

The Role of School Principal Management in Improving the Quality of Teacher Performance

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Abstract. Educational quality is strongly influenced by the effectiveness of school leadership and teacher performance. This study aims to examine the role of principal management in enhancing teacher performance in secondary schools. A quantitative correlational research design was employed, involving 60 teachers and 10 school principals selected through purposive sampling. Data were collected using structured questionnaires measuring principal management (planning, organizing, leading, and controlling) and teacher performance (instructional effectiveness, classroom management, and professional development). The data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis. The results indicate that both principal management and teacher performance are at high levels, with planning and leading as the strongest dimensions. Correlation analysis reveals that all dimensions of principal management are positively and significantly related to teacher performance ($p < 0.01$), with leading showing the strongest relationship ($r = 0.63$). Furthermore, multiple regression analysis demonstrates that leading ($\beta = 0.37$, $p < 0.01$) and planning ($\beta = 0.28$, $p < 0.05$) are significant predictors of teacher performance, while organizing and controlling are not significant. The model explains 42% of the variance in teacher performance ($R^2 = 0.42$). These findings highlight that instructional and relational leadership practices, particularly leadership and strategic planning, play a crucial role in improving teacher performance. The study suggests that strengthening principals' leadership competencies and focusing on strategic management practices can significantly enhance teaching quality and educational outcomes.

Keywords: Principal management, teacher performance, instructional leadership, school leadership, educational management.

1 Introduction

Educational progress is a fundamental pillar of national development. Education serves as a strategic instrument for enhancing human potential and plays a pivotal role in improving the quality of human resources, which ultimately influences a country's improvement. Through education, individuals acquire knowledge and skills that enable them to become competent and qualified members of society. Education broadens intellectual perspectives, strengthens critical thinking skills, and enhances mastery of science and technology, thus making a meaningful contribution to national development, particularly in the school context.

Moreover, schools rely significantly on the leadership of school principals and the professionalism of teachers as primary drivers of the educational process. School principals and teachers exert substantial influence on the effectiveness of teaching and learning activities experienced by students within the school environment. Without strong teacher performance and effective school leadership in managing educational institutions, efforts to improve educational quality and achieve national education standards will be exceedingly difficult to realize. In Law Invite National Education System Number 20 of 2003, contains eight component standard National education, namely content, process, competence graduates, workforce education, facilities and infrastructure, management, financing, and assessment education.

Eighth component must be improved in a way planning and periodically so that there is fundamental change. Thus, to achieve the eight components of national education, the quality of the learning process in schools is the determining factor. Learning in school will succeed if the school. The principal is capable of managing and leading the school well. Ability to manage and lead school shown from the leadership that is owned in effort to realize school as receptive to effective and efficient learning.

In essence, leadership plays such an important role and has functioned as a determinant success group or organization [1]. A similar perspective suggests that, like other organizations, the success or failure of a school is closely associated with the quality of its leadership. In this context, schools as educational organizations must be led by principals who are capable of effectively performing their leadership roles to ensure optimal institutional performance [2]. School principals, as educational leaders, are expected to perform four essential functions: (1) managing the teaching and learning process, (2) designing organizational structures that promote collaborative decision-making among stakeholders, (3) developing and articulating a clear academic vision while providing strategic direction, and (4) understanding and fostering teacher development [4].

The role of school principals is inherently complex. Beyond ensuring that schools operate effectively and efficiently, principals are also responsible for enhancing teacher performance. Improvement in teacher performance can be achieved when school leaders are able to motivate, support, and guide teachers to perform their duties with commitment and professionalism. Without adequate leadership support, teachers are unlikely to optimally fulfill their core responsibilities, including educating, guiding, training, and developing students' potential. Therefore, strengthening the role of the school principal as an educational leader is essential to improve teacher performance and, ultimately, the overall quality of education [3].

Currently, efforts are being made to repair teacher performance in Indonesia. The low teacher performance is indication from a low ability school principal in operating his role as leader education. As a result, this situation impacts not only teachers but also students. A student's potential is not explored and developed in a way maximum. Based on data published by Organization for Economic Co-operation and Development (OECD) in 2015, reported that: "School principals in Indonesia need support to develop the skills that will enable them to play their role in managing teacher induction, performance assessments and appraisals; the monitoring, promoting, and sanction of teachers; the dissemination of information about teacher performance; and accountability for overall school performance." The conditions expressed by the OECD indicate that school principals not yet capable do his role as school principal well in Indonesia have an impact on low teacher performance.

The preparation and development of school leadership are critically important, as they serve as a fundamental foundation for improving schools and the broader education system [5]. Moreover, the role of school principals has a substantial influence on the school environment, particularly in shaping teacher performance and professional behavior [3].

This study responds to a critical need for empirical clarification regarding how principal management practices translate into measurable improvements in teacher performance. While prior research has extensively emphasized leadership paradigms, limited attention has been given to the integrated role of core management functions planning, organizing, leading, and controlling as quantifiable predictors of teacher effectiveness. Accordingly, this study formulates the central research question as follows: to what extent do principal management dimensions significantly influence teacher performance within secondary school contexts?

Aligned with this objective, the study adopts a quantitative correlational design to systematically examine both the strength of relationships and the predictive power of principal management dimensions. By employing Pearson correlation and multiple regression analyses, this research not only identifies significant associations but also determines the relative contribution of each management function. The analytical approach ensures that the findings are empirically grounded, statistically robust, and directly linked to the observed variance in teacher performance outcomes.

The contribution of this study is twofold. Theoretically, it advances the educational leadership discourse by repositioning principal management as a multidimensional construct with differential effects, where leadership (leading) and strategic planning emerge as dominant predictors over administrative functions such as organizing and controlling. Practically, the findings provide evidence-based direction for school leaders and policymakers to prioritize high-impact managerial practices that demonstrably enhance instructional effectiveness. Moreover, the results highlight that, although principal management explains a substantial proportion of teacher performance variance, additional contextual factors remain influential, thereby reinforcing the need for a comprehensive and system-level approach to educational improvement.

2 Methodology

This study employs a quantitative research design with a correlational approach to investigate the role of school principal management in enhancing teacher performance. Quantitative research is particularly appropriate for examining relationships between variables and testing hypotheses using statistical methods [6]. The population for this study consists of teachers and principals from secondary schools in the region, and purposive sampling was used to select respondents who have a minimum of three years of teaching experience and are directly supervised by school principals. The final sample comprised 60 teachers and 10 school principals, ensuring that participants are familiar with the management practices being evaluated [7], [8].

Data were collected using a structured questionnaire, which was divided into two main sections. The first section assessed principal management practices, including planning, organizing, leading, and controlling activities within the school environment [9]. The second section evaluated teacher performance quality, covering instructional effectiveness, classroom management, and professional development [10]. A 5 point Likert scale was employed, ranging

from 1 (strongly disagree) to 5 (strongly agree). The instruments validity was confirmed through a Content Validity Index (CVI) involving educational management experts, and reliability was assessed using Cronbach's alpha, yielding coefficients of 0.87 for principal management and 0.91 for teacher performance, indicating high internal consistency [11].

Data analysis was conducted using SPSS version 26, applying descriptive statistics to summarize respondent characteristics and the distribution of scores. Pearson correlation analysis was used to examine the strength and direction of the relationship between principal management and teacher performance. Furthermore, multiple regression analysis was performed to determine the predictive effect of principal management on teacher performance outcomes [12]. Ethical considerations were strictly observed throughout the study, including obtaining informed consent, ensuring confidentiality, and emphasizing the voluntary participation of all respondents.

3. Results and Discussion

3.1 Results

3.1.1 Descriptive Statistics

Before conducting further analysis, the data on principal management and teacher performance were analyzed using descriptive statistics to provide an initial overview of the conditions of the variables under study. Descriptive analysis aimed to determine the mean, standard deviation, as well as the minimum and maximum values for each indicator and the overall variables.

The Principal Management variable was measured through four main indicators: Planning, Organizing, Leading, and Controlling. The results indicate that, overall, principal management is at a high level, with an overall mean of 3.95 on a 5 point scale. Among the indicators, Planning scored the highest mean (4.10), suggesting that principals perform particularly well in planning school activities and strategies. Leading also showed strong performance with a mean of 4.02, while Organizing and Controlling scored slightly lower means of 3.88 and 3.80, respectively, indicating that these areas are generally satisfactory but may require further attention.

The Teacher Performance variable was measured through three indicators: Instructional Effectiveness, Classroom Management, and Professional Development. Overall, teacher performance is at a high level, with a mean of 4.01. Instructional Effectiveness achieved the highest mean (4.12), followed by Classroom Management (4.05), indicating that teachers perform well in teaching and classroom management. Meanwhile, Professional Development scored slightly lower (3.85), suggesting that this aspect could be further enhanced.

The descriptive statistics for both variables are summarized in Table 1, providing a clear overview of the score distribution and performance levels for each indicator and overall variables.

Table 1. Descriptive Statistics of Principal Management

Variable	Mean	SD	Min	Max
Principal Management (Overall)	3.95	0.48	3.0	4.8
Planning	4.10	0.50	3.2	5.0
Organizing	3.88	0.46	3.0	4.7
Leading	4.02	0.52	3.0	4.9
Controlling	3.80	0.49	3.0	4.6
Teacher Performance (Overall)	4.01	0.42	3.1	4.8
Instructional Effectiveness	4.12	0.45	3.3	4.9
Classroom Management	4.05	0.44	3.2	4.8
Professional Development	3.85	0.50	3.0	4.6

Table 1 presents descriptive statistics for all variables. The overall mean for principal management (3.95) indicates that school leadership practices are generally perceived positively by respondents. *Planning* and *Leading* show the highest mean scores (4.10 and 4.02, respectively), suggesting that principals are effective in goal setting and guiding instructional practices. *Organizing* and *Controlling* are slightly lower but remain above average. Teacher performance also shows high scores (4.01 overall), with *Instructional Effectiveness* scoring highest (4.12), suggesting teachers are performing effectively in instructional delivery [13], [14].

3.1.2 Correlation Analysis

To examine the relationship between principal management and teacher performance, Pearson correlation analysis was conducted. This analysis aimed to determine the strength and direction of the association between each dimension of principal management (Planning, Organizing, Leading, Controlling) and overall teacher performance.

The results indicate that all dimensions of principal management are positively and significantly correlated with teacher performance at the 0.01 level (2-tailed). Among the dimensions, Leading showed the strongest correlation with teacher performance ($r = 0.63$), suggesting that principals' leadership behaviors play a crucial role in enhancing teacher effectiveness. Planning ($r = 0.59$) and Organizing ($r = 0.54$) also demonstrated strong positive relationships, while Controlling had a slightly lower correlation ($r = 0.50$). Overall, Principal Management as a whole exhibited a strong positive correlation with teacher performance ($r = 0.67$), indicating that effective principal management is closely associated with higher teacher performance.

These results are summarized in Table 2, highlighting the significant positive relationships between principal management dimensions and teacher performance.

Table 2. Pearson Correlation Between Principal Management Dimensions and Teacher Performance

Variable	Teacher Performance (r)	Sig. (2-tailed)
Planning	0.59	< 0.01
Organizing	0.54	< 0.01
Leading	0.63	< 0.01
Controlling	0.50	< 0.01
Principal Management (Overall)	0.67	< 0.01

Table 2 shows that all dimensions of principal management are positively and significantly correlated with teacher performance. *Leading* exhibits the strongest correlation ($r = 0.63$, $p < 0.01$), indicating that principals' leadership behaviors such as motivating, mentoring, and supporting teachers are strongly associated with teacher performance. Overall principal management correlates at $r = 0.67$ with teacher performance, confirming that effective school leadership is linked with improved teaching outcomes [15], [16].

3.1.3 Multiple Regression Analysis

To examine the predictive effect of principal management dimensions on teacher performance, a multiple regression analysis was conducted. This analysis aimed to identify which dimensions of principal management (Planning, Organizing, Leading, Controlling) significantly predict teacher performance and to determine the overall explanatory power of the model.

The results indicate that the regression model is statistically significant ($F = 12.45$, $p < 0.001$) and explains approximately 42% of the variance in teacher performance ($R^2 = 0.42$; Adjusted $R^2 = 0.39$). Among the predictors, *Leading* had the strongest positive effect on teacher performance ($\beta = 0.37$, $t = 3.12$, $p = 0.003$), followed by *Planning* ($\beta = 0.28$, $t = 2.51$, $p = 0.014$). Both effects are statistically significant, indicating that principals' leadership and planning activities play a crucial role in enhancing teacher performance. *Organizing* ($\beta = 0.15$, $p = 0.192$) and *Controlling* ($\beta = 0.12$, $p = 0.298$) did not have significant predictive effects in this model.

These findings are summarized in Table 3, illustrating the standardized regression coefficients, t-values, and significance levels for each principal management dimension, as well as the overall explanatory power of the model.

Table 3. Multiple Regression Predicting Teacher Performance from Principal Management Dimensions

Predictor	β (Standardized)	t	Sig.
Planning	0.28	2.51	0.014*
Organizing	0.15	1.32	0.192
Leading	0.37	3.12	0.003**
Controlling	0.12	1.05	0.298
Model Summary			
R^2	0.42		
Adjusted R^2	0.39		
F	12.45		0.000***

Table 3 presents multiple regression results examining the predictive effect of principal management dimensions on teacher performance. The regression model is statistically significant ($F = 12.45$, $p < 0.001$), explaining 42% of the variance in teacher performance (Adjusted $R^2 = 0.39$). Among predictors, *Leading* ($\beta = 0.37$, $p < 0.01$) and *Planning* ($\beta = 0.28$, $p < 0.05$) are significant, indicating they are the most influential dimensions of principal management in enhancing teacher performance. *Organizing* and *Controlling* show positive but non-significant effects, suggesting that leadership and strategic planning are more critical than administrative supervision alone [17], [18].

3.2 Discussion

The results of this study indicate that principal management plays a significant role in enhancing teacher performance. Descriptive statistics reveal that planning and leading are the strongest dimensions of principal management, suggesting that principals are effective in setting clear goals, developing instructional plans, and guiding teachers to achieve educational objectives.

This finding is consistent with instructional leadership theory, which emphasizes that effective school leaders provide direction, articulate goals, and actively support teaching practices to improve learning outcomes [13], [14]. The high mean score in instructional effectiveness implies that teachers respond positively to structured guidance and goal oriented leadership, demonstrating competence in classroom instruction and professional responsibilities.

Correlation analysis further confirms that all dimensions of principal management are positively associated with teacher performance, with leading exhibiting the strongest correlation ($r = 0.63$, $p < 0.01$). This finding highlights the importance of principals' leadership behaviors such as mentoring, providing feedback, motivating teachers, and facilitating collaborative decision making in influencing teacher effectiveness. This aligns with transformational leadership theory, which posits that leaders who inspire, empower, and develop their staff can enhance organizational outcomes [15], [16]. Meanwhile, the moderate correlations of planning, organizing, and controlling indicate that while administrative and operational activities are important, they are less impactful on teacher performance compared to relational and instructional leadership practices.

Multiple regression analysis provides further insight into the predictive power of principal management dimensions on teacher performance. Specifically, leading ($\beta = 0.37$, $p < 0.01$) and planning ($\beta = 0.28$, $p < 0.05$) emerged as significant predictors, whereas organizing and controlling were not statistically significant. This suggests that principals' leadership behaviors that actively engage and support teachers have a greater influence on performance outcomes than procedural administrative tasks. The adjusted R^2 of 0.39 indicates that approximately 39% of the variance in teacher performance is explained by principal management, demonstrating a substantial effect. These results support the assertion that relational and strategic leadership such as goal setting, mentoring, and motivation are critical for fostering teacher effectiveness [17], [18].

Furthermore, the findings have practical implications for educational leadership and policy. First, they suggest that professional development programs for principals should emphasize instructional leadership skills, including mentoring, performance feedback, and teacher motivation. Second, school improvement initiatives should focus on enhancing the capacity of principals to lead and plan strategically rather than exclusively on administrative tasks. Third, the results indicate that teacher performance is influenced by multiple factors beyond principal management, such as school culture, teacher collaboration, and available resources, highlighting the need for a comprehensive approach to school improvement [19], [14].

In conclusion, this study demonstrates that principal management, particularly the dimensions of leading and planning, significantly enhances teacher performance. By focusing on relational and strategic aspects of school leadership, educational policymakers and school administrators can improve teaching quality, which ultimately contributes to better student learning outcomes. These findings extend the literature on instructional and transformational leadership, providing empirical evidence of the mechanisms through which effective principal management impacts teacher performance in secondary schools.

4 Conclusion

This study concludes that principal management has a significant and positive influence on teacher performance, as evidenced by the descriptive, correlational, and regression analyses.

Descriptive findings indicate that both principal management and teacher performance are at high levels, with planning and leading emerging as the strongest dimensions, while professional development and controlling show relatively lower scores, suggesting areas for improvement.

Furthermore, the correlation analysis confirms that all dimensions of principal management are positively and significantly associated with teacher performance, with leading demonstrating the strongest relationship. This highlights the critical role of principal leadership behaviors such as motivating, guiding, and supporting teachers in enhancing instructional effectiveness.

Finally, the regression results reveal that leading and planning are the most significant predictors of teacher performance while organizing and controlling do not show significant effects. The model explains a substantial proportion of variance in teacher performance, indicating that strategic and relational leadership practices are more influential than administrative functions. Overall, the findings emphasize that strengthening principal leadership and planning capacities is essential for improving teacher performance and achieving better educational outcomes.

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