

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

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ABSTRACT

Teacher performance in junior high schools in Pidie Jaya District faces challenges due to varying levels of managerial quality and school climate, both essential for achieving educational goals. This study aims to assess the influence of principals' managerial quality and school climate on teacher performance in this region. A quantitative survey approach was employed, with data collected from 92 proportionally selected respondents using the Slovin formula. Multiple linear regression analysis was conducted, and hypothesis testing utilized t-tests for simple regression and F-tests for multiple regression. The analysis supports four hypotheses: (1) Principals' managerial quality positively affects teacher performance; (2) School climate positively impacts teacher performance; (3) Principals' managerial quality positively influences school climate; (4) Collectively, principals' managerial quality and school climate significantly impact teacher performance. These findings highlight the combined role of managerial quality and school climate in enhancing teacher effectiveness. The study concludes that principals should prioritize both managerial functions and the development of a supportive school climate. Effective communication, collaboration, and strong relational dynamics are key areas that need to be focused on to improve teacher outcomes. Strengthening teacher performance in Pidie Jaya requires principals to balance managerial responsibilities with fostering a positive school climate, suggesting that leadership practices focused on these areas can substantially benefit educational quality.

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1. INTRODUCTION

The effectiveness of school management, which is primarily the responsibility of school principals, hinges on various dimensions of managerial competence. These competencies, such as school program

planning, organizational development, and instructional leadership, directly impact the achievement of educational goals (Nidhomul Haq, 2023). However, there remains a gap in understanding how principals' managerial skills, particularly in fostering a positive school climate and resource leadership, influence teacher performance. This study addresses this gap by focusing on the relationship between principals' managerial quality and teacher performance in the context of educational success in junior high school in Pidie Jaya District, Aceh Province.

Traditionally, school principals were expected to demonstrate five core competencies: personality, social, academic supervision, entrepreneurship, and managerial skills (Fatimah, Yudaningsih, & Supriadi, 2024). Perka 6565 focuses on Self and Others Development, Learning Leadership, Management Leadership, and School Development Leadership. Principals who excel in self and others development are responsible, creative, motivated, and actively engage in professional organizations. Those with strong learning leadership are involved in academic activities, assessing and guiding teachers to improve the quality of instruction, which positively impacts student outcomes (Eriviana, Qomariyah, Babullah, Rizky, & Nurafifah, 2024). Principals with management and school development leadership skills work diligently, are resilient, seek the best solutions, and exhibit entrepreneurial instincts, managing all resources within the educational unit to achieve the school's vision, mission, and educational goals.

The 21st century is an era of openness closely related to competition in all areas of life, including education, economics, transportation, technology, politics, and culture. Principals must be prepared to face the challenges of the 21st century. However, they often encounter obstacles in producing managerial reports, such as limited time, resources, task complexity, and technological challenges. Batjo & Shaleh (2018) stated that human resources require strategies that must be implemented effectively and efficiently to achieve educational goals optimally. Additionally, high-quality outcomes must be accompanied by the development of professional human resources (Komariah, 2022). Another challenge faced by principals is the systematic collection and documentation of data, making it difficult to produce accurate and structured reports.

In school management, principals encounter various challenges that require strong managerial skills. They are responsible for effectively managing finances, human resources, facilities, and academic programs, which demand thorough planning, structured implementation, and ongoing evaluation. Muthahharah et al. (2021) emphasize that management in organizations involves tasks like setting strategies and coordinating employees to achieve goals through the efficient use of resources, including finances, technology, and human capital. Despite the challenges, strategies such as continuous training, providing adequate resources, collaboration, and leveraging technology can improve principals' managerial quality, ultimately benefiting teacher performance and student outcomes. Belecina & Garvida (2016) identified seven key dimensions of managerial performance, including vision-mission-goals, school improvement management, community relations, facilities management, instructional oversight, student services, and financial management. These dimensions, supported by research, highlight essential indicators of effective school leadership, such as vision, programs, and services.

This study seeks to fill a significant gap in the literature by addressing the lack of comprehensive and innovative managerial quality among school principals that could enhance teacher competence. Previous research, such as Kurniady (2022), has highlighted the importance of principals' managerial abilities in improving school quality and the importance of professional human resources in enhancing educational products. However, they have not adequately addressed the combined influence of principals' managerial quality and school climate on teacher performance, which serves as a foundation for the evaluation of principals' performance.

Previous studies typically focused on individual aspects of principal or teacher competence, such as academic supervision or human resource management, without integrating various managerial dimensions into a holistic evaluation framework. Although Komariah (2022) and Muthahharah et al. (2021) have discussed the importance of technological adaptation in school management, no research has specifically developed managerial quality models that can improve teacher performance. Komariah (2022) acknowledged the need to enhance human resource quality to achieve optimal teacher

performance but did not provide a managerial model for school principals that could be applied to improve teacher performance. Muthahharah et al. (2021) also emphasized the importance of good management in educational organizations but paid little attention to managerial processes that could help improve teacher performance.

In examining the relationship between principals' managerial quality and teacher performance, it is essential to consider the role of school climate, which refers to the overall environment shaped by social and academic interactions within the school community. A positive school climate can significantly enhance the impact of principals' managerial competencies on teacher performance, motivating teachers, increasing job satisfaction, and improving outcomes. Teacher performance, in turn, refers to how effectively teachers fulfill their responsibilities in the classroom and school, and is measured through indicators like instructional planning, classroom management, and professional development. Teachers who perform well contribute to improved student learning outcomes and positively influence the overall school climate.

While earlier studies have focused on individual aspects of school management, such as instructional leadership or resource management (Komariah, 2022; Muthahharah et al., 2021), there is limited research on how the combined influence of managerial quality and school climate affects teacher performance. High-performing school principals play a crucial role in supporting teacher effectiveness by managing resources, implementing instructional strategies, and fostering a conducive learning environment (Murphy, 2008). This study seeks to fill the gap by providing a comprehensive analysis of how the interaction between principals' managerial competencies and a positive school climate can enhance teacher performance.

School climate, which is influenced by the behaviors and relationships within the school community, also plays a critical role in shaping both teacher and student outcomes. Defined by Cohen et al. (2009) and Haynes et al. (2014) as the overall quality and character of school life, a positive climate fosters better cognitive, social, and psychological development in students. Hoy and Miskel (2022) view school climate as a relatively stable quality that influences behavior within the school. Various models of school climate measurement emphasize factors like safety, teaching practices, interpersonal relationships, and institutional environment, all of which interact with teacher performance. Despite the challenges in improving teacher performance, strategies such as continuous training, resource provision, collaboration, and the use of technology can positively impact both teacher and principal performance, ultimately improving educational outcomes in Pidie Jaya Regency.

This study is also expected to contribute to the development of educational management theory and practice, particularly in the context of enhancing the competence of school principals and teachers. The findings of this study can serve as a reference for local governments, educational institutions, and other stakeholders in formulating effective policies and training programs to enhance the managerial competence of school principals. Additionally, this research provides practical recommendations for school principals in implementing high-quality performance that can be utilized to overcome various challenges in fostering and improving teacher performance.

Given the limited research on the complex interplay between principals' managerial quality and school climate, this study seeks to address this gap by empirically testing the following hypotheses. A conceptual framework is proposed to explain both the direct and indirect effects of principals' managerial quality on teacher performance, with school climate serving as a mediating factor. The framework hypothesizes that the managerial quality of school principals positively influences teacher performance, that school climate directly impacts teacher performance, and that principals' managerial quality positively affects the overall school climate. Drawing on existing theoretical frameworks and previous empirical findings, this research explores the extent to which principals' managerial competencies—such as instructional leadership, resource management, and strategic planning—directly and indirectly influence teacher performance. By investigating these dynamics, the study contributes to a more comprehensive understanding of how leadership practices and environmental factors within schools interact to shape educational outcomes. The proposed hypotheses and framework are designed to capture

both the direct effects of managerial quality and the potential mediating role of school climate, providing a robust analytical approach to evaluating the effectiveness of school management in diverse educational settings. The research hypotheses are formulated as follows:

H1: The managerial quality of school principals positively affects teacher performance.

H2: School climate positively affects teacher performance.

H3: The managerial quality of school principals and school climate positively and significantly affect teacher performance.

2. METHODS

This study was conducted at public junior high schools in Pidie Jaya Regency, Aceh Province, Indonesia, with the unit of analysis being the teachers at these schools. The sample consisted of 92 individuals, including 5 school principals, 5 school committee members, and 82 teachers. The subjects were selected through purposive sampling to measure the managerial quality of school principals, school climate, and teacher performance. Data analysis is carried out by multiple linear regression techniques. A quantitative research method was used. Data analysis was conducted using multiple linear regression techniques to explore the relationship between variables as depicted in Figure 1.

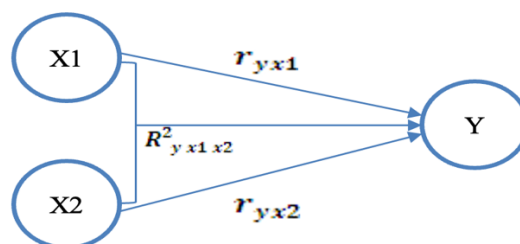


Figure 1. Relationships Among Variables

Information:

X1 = Principals' Managerial Quality

X2 = School Climate

Y = Teacher Performance

Data collection was carried out using a questionnaire with a Likert scale, offering five response options: always (5), often (4), sometimes (3), rarely (2), and never (1). The study utilized three instruments, X1, X2, and Y, which were further developed into measurable parameters. The indicators for teacher performance included optimizing resources, making accurate decisions, continually improving teaching practices, and using educational technology to enhance student learning. The indicators for measuring Principals' Managerial Quality were vision, programs, and services, while those for school climate included engagement, empowerment and autonomy, inclusiveness and equality, and the environment.

3. FINDINGS AND DISCUSSION

3.1. Validity and Reliability Tests

The instrument was tested on a sample of 30 respondents. The validity test was conducted using Pearson Product-Moment Correlation, and the validity of the performance indicators was calculated using Microsoft Excel. An item is considered valid if the calculated r-value is greater than or equal to the table r-value, where the table r-value for $n = 30$ and $\alpha = 0.05$.

Table 1. Validity and Reliability Test Results

Variable	Alpha Cronbach Value	Assumption of Reliability
Teacher Performance	0,964	High
Principals' Managerial Quality	0,963	High
School Climate	0,941	High

As shown in Table 1., As shown in Table 1, all variables have Cronbach's alpha values above 0.7, which indicates high internal consistency and reliability for the scales measuring teacher performance, principals' managerial quality, and school climate.

3.2. Linearity and Significant Regression Tests

Linearity and significant regression tests were performed using SPSS software. The constants and linear regression coefficients yielded F-values greater than the table F-values, with a p-value less than 0.05, indicating linear and significant relationships.

3.3. Correlation Among Variables

The correlation analysis results are presented in Table 2.

Table 2. Simple Correlation Coefficient Matrix Between Variables

Rij	X1	X2	Y
X1	1,000	0,251	0,204
X2	0,251	1,000	0,300
Y	0,204	0,300	1,000

Table 2 shows that the correlation between Principals' Managerial Quality and School Climate is 0.251, indicating a weak to moderate positive relationship. This suggests that while principals' managerial practices do influence the school climate, the relationship is not particularly strong, indicating the presence of other factors that may also contribute significantly to shaping the school climate. Similarly, the correlation between Principals' Managerial Quality and Teacher Performance is 0.204, which also represents a weak positive correlation. This implies that although there is a positive relationship between managerial quality and teacher performance, its strength is limited, suggesting that other variables—such as individual teacher characteristics or external conditions—may play a more substantial role in determining teacher performance. Finally, the correlation between School Climate and Teacher Performance is 0.300, showing a moderate positive relationship. This correlation indicates that a conducive school climate has a more pronounced influence on teacher performance compared to managerial quality, highlighting the importance of fostering a positive, collaborative, and supportive environment in schools to enhance teaching effectiveness. The relatively modest strength of these correlations suggests that while both managerial quality and school climate contribute to teacher performance, they are likely part of a broader set of factors that collectively impact teaching outcomes.

3.4. The Impact of Principals' Managerial Quality on Teacher Performance

The regression equation for Principals' Managerial Quality and Teacher Performance is $\hat{Y} = a + bX_1$. The results from SPSS are displayed in Table 3.

Table 3. Regression Equation X1-Y

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	2,047	,704		2,900	,007
The Principals' managerial Quality	,519	,163	,492	3,142	,004

a. Dependent Variable: Teacher Performance

The regression equation Y on X1 is $\hat{Y} = 2.047 + 0.519X1$. This equation suggests that for every unit increase in the score of Principals' Managerial Quality, the Teacher Performance score is expected to increase by 0.519 units in the same direction. The probability is less than 0.05 (sig = 0.004), indicating that the regression coefficient is significant, meaning Principals' Managerial Quality has a significant impact on Teacher Performance.

3.5. The Impact of School Climate on Teacher Performance

The regression equation for School Climate and Teacher Performance is $\hat{Y} = a + bX2$. The results are presented in Table 4.

Table 4: Regression Equation Y on X2

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1,817	,752		2,372	,024
School Climate	,568	,180	,497	3,187	,003

a. Dependent Variable: Teacher Performance

The regression equation Y on X2 is $\hat{Y} = 1.817 + 0.568X2$. This equation indicates that for every unit increase in the score of School Climate, the Teacher Performance score is expected to increase by 0.568 units in the same direction. The probability is less than 0.05 (sig = 0.003), indicating that the regression coefficient is significant, meaning School Climate has a significant impact on Teacher Performance.

3.6. The Combined Impact of Principals' Managerial Quality and School Climate on Teacher Performance

Tabel 5. Regression Equation X1, X2 dan Y

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1,838	,770		2,357	,025
School Climate	,338	,548	,305	,624	,527
Principals' managerial quality	,203	,503	,203	,416	,670

a. Dependent Variable: Teacher Performance

The regression equation for Principals' Managerial Quality and School Climate combined on Teacher Performance ($\hat{Y} = a + bX1 + bX2$) is $\hat{Y} = 1.838 + 0.338X1 + 0.203X2$. The equation suggests that for every unit increase in the scores of Principals' Managerial Quality and School Climate, Teacher

Performance scores are expected to increase by 0.338 units for X1 and 0.203 units for X2, respectively, in the same direction, with a significance level below 0.05, concluding that both variables together significantly impact Teacher Performance.

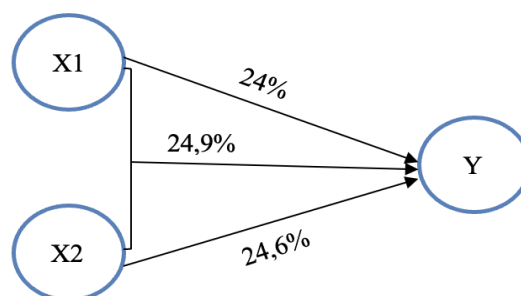


Figure 3. Determination of Variable Relationships

Source: Data Analysis Results (2023)

Based on the calculation of the determination coefficient, the R-square value for Principals' Managerial Quality is 0.240, for School Climate is 0.246, and for Teacher Performance is 0.249. This indicates that the influence of Principals' Managerial Quality on Teacher Performance is 24%, the influence of School Climate on Teacher Performance is 24.6%, and the combined influence of Principals' Managerial Quality and School Climate on Teacher Performance is 24.9%.

Discussion

The results of this study corroborate prior research findings regarding the factors influencing teacher performance. As Lavado-Antonio et al. (2024) asserted, teacher performance is shaped by several critical factors, including leadership style, organizational culture, work environment, and motivation, all of which significantly contribute to enhancing teaching effectiveness. Our findings align with this by demonstrating that principals' managerial quality and a positive school climate are key drivers in improving teacher performance. Furthermore, this study supports Estvez Borja (2024), who emphasized the importance of evaluating teacher performance as a mechanism for promoting academic growth, renewing efforts to improve student outcomes, and fostering professional development. The enhanced teacher performance observed in schools with high managerial quality and supportive climates reinforces the notion that teacher evaluation plays a crucial role in identifying areas for improvement and stimulating innovation in instructional practices. By confirming these previous findings, this study highlights the ongoing relevance of leadership and school climate in shaping an environment conducive to teacher development and effectiveness.

A school principal with strong managerial quality is responsible for ensuring that their staff's activities are conducted successfully. Effective managers can motivate their teachers to perform their duties with confidence. Fred Muwubani and Agnes Nabakiibi (2023) explain that poor managerial quality in school principals negatively impacts teacher performance. They also state that principals with strong leadership competencies positively influence teacher performance. Additionally, Dorah (2023) asserts that Principals' Managerial Skills affect teachers' job performance by improving communication, human relations, and technical skills. Therefore, a principal with high-quality managerial skills should be able to build communication, enhance relationships and collegiality, and continuously improve their technical expertise.

School climate positively influences teacher performance, meaning that a conducive school climate leads to improved teacher performance. Previous research by Aulia and Reski (2023) found that the school climate has a significant relationship with teacher job performance factors. Their findings indicate that a positive school climate directly enhances teacher performance. This assertion aligns with the research conducted by Simamere (2023), which states that school climate influences teacher

performance positively. A conducive school climate is built upon engagement, empowerment and autonomy, inclusiveness and equality, and the environment. Principals cannot directly influence student learning except through the school climate (Ross & Adams, 2022). The school climate, through its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure, can influence students, teachers, and other school members, creating a conducive environment for achieving school objectives. A positive school climate can improve staff performance, boost morale, and enhance student achievement (Freiberg & Stein, 2005).

The findings of this research have several practical implications for school managers and policy makers. Principals should prioritize leadership development programs that enhance their managerial skills in vision-based practices, collaboration, and teacher empowerment. Specifically, school leaders can implement structured feedback systems, encourage teacher participation in decision making, and form professional learning communities that foster a supportive school climate. These strategies, which are based on the concept of PEC (Participation, Empowerment and Collaboration), can significantly improve teacher performance and school climate. However, this research is not without limitations. The cross-sectional nature of the study limits its ability to establish long-term causal relationships, and the relatively small sample size, limited to a particular geographic context, may limit the generalizability of the findings. Future research should explore these relationships in more diverse educational settings and adopt longitudinal designs to better understand how managerial practices influence teacher performance over time. Additionally, given the increasing role of technology in education, future research should investigate the potential of e-leadership in fostering innovative school climates. By addressing these areas, future research can build on the contributions of this study to educational theory and leadership practice.

4. CONCLUSION

This study highlights the critical role of school climate and principals' managerial abilities in enhancing teacher effectiveness. Teacher performance improves when principals implement strategies grounded in a clear vision, effective programs, and high-quality support services. Additionally, a positive school environment that fosters collaboration, empowerment, and engagement further strengthens teacher effectiveness, with principals' managerial skills directly contributing to the creation of such a supportive climate. To operationalize these findings, principals should prioritize policies that encourage collaboration, empower teachers, and promote active participation. Practical steps include establishing regular feedback mechanisms, offering leadership opportunities to teachers, and facilitating teamwork among staff. While the study reveals strong links between managerial quality, school climate, and teacher performance, it is limited by its sample scope and focus on specific managerial strategies. Future research could extend these findings by examining these relationships across varied school contexts or investigating how particular managerial behaviors impact teacher performance over time. Ultimately, this research underscores the significance of effective school leadership in shaping both climate and teacher outcomes, suggesting that principals who adopt these insights can significantly improve educational quality by influencing teaching and learning processes.

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