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The Effect of Principal Leadership, Organizational Culture, and Teacher Commitment on Teacher Performance in Senior High Schools

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ABSTRACT

This study explores the influence of principal leadership, organizational culture, and teacher commitment on teacher performance in State Senior High Schools in West Muna Regency. Effective leadership and organizational factors are critical to improving teacher performance, a key driver of educational quality. The study involved 193 teachers selected through appropriate sampling techniques. Data were collected using a questionnaire designed to measure the variables of principal leadership, organizational culture, teacher commitment, and teacher performance. Descriptive statistics, simple linear regression, and multiple linear regression analyses were conducted using SPSS version 26. The results indicated that principal leadership had a positive and significant effect on teacher performance, contributing 4.6%. Organizational culture contributed 3%, and teacher commitment had the highest individual impact at 5.5%. When analyzed collectively through multiple linear regression, the three variables accounted for a total contribution of 11.8% to teacher performance. These findings highlight the importance of fostering effective leadership, a strong organizational culture, and teacher commitment to enhance educational outcomes. Principal leadership and organizational culture create an environment conducive to motivation and collaboration, while teacher commitment directly affects their engagement and effectiveness. The study confirms that principal leadership, organizational culture, and teacher commitment are significant determinants of teacher performance. These factors should be prioritized in educational strategies to improve the quality of teaching in high schools. Further research is recommended to explore other contributing factors and their interplay in diverse educational contexts.

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1. INTRODUCTION

Education is one of the most important aspects of human and societal development (Luna-Nemecio et al., 2020; Žalėnienė & Pereira, 2021). The best education is one that not only emphasizes academics, but also shapes students' character and social skills. Education at school is the main place for students to learn and interact with peers (Allal, 2020; Doyle, 2023). In addition, education outside of school, such as at home and in the community, also plays an important role in shaping a child's personality. Education should be holistic, integrating various learning resources to create individuals who are ready to face future challenges (Ferri et al., 2020). Thus, the basis of all quality education is formal education institutions, namely schools.

Schools play an important role in shaping students' character and academic ability (Dewi & Alam, 2020; Saputro & Murdiono, 2020). Various aspects of the school, such as the curriculum, learning environment and student relationships, support their overall development. Good leadership in schools is influential in creating a conducive and inspiring learning environment for students and teachers (Ikegbusi et al., 2021; Velarde et al., 2020, 2022). In addition, effective leadership also encourages innovation in teaching methods and better school management (Atasoy, 2020). One of the key elements in the success of a school is the active role of the leading figure, the principal.

The principal is the main leader in the school environment who is responsible for the continuity of the educational process (Dimmock, 2020). Kepala sekolah memainkan peran penting dalam membimbing visi dan misi sekolah sambil memastikan bahwa semua program selaras dengan tujuan pendidikan yang ditetapkan (Nurkhasanah et al., 2023; Nuswantoro et al., 2023). Effective leadership from a principal can create a positive learning atmosphere and support the development of students and teachers (Agustina et al., 2021; Karacabey et al., 2022). In addition, principals must also have the ability to manage resources and motivate all parties to work together for the progress of the school (Amini et al., 2022). With good leadership, the quality of education in schools can continue to improve, showing how influential leadership is in achieving mutual success.

The influence of principal leadership is instrumental in creating a positive and productive learning climate in schools (Dutta & Sahney, 2022; Velarde et al., 2020). A principal with a clear vision and good managerial skills can motivate teachers and students to achieve the best results (Rostini et al., 2022; Saleem et al., 2020). The activities initiated by the principal, both in academic and non-academic areas, contribute to the overall development of the school. In addition, principals who are able to build good relationships with all school members will create a harmonious and collaborative atmosphere (Ariyani & Zuhaery, 2021; Haiyan & Allan, 2021). Thus, the leadership role of the principal is very significant in shaping and strengthening the influence on organizational culture in schools.

Organizational culture in schools is a system of values, norms and habits that directs the behavior of all school members (Lubis & Hanum, 2020; Nabella et al., 2022). It reflects the way the school operates, from the interaction between students, teachers and school management (Atasoy, 2020). The role of the principal in building and maintaining this culture is very important, as he or she is the main role model in the application of these values (Ho et al., 2024). In addition, the active involvement of teachers in various school activities also strengthens the positive culture (Nguyen et al., 2021; Yulianti et al., 2022). When an organizational culture is well established, it creates an environment conducive to learning and professional development. Ultimately, a strong organizational culture can have a major influence on teachers' commitment in carrying out their duties and responsibilities.

Teachers' commitment to the school's vision and mission is strongly influenced by the principal's leadership (Freeman & Fields, 2023; Mansor et al., 2021). The principal's involvement in the teaching and learning process and school activities is essential to create an atmosphere that supports collaboration between teachers and students (Maponya, 2020; Uy et al., 2024). By showing dedication and concern for teachers' professional development, principals can increase their motivation and morale. Thus, a good relationship between principals and teachers can strengthen mutual trust and commitment to a common goal (Lleo et al., 2023; Saleha, 2023). In this context, the importance of open and transparent

communication cannot be ignored. Therefore, it can be concluded that teacher commitment is strongly influenced by the principal's attitude and actions in leading.

Principal leadership, organizational culture and teacher commitment play an important role in improving teacher performance in schools. Effective principals are able to provide clear direction and build positive relationships with teachers, so they feel supported and motivated (Kilag et al., 2023). In addition, a strong and positive organizational culture, where all parties are actively involved in achieving common goals, will create a work environment conducive to improving performance (Karmila et al., 2024; Srimulyani et al., 2023). Teachers' commitment to their duties is also a major factor, as highly committed teachers tend to be more enthusiastic in carrying out their responsibilities (Fei & Tien, 2024). These three elements are interrelated and can create a strong synergy. Thus, principal leadership, organizational culture, and teacher commitment can directly influence the improvement of teacher performance in schools.

Despite evidence suggesting that organizational culture and principal leadership significantly impact teacher performance (Fitria, 2018; Selfiati et al., 2021; Yulizar et al., 2020), gaps remain in understanding the interplay between these factors and teacher commitment, particularly in high school settings. While previous studies have emphasized the role of trust, motivation, and leadership styles, limited research has focused on how these variables collectively influence teacher performance in the specific context of State Senior High Schools. Additionally, most existing studies have not adequately quantified the extent of these influences using comprehensive statistical approaches.

To address this gap, this study poses the following research questions: (1) To what extent does principal leadership affect teacher performance? (2) How does organizational culture contribute to teacher performance? (3) What is the role of teacher commitment in shaping teacher performance? (4) How do these factors collectively influence teacher performance?

The aim of this research is to analyze the individual and combined effects of principal leadership, organizational culture, and teacher commitment on teacher performance in State Senior High Schools in West Muna Regency. By addressing these questions, the study seeks to contribute to the existing body of knowledge and provide actionable insights to improve teacher performance through strategic interventions in leadership, organizational culture, and teacher engagement.

2. METHODS

2.1. Research Type

Researchers classify quantitative research with the ex-post facto method, which aims to examine cause-and-effect relationships in activities or events that have occurred. This research was conducted to investigate the relationship between cause and effect in the independent and dependent variables. This method allows researchers to analyze the effect of an independent variable on the dependent variable based on existing data, without intervening or manipulating these variables.

2.2. Location and Sample of Research

The researcher chose public senior high schools in West Muna district as the research site with a total of 11 schools. This research location is in the administrative area of the West Muna Regency Government. The government is within the scope of the Southeast Sulawesi Provincial Government. There were 387 teachers as respondents spread across 11 public senior high schools in the region. By using the Slovin formula, researchers obtained 193 teachers who will be sampled in this study.

2.3. Research Variable and Operational Definition

This study employs two primary types of variables, independent and dependent. Independent variables are those that influence other variables, while the dependent variable represents the outcome of that influence. In this research, the independent variables are Principal Leadership (X1), Organizational Culture (X2), and Teacher Commitment (X3), with Teacher Performance serving as the dependent

variable (Y). The analysis aims to determine the extent to which the independent variables affect teacher performance in schools.

An operational definition of variables is needed to avoid differences in understanding the terms in this study. Teacher performance (Y) refers to the competence of teachers in managing teaching and learning activities, from planning to evaluation. Principal leadership (X1) is measured through indicators such as Educator, Manager, and Leader, which describe the principal's role in leading and motivating. Organizational culture (X2) is defined as a system of shared beliefs and values in the organization, with indicators of involvement, consistency, adaptation, and mission. Meanwhile, teacher commitment (X3) reflects teachers' attachment to their profession, with indicators of affective, continuance, and normative commitment.

2.4. Data Collection Technique and Instruments

The research was conducted using questionnaires as a means of obtaining information or data on teacher performance, principal leadership, organizational culture and teacher commitment in public high schools in West Muna Regency. Researchers gave questionnaires directly to teachers in the West Muna Regency area. The number of questionnaires given was in accordance with the research sample. The questionnaire used is closed-ended consisting of four answer options using a *Likert* scale with a score of 1-4.

This research instrument uses a questionnaire sheet as a tool to collect data on the variables studied, namely principal leadership, organizational culture, teacher commitment, and teacher performance. The validity test was conducted to ensure that the instrument can measure what should be measured, involving the assessment of two expert lecturers as validators. The analysis showed that all statement items in each variable were valid because the rcount value for each statement was greater than the rtable value (0.361). In detail, of the 24 statements for the principal leadership variable, 16 statements for organizational culture, 15 statements for teacher commitment, and 22 statements for teacher performance, all met the validity requirements. Thus, each item of the statement can be used as a valid measuring instrument in this study. While the reliability results show that variable X_1 with a *Cronbach's Alpha* value of 0.866> 0.60, variable X_2 with a *Cronbach's Alpha* value of 0.890 > 0.60, variable X_3 with a Cronbach' *s Alpha* value of 0.927> 0.60 and variable Y with a *Cronbach's Alpha* value of 0.907 > 0.60. From the results of the analysis, it can be concluded that the questionnaire used for all variables was declared consistent or reliable.

2.5. Data Analysis Techniques

This study uses two analysis techniques, namely descriptive analysis and prerequisite tests. Descriptive analysis in this study was used to provide an overview of the distribution of data from each variable studied. The descriptive analysis results are evaluated using the mean, maximum and minimum values, standard deviation, variance, and data range. Additionally, the research data are categorized into low, medium, and high groups based on the mean and standard deviation. This categorization helps identify the data distribution within each group and simplifies the interpretation of the research findings.

In addition to descriptive analysis, this study also conducted several prerequisite tests such as normality, linearity, multicollinearity, and heteroscedasticity tests to ensure that the data qualify for regression analysis. The normality test is conducted to determine whether the data is normally distributed, while the linearity test aims to measure the linear relationship between the independent and dependent variables. The multicollinearity test aims to detect strong correlations between independent variables that could impact the regression results, while the heteroscedasticity test ensures that the regression model does not exhibit non-constant residual variability. Once these prerequisites were fulfilled, hypothesis testing was performed using simple and multiple linear regression to assess the effect of independent variables on the dependent variable, both individually and collectively.

3. FINDINGS AND DISCUSSION

3.1. Descriptive Statistic

The descriptive statistical analysis for the school leadership variable (X1) was measured using a questionnaire consisting of 24 statements, with 193 teachers as respondents. The results showed a minimum score of 59 and a maximum score of 81. The median score was 72.00, the mean was 71.78, and the standard deviation was 4.071. A frequency distribution calculation was also conducted for the variable X1, as shown in Table 1. The majority of respondents (27.46%) scored between 71 and 73, while only a small percentage (1.04%) scored between 59 and 61, indicating a relatively high overall perception of school leadership.

Table 1. Frequency Distribution of School Leadership Variable

No	Class Interval	Frequency	Percentage
1	59 – 61	2	1.04%
2	62 – 64	6	3.11%
3	65 – 67	16	8.29%
4	68 – 70	50	25.91%
5	71 – 73	53	27.46%
6	74 – 76	43	22.28%
7	77 – 79	17	8.81%
8	80 – 82	6	3.11%
	Total	193	100%

Source: Data by Researcher

The calculation of the ideal mean and ideal standard deviation for the school leadership variable (X1) is as follows:

$$Mi = (\text{maximum score} + \text{minimum score}) / 2 = (81 + 59) / 2 = 70$$

$$SDi = (\text{maximum score} - \text{minimum score}) / 6 = (81 - 59) / 6 = 4$$

The categorization of the school leadership variable is based on these calculations: low if $X < 66$, medium if $66 \leq X < 74$, and high if $X \geq 74$. The categorization distribution for the X1 variable is shown in Table 10. It indicates that 5.70% of respondents fall into the "low" category, 60.10% into the "medium" category, and 34.20% into the "high" category. Based on this analysis, the school leadership variable (X1) is predominantly interpreted as being in the "medium" category.

Table 2. Categorization Distribution of School Leadership Variable

No.	Interval	Category	Frequency	Percentage
1	$X < 66$	Low	11	5.70%
2	$66 \leq X < 74$	Medium	116	60.10%
3	$X \geq 74$	High	66	34.20%

Source: Data by Researcher

The descriptive statistical analysis for the organizational culture variable (X2) was conducted using a questionnaire comprising 16 statements with a total of 193 teacher respondents. The results revealed a maximum score of 57 and a minimum score of 38. The analysis yielded a median of 48.00, a mean of 47.99, and a standard deviation of 3.693. The frequency distribution for the organizational culture variable is summarized in Table 3 below. This table shows the various intervals of scores, indicating that 2.07% of respondents scored between 38 and 40, while the highest frequency of 30.05% fell within the interval of 47 to 49.

Table 3. Frequency Distribution of Organizational Culture Variable

No.	Class Interval	Frequency	Percentage
1	38 – 40	4	2.07%
2	41 – 43	21	10.88%
3	44 – 46	43	22.28%
4	47 – 49	58	30.05%
5	50 – 52	45	23.32%
6	53 – 55	18	9.33%
7	56 – 58	4	2.07%
	Total	193	100.00%

Source: Data by Researcher

The highest frequency of responses for the organizational culture variable (X2) is found in the interval of 47 to 49, with 58 respondents accounting for 30.05% of the total, while the lowest frequencies are observed in the intervals of 38 to 40 and 56 to 58, each with only 4 respondents, representing 2.07%. The ideal mean and standard deviation for the organizational culture variable are calculated as follows:

$$Mi = (\text{maximum score} + \text{minimum score}) / 2 = (57 + 38) / 2 = 47.5$$
$$SDi = (\text{maximum score} - \text{minimum score}) / 6 = (57 - 38) / 6 = 3$$

Based on these calculations, the categorization thresholds for organizational culture are defined: Low = $X < 44.5$, Medium = $44.5 \leq X < 50.5$, and High = $X \geq 50.5$. The frequency distribution for these categories is summarized in Table 3, indicating that 35 respondents (18.13%) fall into the low category, 100 respondents (51.81%) are in the medium category, and 58 respondents (30.06%) are classified as high. Therefore, it can be concluded that the organizational culture variable (X2) is interpreted as being in the medium category.

Table 4. Distribution of Categorization for the Organizational Culture Variable

No.	Interval	Category	Frequency	Percentage
1	$X < 44.5$	Low	35	18.13%
2	$44.5 \leq X < 50.5$	Medium	100	51.81%
3	$X \geq 50.5$	High	58	30.06%

Source: Data by Researcher

The descriptive statistical analysis of the teacher commitment variable (X3), based on a questionnaire with 15 statements completed by 193 teachers, reveals a highest score of 51 and a lowest score of 33. The mean score is 43.11, with a median of 43.00 and a standard deviation of 3.504. The frequency distribution for teacher commitment is detailed in the table below, showing that the highest frequency is observed in the interval 41–43, with 59 teachers (30.57%), while the lowest frequency is in the intervals 33–35 and 50–52, with only 1 (0.52%) and 2 (1.04%) teachers.

Table 5. Distribution of Categorization for the Teacher Commitment Variable

No.	Class Interval	Frequency	Percentage
1	33 – 35	1	0.52%
2	36 – 38	19	9.84%
3	39 – 40	45	23.32%
4	41 – 43	59	30.57%
5	44 – 46	47	24.35%
6	47 – 49	20	10.36%
7	50 – 52	2	1.04%
	Total	193	100.00%

Source: Data by Researcher

The highest frequency of responses for the teacher commitment variable (X3) is found in the interval of 41 to 43, with 59 respondents accounting for 30.57% of the total, while the lowest frequency is observed in the interval of 33 to 35, with only 1 respondent, representing 0.52%. The ideal mean and standard deviation for the teacher commitment variable are calculated as follows:

$$Mi = (\text{maximum score} + \text{minimum score}) / 2 = (51 + 33) / 2 = 42$$
$$SDi = (\text{maximum score} - \text{minimum score}) / 6 = (51 - 33) / 6 = 3.$$

Based on these calculations, the categorization thresholds for teacher commitment are defined: Low = $X < 39$, Medium = $39 \leq X < 45$, and High = $X \geq 45$. The frequency distribution for these categories is summarized in Table 14, indicating that 20 respondents (10.36%) fall into the low category, 104 respondents (53.89%) are in the medium category, and 69 respondents (35.75%) are classified as high. Therefore, it can be concluded that the teacher commitment variable (X3) is interpreted as being in the medium category.

Table 6. Distribution of Teacher Commitment Variable Categorization

No.	Interval	Category	Frequency	Percentage
1	$X < 39$	Low	20	10.36%
2	$39 \leq X < 45$	Medium	104	53.89%
3	$X \geq 45$	High	69	35.75%

Source: Data by Researcher

The descriptive statistical analysis for the teacher performance variable (Y), based on a questionnaire with 22 statements completed by 193 teachers, reveals a maximum score of 74 and a minimum score of 52. The analysis shows a mean of 65.77, a median of 66.00, and a standard deviation of 3.787. The frequency distribution of variable Y is presented in Table 15, which indicates that the highest frequency of responses occurs in the interval of 64 to 66, with 59 respondents accounting for 30.57% of the total, while the lowest frequencies are seen in the intervals of 52 to 54 and 55 to 57, with only 1 (0.52%) and 3 (1.55%) respondents.

Table 7. Distribution of Teacher Performance Variable Categorization

No.	Class Interval	Frequency	Percentage
1	52 – 54	1	0.52%
2	55 – 57	3	1.55%
3	58 – 60	12	6.22%
4	61 – 63	34	17.62%
5	64 – 66	59	30.57%
6	67 – 69	47	24.35%
7	70 – 72	32	16.58%
8	73 – 75	5	2.59%
	Total	193	100%

Source: Data by Researcher

The highest frequency for the teacher performance variable (Y) is found in the interval of 64 to 66, with 59 respondents accounting for 30.57%, while the lowest frequency occurs in the interval of 52 to 54, with only 1 respondent representing 0.52%. The calculations for the ideal mean and standard deviation for the teacher performance variable yield an:

$$Mi = (\text{maximum score} + \text{minimum score}) / 2 = (74 + 52) / 2 = 63,$$
$$SDi = (\text{maximum score} - \text{minimum score}) / 6 = (74 - 52) / 6 = 3$$

The categorization thresholds for the teacher performance variable are defined as follows: Low = $X < 60$, Medium = $60 \leq X < 66$, and High = $X \geq 66$. The frequency distribution for these categories is summarized in Table 16, indicating that 10 respondents (5.18%) fall into the low category, 81 respondents (41.97%) are classified as medium, and 102 respondents (52.85%) fall into the high category. Therefore, it can be concluded that the teacher performance variable (Y) is interpreted as being in the high category.

Table 8. Distribution of Categories for Teacher Performance Variable

No.	Interval	Category	Frequency	Percentage
1	$X < 60$	Low	10	5.18%
2	$60 \leq X < 66$	Medium	81	41.97%
3	$X \geq 66$	High	102	52.85%

Source: Data by Researcher

3.2. Prerequisite Tests

3.2.1 Linearity Test

The linearity test is carried out to determine how each independent variable and the dependent variable relate to each other. Decision-making is based on paying attention to the acquisition of the Sig value of Deviation from Linearity > 0.05. It can be stated that there is a linear relationship in each independent variable to the dependent variable, while if the $Sig\ value. < 0.05$, then it is said to be non-linear.

The analysis of the linearity tests for variables X1, X2, and X3 against variable Y was conducted using SPSS, and the results are summarized in the table below. The linearity test for variable X1 (School Leadership) against Y (Teacher Performance) yielded a Sig. value of 0.511, which is greater than 0.05, indicating a linear relationship. Similarly, the linearity test for variable X2 (Organizational Culture) against Y resulted in a Sig. value of 0.158, also greater than 0.05, confirming the presence of a linear relationship.

Furthermore, the linearity test for variable X3 (Teacher Commitment) against Y produced a Sig. value of 0.553, again exceeding the 0.05 threshold, which suggests a linear relationship as well. These

findings collectively indicate that all three independent variables (X1, X2, and X3) have a linear relationship with the dependent variable (Y).

Table 9. Results of the Linearity Tests for X1, X2, and X3 Against Y

No.	Relationship Variable	F Calculated	Sig	Description
1	X1 with Y	0.96	0.511	Linear
2	X2 with Y	1.359	0.158	Linear
3	X3 with Y	0.911	0.553	Linear

Source: Data by Researcher

3.2.2 Multicollinearity Test

The multicollinearity test was carried out to evaluate the degree of correlation among the independent variables by analyzing the Variance Inflation Factor (VIF) values. Multicollinearity is considered absent when the VIF value for each variable is less than 10. The VIF results for the independent variables X1 (Principal Leadership), X2 (Organizational Culture), and X3 (Teacher Commitment) are presented in the table below.

Table 10. Results of the Linearity Tests for X1, X2, and X3 Against Y

No	Variable	VIF	Description
1	School Leadership	1.02	No multicollinearity detected
2	Organizational Culture	1.001	No multicollinearity detected
3	Teacher Commitment	1.021	No multicollinearity detected

Source: Data by Researcher

Based on the results presented in Table 10, it can be concluded that there is no multicollinearity among the independent variables X1, X2, and X3.

3.2.3 Heteroscedasticity Test

The heteroscedasticity test is a test conducted to determine whether there is an inequality of residuals from each observation in the regression analysis. In this study, the heteroscedasticity test was used to fulfill the regression analysis based on the scatterplot graph. There are several criteria that must be met: (1) The data should be spread around the number 0, both below and above it; (2) The data should not be concentrated in only one specific area; (3) The pattern of data distribution does not show a wave pattern that widens, narrows, and widens again; and (4) The data does not form a certain pattern. If the graph meets these four criteria, then it can be confirmed that heteroscedasticity does not occur.

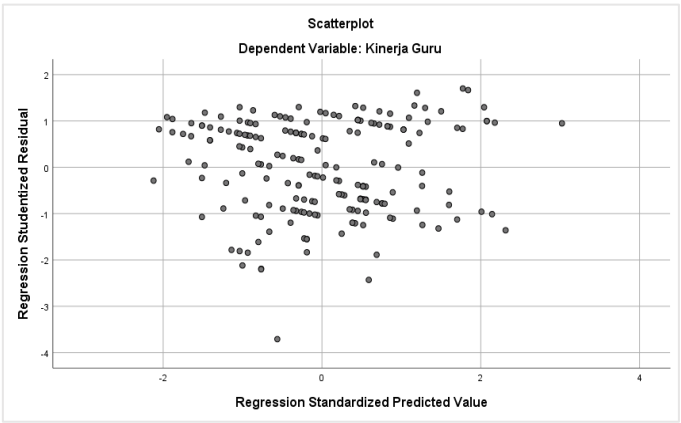

Figure 1. Scatterplot of Heteroscedasticity Test Results

The scatterplot meets the decision-making criteria, leading to the conclusion that there is no indication of heteroscedasticity. This shows that the regression model meets the ideal conditions have been met and hypothesis testing can be continued.

3.3. Hypothesis Test

Hypothesis testing was conducted in order to verify the validity of the accuracy of the assumptions. In this context, a simple regression test was conducted to evaluate the influence of four different hypotheses. The main objective was to assess the effect of the variables X1,X2 and X3 on the variable (Y). This test consists of Simple Linear Regression Test and Multiple Linear Regression Test.

3.3.1 Simple Linear Regression Test

In this study, the first hypothesis states that there is a positive and significant influence between the Principal Leadership variable (X1) on Teacher Performance (Y). The regression analysis results show that the equation obtained is Y = 51.486 + 0.199X1. The regression coefficient value of 0.199 indicates that every 1% increase in the Principal Leadership variable will increase Teacher Performance by 0.199. In addition, the R^2 value of 0.046 indicates that 4.6% of the variation in Teacher Performance can be explained by Principal Leadership. The t-test result shows the tcount of 3.026, which is greater than the ttable of 1.972 (α = 0.025), so Ha1 is accepted and H01 is rejected, confirming the positive and significant effect of Principal Leadership on Teacher Performance.

The second hypothesis suggests that there is a positive and significant influence between Organizational Culture (X2) on Teacher Performance (Y). The regression analysis results in the equation Y = 57.273 + 0.177X2. The regression coefficient of 0.177 indicates that every 1% increase in the Organizational Culture variable will increase Teacher Performance by 0.177. The R^2 value of 0.030 indicates that Organizational Culture affects 3% of Teacher Performance. With a tcount value of 2.423, which is also greater than the ttable of 1.972 (α = 0.025), it can be concluded that Ha2 is accepted and H02 is rejected, indicating a positive and significant effect of Organizational Culture on Teacher Performance.

The third hypothesis states that there is a positive and significant influence between Teacher Commitment (X3) on Teacher Performance (Y). The regression equation obtained is Y = 54.835 + 0.254X3. The regression coefficient of 0.254 indicates that every 1% increase in Teacher Commitment will increase Teacher Performance by 0.254. With an R^2 value of 0.055, Teacher Commitment contributes 5.5% to Teacher Performance. The tcount value of 3.337 is greater than the ttable 1.972 (α = 0.025), so Ha3 is accepted and H03 is rejected, indicating that there is a positive and significant effect of Teacher Commitment on Teacher Performance.

Table 11. Hypothesis Test Results of Variable Influence on Teacher Performance

Independent Variable	Constant	Regression Coefficient	t	F	Sig	R^2
School Leadership	51.486	0.199	3.026	9.16	0	0.046
Organizational Culture	57.273	0.177	2.423	5.871	0	0.03
Teacher Commitment	54.835	0.254	3.337	5.871	0	0.055

Source: Data by Researcher

3.3.2 Multiple Linear Regression Test

The fourth hypothesis of this study is: Ha4 = There is a positive and significant effect of Principal Leadership (X1), Organizational Culture (X2), and Teacher Commitment (X3) variables simultaneously on Teacher Performance (Y) variables. Meanwhile, H04 states that there is no positive and significant effect of Principal Leadership (X1), Organizational Culture (X2), and Teacher Commitment (X3) variables simultaneously on Teacher Performance (Y) variables. The results of multiple linear regression analysis show that the variables of Principal Leadership (X1), Organizational Culture (X2), and Teacher Commitment (X3) simultaneously have a significant influence on Teacher Performance (Y). The regression equation obtained is Y = 35.210 + 0.189X1 + 0.171X2 + 0.204X3. From this equation,

the constant value of 35.210 indicates that if the three independent variables are assumed to be zero, then Teacher Performance remains at 35.210. In addition, every one unit increase in the Principal Leadership variable will increase Teacher Performance by 0.189, while changes in the Organizational Culture and Teacher Commitment variables will increase Teacher Performance by 0.171 and 0.204, respectively.

The significance test shows that the significance value for the three independent variables is 0.000, which is much smaller than 0.05. The Fcount value obtained is 8.420, while the Ftable for degrees of freedom (DF1 = 3, DF2 = 189) is 2.65. The results of this analysis show that Fcount > Ftable, namely 8.420 > 2.65, which means there is a significant simultaneous influence of the Principal Leadership, Organizational Culture and Teacher Commitment variables on Teacher Performance. Therefore, it can be concluded that Ha4 is accepted and H04 is rejected, which indicates that these three variables contribute significantly to Teacher Performance.

Table 12. Hypothesis Test Results of the Influence of Principal Leadership on Teacher Performance

Independent Variables	Constant	Regression Coefficient	T	F	Sig	R^2
School Leadership (X1)	35.21	0.189	2.74	8.42	0	0.118
Organizational Culture (X2)		0.171	2.507			
Teacher Commitment (X3)		0.204	2.953			

Source: Data by Researcher

This study examined the impact of principal leadership on teacher performance in this discussion segment using a questionnaire that was completed by 193 teachers at State High Schools in West Muna Regency. With a regression coefficient value of 0.199 and a significance value (sig.) < 0.05, the study's findings demonstrate a positive and significant relationship between the principal leadership variable (X1) and teacher performance (Y). The R Square of 0.046 indicates that the principal's leadership affects teacher performance by 4.6%, while the t-count value of 3.026 is higher than the t-table of 1.972. These results highlight how crucial school administrators are in raising teacher effectiveness and demonstrate how effective leadership may maximize performance through initiatives that increase staff capacity.

The results of this research show that there is a positive and significant influence between the Organizational Culture (X2) variable on Teacher Performance (Y), with a regression coefficient value of 0.177 and a significance value below 0.05. The t-calculated value of 2.432 is greater than the t-table of 1.972, while the R Square shows a value of 0.030, which means that organizational culture has an influence on teacher performance by 3%. These findings indicate that, although organizational culture has a smaller impact compared to other factors like salary and working conditions, a strong organizational culture plays a crucial role in guiding and directing the behavior of all school members and fostering a supportive learning environment. Consequently, organizational culture contributes to enhancing teacher performance in State Senior High Schools in West Muna Regency.

The results of this research show that there is a positive and significant influence of the Teacher Commitment (X3) variable on teacher performance (Y), with a regression coefficient value of 0.254 and a t-count of 3.337 which is greater than the t-table of 1.972. The R Square value of 0.055 indicates that teacher commitment influences teacher performance by 5.5%, while 94.5% is influenced by other factors. Teachers' commitment reflects the extent to which they feel connected to their profession and appreciate the responsibilities they undertake. Teachers who have high commitment tend to show dedication and loyalty to the school, and carry out their duties more effectively and efficiently. This research proves that teacher commitment plays an important role in optimizing performance, and strengthening teacher commitment can be an important strategy for improving the quality of education in schools. This finding is in line with the results of previous research which shows a positive influence between teacher commitment and teacher performance.

The results of this research show that the principal's leadership, organizational culture, and teacher commitment simultaneously have a positive and significant effect on teacher performance, with

a significance value of 0.000 and fcount 8.420, which is greater than ftable 2.65. The R^2 value of 0.118 indicates that these three variables contributed 11.8% to teacher performance, while 88.2% was influenced by other factors not studied. This research confirms that good principal leadership can improve teacher performance, where a strong organizational culture shapes professional behavior and strengthens teacher commitment to educational responsibilities. Teacher commitment was also found to be the main determining factor in encouraging increased performance, where teachers who are highly committed tend to show dedication and better work results. Thus, the synergy between these three factors is important to achieve optimal performance in the educational environment, create a supportive work atmosphere, and ensure teacher dedication in carrying out their roles, thereby contributing to the achievement of the school's vision.

This research shows that the principal's leadership, organizational culture, and teacher commitment simultaneously have a positive and significant influence on teacher performance in State Senior High Schools in West Muna Regency. The results of the analysis show that the principal's leadership contributed 4.6%, organizational culture 3%, and teacher commitment 5.5% to teacher performance, with the total contribution of the three variables reaching 11.8%. These findings underscore the important role of principals in improving teacher performance through programs that build staff capacity and create a strong organizational culture to support professional behavior. In addition, teacher commitment is proven to be a key factor that drives increased performance, where teachers who have high commitment tend to show dedication and better work results. Thus, synergy between leadership, organizational culture, and teacher commitment is very important to achieve optimal performance in the educational environment and contribute to the achievement of the school's vision.

3. CONCLUSION

This study provides valuable insights into the influence of principal leadership, organizational culture, and teacher commitment on teacher performance in State Senior High Schools in West Muna Regency. The findings reveal that principal leadership, organizational culture, and teacher commitment are perceived at a moderate level by teachers. The hypothesis testing confirms that each variable has a positive and significant influence on teacher performance, with principal leadership contributing 4.6%, organizational culture contributing 3%, and teacher commitment contributing 5.5%. Collectively, these factors explain 11.8% of the variance in teacher performance, highlighting their combined significance in shaping teacher outcomes.

However, this study has limitations. First, the research focuses exclusively on high schools in a specific region, which may limit the generalizability of the findings to other educational settings or regions. Second, the study relies solely on quantitative methods, which may not capture the deeper nuances of how these factors interact. Lastly, other potential variables influencing teacher performance, such as technological integration, professional development, or external policy factors, were not explored in this study. Future research should address these limitations by expanding the study to include diverse educational contexts and regions, adopting mixed-method approaches to provide a more comprehensive understanding of the dynamics, and exploring additional variables that may contribute to teacher performance. Such studies could further inform educational policies and strategies to enhance teacher effectiveness and, ultimately, student outcomes.

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