher teacher job satisfaction and better overall performance. Moreover, leaders who focus on building trust, setting clear goals, and establishing transparent communication are more likely to create a work environment where teachers feel empowered to improve their practice (Baluyos et al., 2019). This collaborative approach nurtures teacher morale and enhances instructional quality, which directly impacts student learning outcomes. However, while much has been written about how leadership influences teacher performance in various educational contexts, less attention has been given to how these strategies play out in rural areas, where schools often face additional challenges such as limited resources, geographic isolation, and diverse student populations. In such settings, leadership may need to be more adaptive, combining strategies that address these unique challenges while maintaining a focus on enhancing teacher performance (Christie & Lingard, 2020). Understanding how school leaders in rural senior high schools manage teacher performance in these conditions is crucial for developing context-specific leadership models that can improve teacher effectiveness in similar educational settings.

Challenges in Managing Teacher Performance in Rural Schools

Rural schools often encounter unique challenges that hinder effective teacher performance, making leadership in these environments particularly critical (Afsar, 2020). These schools are typically characterized by resource scarcity, limited access to ongoing professional development, and infrastructural shortcomings, all of which can undermine both teacher effectiveness and student outcomes. Teachers in rural settings frequently face large class sizes, a diverse range of student needs, and the weight of community expectations, all of which create significant stress and strain (Admiraal et al., 2021). The leadership within these schools must work creatively to manage these constraints while keeping teacher morale high and supporting continuous professional growth. Rural school leaders are often required to wear multiple hats acting as facilitators, mediators, advocates, and decision-makers—while navigating challenges such as bureaucratic red tape and inadequate funding (Eisenschmidt, 2021). These obstacles make it difficult for leaders to implement their vision for improving teacher performance and student success. While much of the literature focuses on the challenges that teachers themselves face in rural schools, there is a notable gap in understanding how school leaders adapt their practices to support teacher performance under these difficult circumstances (Heck & Reid, 2020). This gap highlights the need for more qualitative research that delves into the real-world experiences of leaders who are working to overcome systemic barriers and develop leadership strategies tailored to rural high schools. Such studies are crucial

for providing insights into the specific leadership practices that can effectively sustain and improve teacher performance in these under-resourced environments

Research Method

This study utilized a qualitative research design to thoroughly investigate the role of leadership in managing teacher performance at SMA Negeri 1 Pabelan, Semarang Regency. The qualitative approach was chosen because it allows for an in-depth exploration of the nuanced and multifaceted nature of leadership practices, providing a rich understanding of how these practices influence teacher performance in the specific context of a rural high school. The case study method, focusing on a single institution, offered the opportunity for a detailed examination of the school's leadership behaviors, teacher experiences, and organizational dynamics. This design enabled the researcher to explore the interplay between leadership strategies and the factors affecting teacher performance, particularly in a setting with limited resources and unique community challenges. Participants were selected through purposive sampling to ensure a representative mix of school leaders and teachers, ensuring that diverse perspectives were captured. The sample comprised 15 individuals, including the principal, vice principals, department heads, and a range of senior and junior teachers, all with at least one year of experience at the school. The inclusion of leadership roles like the principal and department heads provided insight into the strategies used to manage teacher performance, while teachers contributed their perspectives on the effectiveness of these strategies and how they influenced their own motivation and performance. The diversity in participants allowed for a comprehensive understanding of the various leadership styles and practices at play, and how they intersected with the realities of working in a rural school environment. This approach facilitated a well-rounded analysis of how leadership contributes to managing and enhancing teacher performance in rural senior high schools.

Data collection in this study was comprehensive and multifaceted, incorporating semi-structured interviews, focus group discussions, and document analysis to gather diverse perspectives on the role of leadership in managing teacher performance at SMA Negeri 1 Pabelan. Semi-structured interviews were employed to provide participants with the flexibility to express their views and experiences in detail while ensuring that the study's key themes, such as leadership practices, teacher performance management strategies, challenges, and outcomes, were systematically explored. These interviews, lasting 45-60 minutes, enabled the researcher to obtain rich, individualized insights. In addition to the interviews, focus group discussions were conducted with groups of teachers to foster interaction and allow participants to discuss shared experiences, differences in perceptions, and collective challenges in a more dynamic environment. This format encouraged open dialogue and deeper reflection on the topics at hand. The study also incorporated document analysis, reviewing relevant school materials such as performance appraisal records, meeting notes, and professional development plans. These documents provided essential contextual information, enabling triangulation of findings from the interviews and focus groups. By combining these three data sources, the study was able to produce a more comprehensive and well-rounded understanding of the leadership practices at play in the school. For data analysis, thematic analysis was used, which

Exploring the Role of Leadership in Managing Teacher Performance

involved a systematic process of identifying and coding recurring themes and patterns within the data. Initially, the researcher familiarized themselves with the data by reviewing transcripts and documents to grasp the overall content. After coding significant segments of the text related to leadership practices, teacher performance, and contextual challenges, the codes were grouped into broader themes to address the research questions. To ensure the reliability and validity of the findings, member checking was conducted by sharing the preliminary themes with participants to verify their accuracy and relevance. Additionally, peer debriefing sessions were held with colleagues experienced in qualitative research to minimize researcher bias and strengthen the rigor of the analysis. This detailed and systematic data collection and analysis process provided valuable insights into how leadership strategies affect teacher performance and how these strategies are tailored to the specific challenges of rural educational settings.

Result

This study's result further emphasizes the significant impact of leadership practices on teacher performance at SMA Negeri 1 Pabelan. Specifically, leadership strategies that included clear communication, goal setting, and consistent feedback were pivotal in fostering teacher motivation and enhancing their performance. The principal and department heads played a key role in aligning individual teacher goals with the broader vision of the school, ensuring that teachers understood their contribution to the school's success. Structured performance appraisals and regular feedback were seen as essential tools for monitoring progress, identifying areas for improvement, and providing teachers with actionable insights. These leadership practices helped improve teacher performance and created a transparent and supportive environment, reinforcing the importance of continuous professional development and alignment with the school's overall objectives.

The study also revealed that professional development programs organized by the leadership team were essential in improving teachers' teaching skills and overall performance. Teachers appreciated the workshops, training sessions, and peer-sharing activities, as these initiatives helped them stay updated on the latest pedagogical strategies and encouraged a culture of continuous learning. These programs were viewed as valuable tools for fostering professional growth and enhancing teaching effectiveness. However, teachers highlighted the need for more frequent and relevant development opportunities tailored to their specific subject areas and teaching challenges. Some participants expressed a desire for more focused training sessions that could better address their individual needs, suggesting that a more personalized approach to professional development could further enhance its effectiveness in improving teacher performance.

The study also uncovered challenges in communication and collaboration between the leadership team and teaching staff. While the principal and department heads were generally recognized for their guidance and efforts to improve teacher performance, some teachers felt that certain leadership initiatives were not sufficiently inclusive or communicated. As a result, there were gaps in understanding and, at times, resistance to implementing new performance management strategies. This lack of clarity and inclusivity contributed to feelings of

uncertainty and disengagement among some teachers, highlighting the importance of fostering open, transparent communication and involving teachers in the decision-making process. Ensuring that leadership initiatives are well-explained and aligned with teachers' perspectives could help reduce resistance and encourage greater buy-in from the teaching staff.

Finally, the study found that the leadership team's ability to create a positive and supportive work environment significantly impacted teacher morale and productivity. Teachers highlighted the importance of recognition, trust, and fairness in leadership practices, noting that these factors directly influenced their commitment to their roles and their willingness to improve performance. Despite these strengths, certain systemic issues, such as limited resources and external pressures, were identified as barriers to achieving optimal teacher performance, emphasizing the need for strategic planning and additional support from school leadership.

Discussion

This study's findings highlight leadership's central role in influencing and managing teacher performance at SMA Negeri 1 Pabelan. Leadership practices such as clear communication, goal-setting, and regular performance evaluations were identified as essential tools for aligning teacher efforts with the broader institutional goals. These practices helped create a structured and supportive environment where teachers could thrive and improve. This aligns with the existing literature, which emphasizes the significance of transformational and instructional leadership in enhancing teacher effectiveness. By fostering a culture of trust and transparency, the school's leadership established clear expectations for teacher performance while providing regular, constructive feedback that helped teachers understand their strengths and areas for growth. Such structured feedback mechanisms, alongside transparent performance appraisal systems, contributed to continuous professional development, encouraging teachers to reflect on their practice and seek improvements. Moreover, the school's commitment to professional development emerged as a critical strategy for enhancing teacher competence. Workshops, collaborative teaching opportunities, and peer support networks were frequently cited as valuable platforms for skill enhancement, offering teachers a chance to learn from one another and broaden their pedagogical approaches. However, despite the positive feedback regarding professional development initiatives, the study also highlighted participants' calls for more customized and frequent training programs. Teachers expressed the need for professional development that is more aligned with their specific teaching disciplines and individual career growth, suggesting that a one-size-fits-all approach may not be sufficient in meeting the diverse needs of the teaching staff. This finding underscores the importance of tailoring professional development initiatives to the specific challenges and requirements faced by teachers in different subject areas, emphasizing the need for a more personalized and targeted approach to teacher support in the school.

Another critical aspect highlighted in the discussion is the challenge of communication and collaboration between leadership and teaching staff, which emerged as a key barrier to the effectiveness of leadership in managing teacher performance. While leadership efforts were

Exploring the Role of Leadership in Managing Teacher Performance

generally appreciated, there were notable gaps in the inclusivity and clarity of certain initiatives, which sometimes led to teacher misunderstandings and resistance. This finding resonates with existing research underscoring the significance of participatory decision-making and inclusive leadership in educational contexts. When leaders involve teachers in planning and implementing performance management strategies, they are more likely to gain teacher buy-in, reduce resistance, and foster a sense of ownership among the staff. The lack of clear and inclusive communication can lead to a disconnect between leadership expectations and teacher understanding, undermining performance management systems' effectiveness. Therefore, addressing these communication gaps is critical for improving collaboration and aligning leadership strategies with the needs and concerns of the teaching staff. One way to overcome this challenge is by promoting open dialogue, where teachers can voice their concerns, share their experiences, and contribute to leadership decisions. Such collaborative practices enhance mutual understanding and build trust between leadership and staff, which is essential for creating a positive school culture and fostering sustained improvements in teacher performance. By creating more transparent, inclusive communication channels and involving teachers in the decision-making process, school leaders can help ensure that performance management initiatives are better received and more effectively implemented, ultimately leading to better outcomes for both teachers and students.

The role of leadership in fostering a supportive work environment was found to be a crucial determinant in enhancing teacher performance, with teachers who felt recognized, trusted, and fairly treated exhibiting higher levels of motivation and commitment to their roles. This finding supports organizational behavior theories, which assert that a positive work climate is essential for boosting employee morale and productivity. When leadership recognizes teachers' efforts, whether through formal awards or informal acknowledgment, it reinforces their sense of purpose and value within the school, thereby motivating them to perform at their best. Recognition acts as a key driver in strengthening teachers' professional identity and satisfaction, making them more invested in their work. However, despite the positive influence of leadership, several systemic challenges hinder sustained teacher performance. These challenges include limited resources, external pressures such as increasing curriculum demands, and the stress of standardized assessments, all of which often overwhelm teachers and divert attention from instructional priorities. These external factors can cause teachers to feel disempowered and underappreciated, making it difficult for leadership to sustain a high level of performance across the school. As such, the study highlights the need for school leadership to take a strategic approach to resource management, ensuring that teachers have the tools and support they need to navigate these challenges. Furthermore, leaders should advocate for external support, such as government funding or partnerships with local organizations, to alleviate these pressures and ensure that teachers can maintain a balanced and effective teaching practice. Addressing both internal and external factors through a holistic leadership strategy will be key to fostering a supportive work environment that nurtures teacher performance and promotes long-term success in educational outcomes.

Overall, the discussion emphasizes the complex and multifaceted nature of leadership in managing teacher performance, with leadership playing a crucial role in navigating both the strategic and interpersonal dynamics within the school. The leadership team at State Senior

High School 1 Pabelan demonstrated strong commitment to teacher development, using clear communication, goal-setting, and regular performance evaluations to guide teachers towards better performance. However, the study highlights certain areas where improvements can be made, such as enhancing communication between leadership and staff, increasing inclusivity in decision-making processes, and addressing systemic barriers like limited resources and external pressures. The importance of fostering a more participatory approach to leadership and creating a more inclusive environment where teachers feel empowered to contribute their perspectives is clear. By enhancing communication channels and ensuring that teachers are involved in the planning and execution of strategies, school leaders can mitigate resistance and foster stronger collaboration.

Additionally, addressing systemic challenges, such as advocating for additional resources or policy support, is necessary to help teachers overcome the external pressures they face, such as curriculum changes and standardized testing demands. Building on these findings, school leaders can refine their leadership strategies by focusing on these critical areas, ultimately creating a work environment that supports teacher growth and enhances overall educational outcomes. Through continuous improvement in leadership practices, the school can cultivate a culture of excellence where teachers are motivated and supported and student outcomes are positively impacted.

Conclusion

In conclusion, this study highlights the significant impact of leadership in managing teacher performance at SMA Negeri 1 Pabelan, Semarang Regency. The findings suggest that effective leadership practices, including clear communication, goal-setting, and performance evaluation, are crucial in enhancing teacher performance. Furthermore, the study underscores the importance of professional development programs, which need to be more targeted to meet the specific needs of teachers across different subject areas. While leadership at the school has successfully fostered a positive work environment and motivated teachers, challenges such as communication gaps, lack of teacher involvement in decision-making, and external systemic pressures persist. Addressing these challenges through inclusive leadership, transparent communication, and more tailored professional development could improve teacher performance and overall school outcomes. These findings contribute valuable insights into the ongoing efforts to optimize leadership practices in educational settings, providing a basis for future research and policy recommendations to enhance teacher effectiveness and school management.

Declaration of conflicting interest

There is no conflict of interest in this work.

References

- Admiraal, W., Schenke, W., Jong, L. D., & ... (2021). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional ...*, Query date: 2025-01-07 08:51:46. <https://doi.org/10.1080/19415257.2019.1665573>
- Afsar, B. (2020). Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity and innovation climate. *European Journal of Innovation Management*, 23(3), 402–428. <https://doi.org/10.1108/EJIM-12-2018-0257>
- Ahmad, S. (2021). Promoting green behavior through ethical leadership: A model of green human resource management and environmental knowledge. *Leadership and Organization Development Journal*, 42(4), 531–547. <https://doi.org/10.1108/LODJ-01-2020-0024>
- Alrowwad, A. (2020). Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, 39(2), 196–222. <https://doi.org/10.1108/JMD-02-2019-0062>
- Amanonce, J., & Maramag, A. (2020). Licensure Examination Performance and Academic Achievement of Teacher Education Graduates. ... *Journal of Evaluation and Research in ...*, Query date: 2025-01-07 08:47:54. <https://eric.ed.gov/?id=EJ1274723>
- Andrianto, S., Komardi, D., & Priyono, P. (2023). Leadership, Work Motivation, and Work Discipline on Job Satisfaction and Teacher Performance of Dharma Loka Elementary School Pekanbaru. *Journal of Applied Business and ...*, Query date: 2025-01-07 08:47:54. <https://www.e-jabt.org/index.php/JABT/article/view/117>
- Ansley, B., Houchins, D., & Varjas, K. (2019). Cultivating positive work contexts that promote teacher job satisfaction and retention in high-need schools. *Journal of Special Education Leadership*, Query date: 2025-01-07 08:47:54. <https://eric.ed.gov/?id=EJ1274904>
- Araya, R. (2019). Teacher training, mentoring or performance support systems? *Advances in Human Factors in Training, Education ...*, Query date: 2025-01-07 08:47:54. https://doi.org/10.1007/978-3-319-93882-0_30
- Arif, S., Zainudin, H., & Hamid, A. (2019). Influence of leadership, organizational culture, work motivation, and job satisfaction of performance principles of senior high school in medan city. ... *Research and Critics ...*, Query date: 2025-01-07 08:51:46. <https://pdfs.semanticscholar.org/bdfa/9db0ca6f634d11f089a068afec637f2e9ce5.pdf>
- Astuti, R., Fitria, H., & Rohana, R. (2020). The influence of leadership styles and work motivation on teacher's performance. *Journal of Social Work and ...*, Query date: 2025-01-07 08:47:54. <http://ejournal.karinosseff.org/index.php/jswse/article/view/33>
- Bahri, S., & Farizal, F. (2020). The effects of adversity quotient and spiritual quotient on teacher performance. *Asian Journal of Science Education*, Query date: 2025-01-07 08:47:54. <https://jurnal.usk.ac.id/AJSE/article/view/15983>
- Baluyos, G., Rivera, H., & Baluyos, E. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, Query date: 2025-01-07 08:47:54. <https://www.scirp.org/journal/paperinformation?paperid=94433>

- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, Query date: 2025-01-07 08:51:46. <https://eric.ed.gov/?id=EJ1201517>
- Christie, P., & Lingard, B. (2020). *Teachers and schooling making a difference: Productive pedagogies, assessment and performance*. api.taylorfrancis.com. <https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9781003117643&type=googlepdf>
- Day, C., Sammons, P., & Gorgen, K. (2020). Successful School Leadership. *Education Development Trust*, Query date: 2025-01-07 08:51:46. <https://eric.ed.gov/?id=ED614324>
- Eisenschmidt, E. (2021). A study of Finnish and Estonian principals' perceptions of strategies that foster teacher involvement in school development. *International Journal of Leadership in Education*, Query date: 2024-05-22 17:54:02. <https://doi.org/10.1080/13603124.2021.2000033>
- Gemeda, H. K. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, 6(4). <https://doi.org/10.1016/j.heliyon.2020.e03699>
- Groenewald, E., Kilag, O., Cabuenas, M., & ... (2023). THE INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP ON THE PROFESSIONAL PERFORMANCE OF TEACHERS. ... *Disciplinary Journal of ...*, Query date: 2025-01-07 08:47:54. <https://multijournals.org/index.php/excellencia-imje/article/view/204>
- Heck, R., & Reid, T. (2020). School leadership and school organization: Investigating their effects on school improvement in reading and math. *Zeitschrift Für Erziehungswissenschaft*, Query date: 2025-01-07 08:51:46. <https://doi.org/10.1007/s11618-020-00969-3>
- Kalkan, Ü., Aksal, F. A., Gazi, Z. A., & ... (2020). The relationship between school administrators' leadership styles, school culture, and organizational image. *Sage ...*, Query date: 2025-01-07 08:51:46. <https://doi.org/10.1177/2158244020902081>
- Mercader, V. (2021). A Focus on Ethical Value under the Vision of Leadership, Teamwork, Effective Communication and Productivity. *Journal of Risk and Financial Management*, 14(11). <https://doi.org/10.3390/jrfm14110522>
- Nair, B. B. (2021). The Synergy of Food and Tourism: A New Recipe for Regional Tourism Development. *African Journal of Hospitality, Tourism and Leisure*, 10(1)(10(1)), 214–221. <https://doi.org/10.46222/ajhtl.19770720-96>