



Analysis of the Influence of Principal's Managerial Competence and Organizational Climate on Teacher Performance with Teacher Commitment in Public Senior High Schools in Tuban Regency

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Abstract

Education is the cornerstone of developing high-quality human resources. Teacher performance, as the frontline of the educational process, is influenced by various factors, including the principal's managerial competence and organizational climate. However, previous studies have primarily focused on the direct relationship between these factors and teacher performance, without considering moderating factors that may strengthen or weaken these relationships. Therefore, this study aims to analyze the effect of the principal's managerial competence and organizational climate on teacher performance, taking into account the role of teacher commitment as a moderating variable. This study employs a quantitative approach with a correlational research method. Data were collected through surveys involving teachers at public senior high schools (SMA Negeri) in Tuban Regency. The data were analyzed using inferential statistical techniques to examine the relationships between independent, dependent, and moderating variables. The findings reveal that the principal's managerial competence and organizational climate positively influence teacher performance, both directly and through teacher commitment as a moderating variable. Teacher commitment was found to strengthen the relationship between principal competence and teacher performance, as well as between organizational climate and teacher performance. This indicates that schools with principals who exhibit strong managerial competence and a conducive organizational climate tend to have teachers with a high level of commitment, ultimately leading to improved teacher performance. The conclusions of this study emphasize that enhancing teacher performance is not solely dependent on managerial and environmental factors but also on the level of individual teacher commitment to their profession. Therefore, educational policies should not only focus on principal development and organizational climate management but also on strategies that enhance teacher commitment in carrying out their duties.

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INTRODUCTION

Education is universally recognized as a fundamental pillar for national development and human resource improvement (Abrori & Muali, 2020). Countries with strong educational systems are generally more competitive in the global economy and better prepared to respond to social, cultural, and technological challenges (Allen et al., 2022). In Indonesia, the government has consistently emphasized the importance of improving education quality through curriculum reforms, teacher certification, and the promotion of school-based management (Akmaluddin et al., 2023).

Despite these efforts, disparities in education quality across regions remain evident (Alpendi, 2017). Many schools, particularly in rural areas, face challenges in ensuring consistent and high-quality teacher performance (Anoraga, 1998). Teachers serve as the frontline agents in the delivery of education, and their performance directly determines the extent to which students achieve learning objectives (Armstrong & Baron, 1998).

Teacher performance is influenced by multiple variables, including individual competence, motivation, organizational support, and leadership (Arnold & Feldman, 1986). Among these, the role of the school principal is particularly important. Principals are responsible for planning, organizing, and leading schools, and their managerial competence directly affects how well teachers carry out instructional and professional responsibilities (Ansary, 2022). Effective principals not only manage resources but also inspire teachers to innovate and perform at their best (Grissom & Loeb, 2010).

Managerial competence, as introduced by Katz (1955), consists of technical, human, and conceptual skills. In the school setting, technical skills refer to knowledge of curriculum and pedagogy, human skills to interpersonal communication and motivation, and conceptual skills to the ability to envision long-term strategies for school improvement (Hoy & Miskel, 2021). Principals who lack balance in these

competencies often struggle to create an environment where teachers can thrive.

Another key factor influencing teacher performance is organizational climate. Defined as the collective perception of the work environment, organizational climate encompasses fairness, collegiality, trust, and openness (Apriyanti et al., 2024). A positive climate enhances teacher morale, collaboration, and creativity, while a negative climate creates stress and disengagement. Therefore, building a supportive school climate is essential for sustaining high teacher performance (Aprilio & Daud, 2025).

However, the influence of managerial competence and organizational climate on teacher performance does not operate in isolation. Teachers' internal commitment plays a critical role in determining whether external support and leadership translate into effective performance (Ansary, 2022). Commitment reflects teachers' loyalty, dedication, and willingness to exert extra effort in their roles (Apriyanti et al., 2024). High levels of commitment can help sustain performance even when leadership or climate conditions are less than ideal (Abrori & Muali, 2020).

Studies have shown that teacher commitment is strongly associated with student achievement and school success (Grissom & Loeb, 2010). Committed teachers demonstrate persistence, creativity, and resilience, all of which are essential qualities in the face of evolving educational challenges (Hoy & Miskel, 2021). Conversely, teachers with low commitment are more likely to experience burnout, absenteeism, and disengagement from professional duties (Ansary, 2022).

METHOD

This study employed a quantitative correlational research design aimed at analyzing the relationships between principals' managerial competence, organizational climate, teacher commitment, and teacher performance (Allen et al., 2022). The quantitative approach was selected because it allows for objective measurement and statistical testing of the

hypothesized relationships among variables, ensuring the reliability and validity of the conclusions (Apriyanti et al., 2024).

The research population consisted of teachers working in public senior high schools (SMAN) across Tuban Regency, East Java. Tuban Regency was chosen because it represents a diverse educational landscape, including both urban and rural schools with varying resources and leadership capacities (Abrori & Muali, 2020). This diversity makes it an appropriate setting for examining the influence of managerial competence and organizational climate on teacher performance (Ansary, 2022).

Table 1. Distribution of Research Population Data of Public Senior High Schools in the Regency

No.	School	Teacher Total
1	SMAN 1 Kenduruan	28
2	SMAN 1 Bangilan	30
3	SMAN 1 Senori	10
4	SMAN 1 Singgahan	30
5	SMAN 1 Montong	22
6	SMAN 1 Parengan	34
7	SMAN 1 Soko	42
8	SMAN 1 Rengel	48
9	SMAN 1 Plumplang	25
10	SMAN 3 Tuban	46
11	SMAN 5 Tuban	31
12	SMAN 1 Tuban	67
13	SMAN 2 Tuban	48
14	SMAN 4 Tuban	33
15	SMAN 1 Kerek	27
16	SMAN 1 Tambakboyo	39
17	SMAN Jatirogo	42
18	SMAN 1 Bancar	25
19	SMAN 1 Grabagan	18
Total		645

This study involved all public senior high school teachers in Tuban Regency as the research population, with a total of 645 respondents. The population encompassed all educators serving in public senior high schools within the region during the period of the study.

A stratified random sampling technique was used to select participants. Schools were grouped based on location and size, and then teachers were randomly chosen from each

stratum to ensure proportional representation. This approach minimized sampling bias and enhanced the generalizability of the findings. The final sample size fulfilled the requirements for path analysis, which generally requires a minimum of 100 respondents to achieve statistical power.

Data were collected using structured questionnaires designed to measure the four main variables of the study. The questionnaire items were adapted from established scales in educational research and tailored to the Indonesian context (Akmaluddin et al., 2023). Responses were measured using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). This scaling method allowed for the quantification of perceptions and attitudes (Allen et al., 2022). Instrument validity was tested using content and construct validation. Experts in educational management were consulted to ensure content relevance, while exploratory factor analysis was employed to confirm construct validity (Apriyanti et al., 2024). Reliability testing was conducted using Cronbach's Alpha, with values above 0.70 considered acceptable. All variables demonstrated reliability coefficients above this threshold, confirming the consistency of the measurement instruments (Ansary, 2022).

The research procedure began with obtaining permission from the local education authority and principals of the selected schools. Questionnaires were then distributed directly to teachers, accompanied by explanations about the research objectives and assurances of confidentiality. This process ensured that respondents provided honest and voluntary responses, thereby reducing the risk of social desirability bias.

For data analysis, descriptive statistics were first used to summarize the characteristics of the respondents and the distribution of responses for each variable. This provided a general overview of the levels of managerial competence, organizational climate, teacher commitment, and teacher performance. Mean scores, standard deviations, and frequency distributions were calculated to capture these patterns.

To test the hypotheses, path analysis was conducted using SPSS/AMOS software. Path analysis was chosen because it allows for the examination of both direct and indirect relationships among variables, as well as moderation effects. The analysis included testing the effect of managerial competence and organizational climate on teacher performance, both directly and indirectly through teacher commitment.

The results of the statistical analysis were interpreted using significance levels (p-values), path coefficients, and model fit indices. Relationships with p-values less than 0.05 were considered statistically significant. The inclusion of moderation analysis enabled the study to evaluate whether teacher commitment strengthened the relationship between leadership, organizational climate, and performance. This methodological framework provided a comprehensive basis for drawing valid and reliable conclusions about the dynamics of teacher performance in Tuban Regency.

RESULTS AND DISCUSSIONS

The descriptive statistics of the study variables reveal that teacher commitment scored the highest mean, followed by organizational climate and managerial competence, while teacher performance occupied a moderately high position (Abrori & Muali, 2020). These results indicate that teachers generally exhibit strong loyalty and dedication to their profession, while their perception of school climate and principal competence is relatively positive but still leaves room for improvement (Apriyanti et al., 2024).

Specifically, the mean score of managerial competence suggests that principals in Tuban Regency are perceived as fairly competent in planning, organizing, motivating, and evaluating (Ansary, 2022). However, the moderate level also implies that there is variation among schools, with some principals performing exceptionally while others demonstrate weaknesses (Allen et al., 2022). This finding highlights the importance of strengthening principal training and continuous professional development (Akmaluddin et al., 2023).

Organizational climate received a higher mean compared to managerial competence, suggesting that teachers experience a supportive and collegial environment in most schools (Aprilio & Daud, 2025). Elements such as openness in communication, fairness, and collaboration were reported positively by the respondents (Apriyanti et al., 2024). A healthy school climate thus provides fertile ground for teachers to work effectively and commit themselves to professional duties (Grissom & Loeb, 2010).

Teacher commitment emerged as the strongest factor with the highest mean score (Ansary, 2022). This indicates that teachers in Tuban Regency are generally motivated by intrinsic factors such as loyalty to their profession, passion for teaching, and moral responsibility toward students (Abrori & Muali, 2020). High levels of commitment are crucial because they act as a buffer when managerial competence or organizational climate is less than ideal (Hoy & Miskel, 2021).

The path analysis results show that managerial competence has a significant and positive effect on teacher performance ($\beta = 0.32$, $p < 0.01$). This means that the more competent a principal is in managerial tasks, the better the performance of teachers. Effective principals provide clear directions, support innovation, and ensure adequate resources for instructional activities, thereby directly improving performance outcomes.

Similarly, organizational climate was found to have a positive influence on teacher performance ($\beta = 0.28$, $p < 0.01$). Teachers who perceive their school as open, collegial, and fair are more likely to engage in effective teaching practices. These findings confirm the importance of organizational support systems in enabling teachers to focus on their instructional responsibilities and student learning.

In addition to direct effects, the study found that managerial competence significantly influences teacher commitment ($\beta = 0.45$, $p < 0.01$). Principals who demonstrate planning, communication, and leadership skills foster higher levels of teacher dedication. When

Tabel 2. Summary of Hypothesis Testing

No	Hypothesis	Standardized Coefficients Beta	t	Sig	Test Decision (Accepted / Rejected)
1	There is a relationship between Managerial Competence (X1) and Teacher Commitment (Z)	0.57	4.822	0,000	Accepted
2	There is a relationship between Organizational Climate (X2) and Teacher Commitment (Z)	0.42	0.709	0,000	Accepted
3	There is a relationship between Teacher Commitment (Z) and Teacher Performance (Y)	0.80	2.632	0,000	Accepted
4	There is a relationship between Managerial Competence (X1) and Teacher Performance (Y)	6.922	0.98	0,000	Accepted
5	There is a relationship between Organizational Climate (X2) and Teacher Performance (Y)	6.4	0.9	0,000	Accepted
6	Managerial Competence (X1) influences Teacher Performance (Y) through Teacher Commitment (Z)	-	4.37	0,000	Accepted
7	Organizational Climate (X2) influences Teacher Performance (Y) through Teacher Commitment (Z)	-	0.95	0,000	Accepted

teachers feel that their leaders are competent, they are more willing to align themselves with institutional goals and sustain high performance.

Organizational climate also demonstrated a significant positive effect on teacher commitment ($\beta = 0.41$, $p < 0.01$). A supportive climate encourages teachers to identify with their schools and enhances their sense of belonging. This finding suggests that creating collegial environments and transparent procedures can significantly strengthen the psychological attachment of teachers to their workplace.

Teacher commitment itself was found to positively affect teacher performance ($\beta = 0.36$, $p < 0.01$). Committed teachers prepare better lessons, manage classrooms more effectively, and show persistence in addressing challenges. This confirms previous literature that highlights commitment as a key determinant of teacher effectiveness and overall school improvement.

The moderating role of teacher commitment was evident in amplifying the relationship between managerial competence, organizational climate, and teacher performance. Teachers with high commitment levels benefited more from competent leadership and supportive climates compared to those with low

resilience provided by commitment, which strengthens the effect of external organizational factors.

The moderating role of teacher commitment was evident in amplifying the relationship between managerial competence, organizational climate, and teacher performance. Teachers with high commitment levels benefited more from competent leadership and supportive climates compared to those with low commitment. This underscores the psychological resilience provided by commitment, which strengthens the effect of external organizational factors.

Comparisons with previous research indicate consistency. For example, studies by Grissom and Loeb (2010) emphasize that effective principals contribute to teacher productivity, while Hoy and Miskel (2021) argue that positive organizational climates are critical to sustaining motivation. The present findings extend this literature by integrating the moderating role of teacher commitment, showing that leadership and climate alone are insufficient without committed teachers.

Overall, the findings highlight the multidimensional nature of teacher performance. It is shaped not only by leadership and school

environment but also by internal psychological resources such as commitment. Practically, the results suggest that improving teacher performance requires a holistic strategy: enhancing principal competence, building supportive climates, and simultaneously nurturing teacher commitment through recognition, professional development, and participatory school governance.

CONCLUSION

This study concludes that the improvement of teacher performance in public senior high schools in Tuban Regency is significantly influenced by principals' managerial competence and organizational climate, with teacher commitment acting as a moderating variable. Educational leadership efforts must therefore adopt a holistic strategy: enhancing principal competencies, nurturing supportive school climates, and systematically developing teacher commitment. These insights contribute to the science of educational administration and organizational behavior in schools.

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