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The influence of instructional leadership and work commitment on teacher performance

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ABSTRACT

This research explores the influence of the principal's instructional leadership and teacher work commitment on teacher performance in Vocational High Schools in Padang City. This research aims to measure how much the two variables contribute to the effectiveness of teacher performance. Using descriptive quantitative methods, this research involved 133 teachers as samples. Regression analysis is used to analyze the relationship between variables. The research showed that the principal's instructional leadership contributed 7.8% to improving teacher performance, while work commitment contributed 22.5%. When these two variables were combined, they explained 23.1% of the variability in teacher performance. This research underlines the importance of effective instructional leadership and high work commitment in improving teacher performance. In addition, this research recommends that other factors that influence teacher performance, such as social support and school culture, be further explored in future research. In conclusion, these findings provide important insights for developing educational policies that support the role of principals as instructional leaders and motivate teachers' work commitment, which can ultimately improve overall educational outcomes.

Keywords: educational, educational policies, teacher performance, principal's role, educational management

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INTRODUCTION

Formal institutions are educational units that produce intellectuals and personalities for nation-building (Sunardi et al., 2019). The principal's ability to optimally control and manage the school determines the success or failure in attaining set goals (Sunardi et al., 2019). The firm learning leadership model (instructional leadership), which focuses on creating curricular standards, assessing student progress, and maximizing study time, is a definitive characteristic of an effective school head (Friadi et al., 2020; Moos et al., 2011) This leadership type helps students become successful (Cotton, 2003). It focuses on five administrative components: (1) emphasizing learning, (2) fostering cooperation, (3) analyzing students' accomplishments, (4) teacher development, and (5) modifying curriculum, teaching, and assessment processes (Pranata, 2024). The quality of teaching practice is the emphasis of instructional leadership. Furthermore, it does not directly provide circumstances for effective teaching (Bendikson et al., 2012).

Different academic leadership practices were discovered to enhance performance. According to Afrina (2019), it has a favorable impact on subordinates' performance. Transformational leadership has direct and indirect relationships with professional learning

(Bendikson et al., 2012; Liu & Hallinger, 2018). Teachers tend to benefit from this situation since it allows them to put their knowledge into practice (Bendikson et al., 2012). According to Robinson et al., academic leadership has a consistently favourable effect on learning. Currently, teacher performance in Indonesia is reportedly low, linked to principal's inability to carry out their responsibilities as educational leaders (Nasib Tua Lumban Gaol, 2018). The inabilities of these principals influence both instructors and students (Nasib Tua Lumban Gaol, 2018). Statistics from the Organization for Economic Co-operation and Development (OECD) support this assertion (Codding & Goldberg, 2023), which showed that school leaders cannot execute their functions adequately, negatively influencing teacher performance. The leadership of the school head has an influence on several aspects of the educational environment, including instructors, the learning process, the overall atmosphere of the school, and ultimately, the academic performance of students (Al-Mahdy et al., 2018; Liu & Hallinger Ingersoll et al., 2017). The principal's academic leadership behavior contributes to school effectiveness (Blatti et al., 2019; Mosoge et al., 2018). A strong and positive relationship exists between the work dedication of teachers and the academic leadership demonstrated by principals. Moreover, a noteworthy determinant of teacher dedication is the academic leadership demonstrated by principals (Cansoy et al., 2022). This study demonstrates the significance of principals' academic leadership conduct in fostering heightened levels of teacher job commitment.

A teacher's willingness to put forth diligent effort in support of the institution directly correlates with the level of dedication they show towards the school (Han et al., 2016). The enhancement of teaching in schools is contingent upon the principal's instructional leadership, which involves the provision of guidance, resources, and support to teachers (Supardi, 2015). The existence of direction and assistance provided can improve the professional competence of teachers. The study's findings indicate that there is a notable impact of professional competence on teacher effectiveness (Baety, 2021). Teachers who have professional competence can be able to carry out their duties properly to achieve quality performance (Baety, 2021). As for improving the performance of teachers, especially honorary or part-time teachers, the school head can do this by giving thanks and appreciation, encouraging teachers to express ideas in meetings and providing positive feedback (Ferreira et al., 2009; Holmes, 2017; McKee & McKee, 2008).

The principal's function significantly impacts the school environment, particularly the teaching staff or instructors (Susanto, 2016; Tjabolo & Herwin, 2020). One of the elements that influence teacher performance is poor leadership (Rosmawati et al., 2020). Based on the survey findings, the principal's leadership policy, which directly impacts teacher performance, remains low (Fitria, 2018). Teachers are usually out of class during lesson hours. Some do not fulfil the required academic credentials and are poorly motivated to attend seminars, training, workshops, etc. Fitria, (2018) stated that they cannot demonstrate professionalism due to the aforementioned attributes.

Additionally, a phenomenon pertaining to teacher performance was discovered, as evidenced by the class schedule at 07.30 WIB: nearly 60% of teachers were tardy. Data source: Monthly report from the deputy principal. Similarly, 75% of teachers were, on average, five to ten minutes late for class during the shift in school hours. (2) There is a deadline for collecting learning papers, but only 40% of the 120 teachers who gathered learning materials did so on time, and 60% collected them beyond the deadline. (3) The teacher's poor capacity to implement novel, engaging teaching strategies. Instructors feel better at ease presenting material through lectures, which makes students less engaged in the class. Data source: Report on School head Supervision. (4) Teachers continue to arrive late to complete assignments for students due to personal issues unrelated to teaching and learning activities; this results in insufficient time for learning (Scholtz et al., n.d.), which makes learning ineffective. (5) A lack of initiative on the part of teachers to learn new digital-based teaching techniques, even though the field of education greatly needs new digital-based teaching techniques these days. Because digital media offers a wide range of educational advancements above traditional learning, it can replace dull and limiting traditional learning (Nofriansyah et al., 2020).

Based on the first observations, it seems that instructor performance is still subpar. Ineffective teachers will cause the learning process to progress more slowly than intended,

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preventing students from achieving the intended learning objectives in the classroom (C. Chen et al., 2024). Several things can impact the effectiveness of teachers in classrooms. The school's school head is one of them. Integrating teacher instruction within the educational setting is inherently intertwined with the crucial leadership function assumed by the school administrator. In order to operate efficiently, it is imperative for each teacher to get direction and guidance from the principal (Gunawan & Adha, 2021). The presence of the school head is crucial in facilitating the achievement of the school's objectives (Mulyani et al., 2020). The efficacy of school principals in effectively guiding and overseeing educational professionals inside their respective institutions substantially influences academic outcomes within schools. The school head also has a significant role in shaping the evolution of a school.

Other contributing elements include an academic organizational structure that is not yet optimal regarding work division and an authoritarian leadership style. This leads to a lack of discipline and faith in leaders. Teacher performance is also influenced by trust (Fitria, 2018) because it has a positive effect on schools (Özgenel, 2019). Hence, given the apparent influence of principals' academic leadership and work dedication on teacher performance, the objective of this study is to ascertain the extent of this impact. The findings guide the implementation of academic leadership and provide input to instructors. Based on this explanation, there are three hypotheses in this study, namely:

H_1 : There is a significant influence of the principal's academic leadership on the teacher performance.

H_2 : There is a significant influence of teacher work commitment on teacher performance.

H_3 : There is a significant influence of the principal's academic leadership and the teacher's work commitment on teacher performance.

H_0 : There is no significant influence of the principal's academic leadership and teacher's work commitment on teacher performance.

METHOD

This study utilized a quantitative research approach, specifically employing a descriptive methodology. This methodology aimed to provide a comprehensive and accurate depiction of the facts and features of a certain population. The research was conducted methodically and thoroughly, ensuring the reliability and validity of the findings (Yusuf, 2016). The primary emphasis of this study pertains to the impact that principals' leadership and commitment to their vocation have on teachers' performance. This study employs a quantitative descriptive research methodology. The factors examined in this study are the principal's academic leadership (X_1), work commitment (X_2), and teacher competency (Y). The principal's leadership variable encompasses the capacity to exert influence, coordinate efforts, offer advice, and inspire and use all available resources within the educational institution to arrange education and facilitate instruction effectively. Teacher work commitment refers to an individual teacher's agreement and dedication toward fulfilling their professional responsibilities with a strong sense of accountability and conscientiousness. It entails active engagement and loyalty towards assigned activities, which may be measured through certain indicators.

Teacher performance refers to evaluating a teacher's competence in fulfilling their responsibilities within an educational setting. It encompasses observing and assessing the teacher's actions and behaviors shown during instructional activities.

The research sample comprised 133 instructors from vocational high schools in Padang City. The present study examined the influence of the principal's academic leadership measure on both work commitment and teacher performance. The data-gathering approach was implemented immediately for all participants (Daulay et al., 2024). The sample methodology employed in this study utilized a proportionate stratified random sampling technique. This methodology is employed in cases where the population exhibits heterogeneity and lacks proportionate stratification among its members or elements.

The sampling technique chosen for this model is because then members of the population have the same opportunity to be selected as a representative sample. The characteristics of the

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population considered in this sampling consist of (1) educational level strata and (2) employment status. The characteristics of the sample in this study were all teachers with Civil Servant status at Padang City's Vocational High School. Distribution of samples based on educational level and strata group, namely S1, totalling 31 people (31.2%), S2 totalling nine people (8.84%); Group III, totalling 13 people (13%); Group IV, totalling one person (1%). Initials were assigned to the respondents' names, and the acquired data were screened.

The statistical analysis in this study was conducted using SPSS and JASP software. Descriptive statistics, including means and standard deviations, were calculated using SPSS. Regression analysis was employed to assess the relationships between variables, evaluate the predictive ability of independent factors on dependent variables, and explore potential mediating effects. Data normality was checked with the Kolmogorov-Smirnov test, yielding a value of 0.2 and an asymptotic significance (two-tailed) greater than 0.05, indicating no significant deviation from normality (Mustikaningrum et al., 2019). The Q-Q plot also supported the assumption of normality.

Multicollinearity was assessed through the Variance Inflation Factor (VIF) and tolerance levels. The correlation coefficients ranged from 0.27 to 0.47, VIF values were below 10, and tolerance values were below 0.30, all indicating low multicollinearity. Beta (β) coefficients were used to interpret the regression analysis, with statistical significance determined by a p-value less than 0.05. The results of the analysis can be accessed at https://osf.io/24x9h/.

FINDINGS AND DISCUSSION

This experiment's results show that the principal's academic leadership and teacher work commitment significantly influence teacher performance. Regression analysis revealed that academic leadership contributed 7.8% to increasing teacher performance, while work commitment contributed 22.5%. When these two variables are combined, they explain 23.1% of the variability in teacher performance. These findings emphasize the importance of the principal's role in leading effectively and encouraging teachers' work commitment to improve performance in the educational environment (Suryaman et al., 2024).

Findings

The results of data analysis carried out to determine the impact of the principal's leadership (X_1) and work commitment (X_2) on teacher performance (Y) are shown in Table 1.

Table 1. Description of variable

	IL	WC	TP
Valid	133	133	133
Missing	0	0	0
Mean	153.857	170.925	195.278
Median	154.000	171.000	199.000
Mode	114.000	192.000	221.000
Std. Deviation	20.216	15.796	20.685
Minimum	114.000	114.000	137.000
Maximum	218.000	199.000	226.000
Sum	20.463.000	22.733.000	25.972.000

Based on Table 1, it is evident that of the three variables, teacher performance (Y) has a higher average than academic leadership (X_1) and work commitment (X_2).

Figure 1 depicts the distribution of data about the Instructional Leadership (IL) variable. The left graph is a histogram depicting the frequency of IL values throughout various score ranges. In contrast, the right graph is a violin plot illustrating the general distribution of IL values. The histogram indicates that IL values span from 100 to over 200, with the distribution peak being between 160 and 180. This range signifies that most respondents possess IL scores categorized as intermediate to high. However, the peak IL scores seem to exceed 200 marginally, with minimal frequency. The histogram exhibits a nearly symmetrical distribution, with a slight

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rightward skew, suggesting the presence of individuals with above-average IL scores.

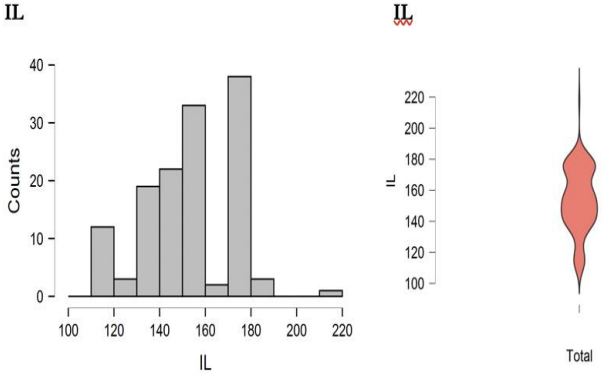

Figure 1. Variable of Instructional Leadership

The violin plot on the right visually depicts the overall distribution of IL data, encompassing data density across various score levels. The violin plot exhibits a smaller shape in the centre and a broader expanse at the top and bottom, signifying a concentration of values in the mid-range. At the same time, a minor cohort of respondents displays extremely low or high scores. The highlighted portion above indicates the aggregation of scores between 160 and 180 in accordance with the histogram on the left.

The distribution of the Instructional Leadership variable indicates that many respondents exhibit moderate to high levels of IL, with minimal variability at both extremes of the distribution. This suggests that most respondents possess a commendable instructional leadership capacity, albeit with a minority exhibiting exceptionally high or low ratings.

Figure 2 illustrates the distribution of the Work Commitment (WC) variable, represented as a histogram on the left and a violin plot on the right. The histogram illustrates the distribution of WC scores produced by 133 research participants. The histogram indicates that the distribution of WC data is predominantly concentrated within the range of scores from 140 to 200. The peak frequency occurs within the interval of 160 to 180, where over 25 respondents possess WC values in that range. This signifies that the work commitment of many responders is at a moderate to elevated level.

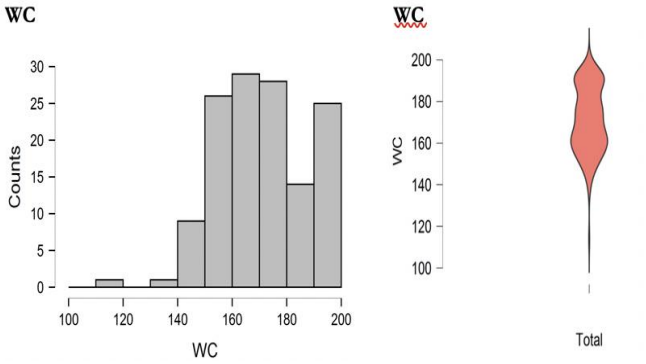

Figure 2. Variable of Work Commitment

A minority of respondents exhibit lower WC scores. Scores beneath 140 are uncommon, signifying that only a few responders exhibit low job dedication. Conversely, exceedingly high scores nearing 200 are infrequent; however, they occur more often than extremely low scores.

The violin plot on the right illustrates the WC variable's entire distribution, illustrating the data dispersion across the score range. The violin plot, which narrows at scores near 120 and 200, signifies that a limited number of respondents exhibit either extremely low or very high levels of work commitment. Concurrently, the broader segment within the range of 150 to 180 signifies that most respondents exhibit medium to high degrees of work commitment, corroborating the histogram's findings.

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The violin plot indicates the symmetry of the data, revealing that the distribution of WC data is almost normal with a slight right skew, suggesting that while most respondents exhibit high WC scores, a subset demonstrates above-average work commitment. This graph indicates that labor commitment in this study exhibits a strong tendency, with only a few variables at minimal levels.

Figure 3 illustrates the distribution of the Teacher Performance (TP) variable, represented by a histogram on the left and a violin plot on the right. The histogram illustrates the distribution of teacher performance scores collected from 133 participants in this study. Most TP scores fall between 160 and 240, with most respondents scoring between 180 and 220, suggesting that most educators exhibit strong performance.

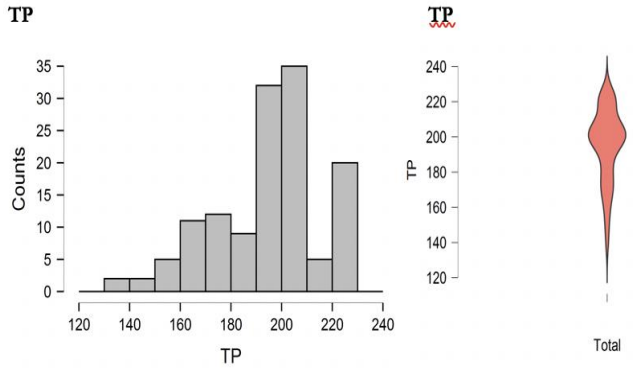

Figure 3. Variable of Teacher Performance

The histogram indicates that the interval with the largest frequency of respondents is between 200 and 220, where over 30 respondents had TP scores within this range. This suggests that many respondents regard the teacher's performance as high. Nonetheless, some respondents have inferior performance scores; however, their frequency is significantly smaller, as evidenced by the score range below 160, which encompasses only a few respondents.

The violin plot on the right illustrates the whole distribution of the TP variable by depicting the data density over the score range. This plot exhibits a more symmetrical distribution, focusing on scores ranging from 180 to 220, so corroborating the histogram data. The constricted shape of the violin plot at scores below 160 signifies that only a limited number of respondents had low-performance scores. However, the broader shape between 180 and 220 denotes a substantial concentration of scores within that interval.

The distribution indicates that many respondents in this survey received high teacher performance evaluations, with only a few at lower performance levels. The skewness in this data is minimal, indicating that instructor performance is generally evenly distributed among respondents, with a tendency towards the high-performance group. This graph demonstrates that elevated teacher performance ratings are predominant in the data, with a minimal percentage of teachers classified as worse performing

Figure 4 illustrates the distribution of respondents according to three pairs of variables: Instructional Leadership (IL) – Work Commitment (WC), Instructional Leadership (IL) – Teacher Performance (TP), and Work Commitment (WC) – Teacher Performance (TP). Each scatterplot illustrates the correlation between the variables, accompanied by a fitted line that indicates the trend of their association, along with marginal distributions positioned at the top and right of each plot.

The initial scatterplot illustrating the correlation between Instructional Leadership (IL) and Work Commitment (WC) reveals a broad data distribution, with a notable concentration of respondents within the IL range of 140 to 180 and the WC range of 160 to 200. The trend curve represented by the blue line exhibits a non-linear relationship pattern. At low IL values up to approximately 140, WC is generally low; however, when IL rises between 140 and 180, WC also tends to increase. However, after the IL value is above 180, the WC does not exhibit a substantial increase; instead, it remains stable or even experiences a tiny decline. This indicates that

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enhancing instructional leadership positively influences work commitment only to a certain extent, beyond which the impact diminishes significantly.

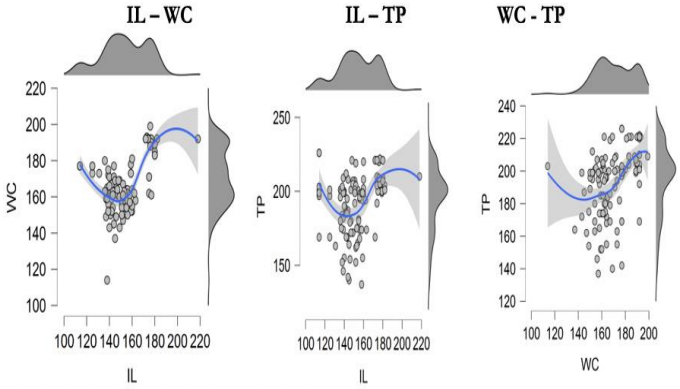

Figure 4. Description of Respondents' Distribution for Each Variable

The second scatterplot depicts the correlation between Instructional Leadership (IL) and Teacher Performance (TP). The data distribution indicates that instructor performance predominantly falls between 180 to 220, whereas IL is between 120 and 200. The trend curve indicates that for lower IL values, teacher performance exhibits greater variability and is generally lower. Nonetheless, once IL surpasses 160, teacher performance markedly improves until it reaches approximately 200. At that juncture, additional increments in IL cease to yield proportional enhancements in performance. This indicates a favorable correlation between instructional leadership and teacher performance, albeit to a limited degree.

The third scatterplot depicts the correlation between Work Commitment (WC) and Teacher Performance (TP). The data distribution indicates that at low WC values, teacher performance is correspondingly diminished, particularly below 180. As WC approaches approximately 180, teacher performance exhibits notable enhancement, as indicated by the ascending trend line. Once the WC value surpasses 180, teacher performance often stabilizes within the range of 200 to 220. This indicates a positive correlation between work commitment and teacher performance, wherein more work commitment enhances performance to a specific threshold.

These three scatterplots indicate a favorable correlation among instructional leadership, work commitment, and teacher performance, albeit with varying impacts across different variable combinations. Instructional leadership significantly influences teacher commitment and performance, while its effect reduces beyond a certain threshold. Similarly, elevated job dedication is regularly linked to enhanced teacher effectiveness

Hypothesis 1: The influence of academic leadership variables (X_1) on teacher performance (Y)

Table 2 shows that the regression coefficient of instructional leadership on teacher performance is 0.279. Furthermore, the R square (r_2) value of 0.078 means that academic leadership contributes 78% to teacher performance, while 22% is influenced by other factors.

Table 2. Results of simple linear regression analysis of principal's academic leadership variables on teacher performance

Model Summary									
						Change Statistic			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df_1	df_2	Sig. F Change
1	.279[a]	.078	.071	19.940	.078	11.048	1	131	.001

Once the regression coefficient and the impact of academic leadership on teacher performance have been established, the next course of action involves conducting a significance test. It aims to ascertain whether the variance of the independent variable (instructional

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leadership) can explain the variation in the value of the dependent one (teacher performance) using the magnitude of F, as shown in Table 3.

Table 3. The regression significance test results of the principal's academic leadership variables on teacher performance

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4392.555	1	4392.555	11.048	.001[b]
Residual	52084.152	131	397.589		
Total	56476.707	132			

Note: a. Dependent Variable: Teacher performance (Y)
b. Predictors: (Constant), Academic leadership (X_1)

Table 3 shows that the F_{hitung} value is 11.048 with a significance level of 0.001 and less than 0.05. Therefore, it was presumed that academic leadership influence teacher performance. The simple regression equation and the test results of the variables are shown in Table 4.

Table 4. The simple regression coefficient analysis results of the principal's academic leadership variables on teacher performance

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	151.374	13.321		11.363	.000		
Instructional leadership (X_1)	.285	.086	.279	3.324	.001	1.000	1.000

Note: a. Dependent Variable: Teacher Performance (Y)

Table 4 shows that the B value of 151.374 means that increased academic leadership tends to boost teacher performance. Based on the table, the regression equation is described as follows.

The constant value (a) is determined to be 151.374, indicating that when academic leadership is at its minimum level, teacher performance is estimated at 0.285. Moreover, if the regression coefficient of academic leadership (b1) exhibits a positive value, it signifies that a 1% augmentation in academic leadership corresponds to a 0.285 improvement in teacher performance.

Based on the findings presented in Table 4, it is apparent that the significance value (Sig.) of 0.001 is lower than the predetermined threshold of 0.05. Consequently, the findings of this study led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This indicates that academic leadership (X_1) significantly impacts teacher performance (Y).

Furthermore, it is also discovered that the t-count value is 1.796. Based on the value of t table = 6.314 > t arithmetic = 1.796, it is concluded that H_0 is rejected while H_a is accepted, meaning that academic leadership influences teacher performance.

Hypothesis 2: The influence of work commitment variable (X_2) on teacher performance (Y)

Table 5 obtained an R-value of 0.474, which closely resembles the regression coefficient representing the influence of academic leadership on teacher performance. Moreover, in the context of this study, an R-squared value of 0.225 indicates that academic leadership accounts for 22.5% of the variance in teacher performance, with the remaining 77.5% being attributed to other factors.

Once the regression coefficient and the impact of academic leadership on teacher performance have been established, the next course of action involves conducting a significance test. It aims to ascertain whether the variance of the independent variable (instructional leadership) can explain the variation in the value of the dependent one (teacher performance) using the magnitude of the F, as shown in Table 6.

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Table 5. The simple linear regression analysis results of work commitment variables on teacher performance

Model Summary									
					change statistic				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df_1	df_2	Sig. F Change
1	.474[a]	.225	.219	18.280	.225	38014	1	131	.000

Table 6. The regression significance test results of work commitment variables on teacher performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12702.415	1	12702.42	38.014	.000[b]
Residual	43774.292	131	334.155		
Total	56476.707	132			

Note: a. Dependent Variable: Teacher performance (Y)
b. Predictors: (Constant), Work commitment (X_2)

Table 6 shows that the Fcountvalue is 38.014 with a significance level of 0.000 and less than 0.05. Therefore, it was presumed that work commitment affects teacher performance. The simple regression equation and the test results of a work commitment on teacher performance are shown in Table 7.

Table 7. The simple regression coefficient analysis results of work commitment variables on teacher performance

Coefficients							
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
Model	B	Std. Error	Beta			Tolerance	VIF
(Constant)	89.129	17.289		5.155	.000		
Work Commitment (X2)	0.621	0.101	.474	6.166	.000	1.000	1.000

Note: a. Dependent Variable: Teacher Performance (Y)

Table 7 shows that the B value is 89.129, meaning that increased work commitment boosts teacher performance. The value of constant (a) is 89.129, meaning that if academic leadership is 0, then teacher performance is equivalent to 89.129. Furthermore, the value of the regression coefficient of academic leadership (b1) is positive. This simply means that for every 1% increase in instructional leadership, teacher performance is raised by 89.129.

Based on the data shown in Table 7, it is apparent that the significance value (Sig.) of 0.000 is smaller than the predetermined threshold of 0.05. The study's findings indicate that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. This suggests that there is a significant relationship between work commitment (X_2) and teacher performance (Y). Moreover, the analysis of the results reveals that the t-count value is 1.796. The calculated value of t from the t-table, which is 6.314, is greater than the calculated value of t from the arithmetic calculation, which is 1.796. This leads to rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a). Therefore, it can be inferred that there is a significant relationship between work commitment and teacher performance

Hypothesis 3: The effect of academic* leadership *(X_1) and work commitment (X_2) variables on teacher performance (Y)

Table 8 shows that the R-value is 0.480. It simply implies that the regression coefficient of academic leadership and work commitment impacts teacher performance. Furthermore, when the value of R square (r_2) is 0.231, it means that academic leadership and work commitment contribute 23% to teacher performance, while 77% is influenced by other factors.

After determining the regression coefficient and the contribution of academic leadership and work commitment to teacher performance, the next step is to carry out a significance test. It

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aims to explain whether the variance of the independent variables (academic leadership and work commitment) can explain the variation in the value of the dependent one (teacher performance) using the magnitude of F, as shown in Table 9.

Table 8. The multiple linear regression analysis results of the head's academic guidance and work commitment variables on teacher performance

					Change Statistic				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df_1	df_2	Sig. F Change
1	.480a	.231	.219	18.282	.231	19.491	2	130	0

Table 9. The significance test of the head's academic guidance and work commitment variables to teacher performance

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13028.464	2	6514.232	19.491	.000[b]
Residual	43448.243	130	334.217		
Total	56476.707	132			

Note: a. Dependent Variable: Instructional success (Y)
b. Predictors: (Constant), Work commitment (X_2), Academic guidance (X_1)

Table 9 The analysis reveals that the Fhitung value is 19.491, which is statistically significant at a significance level of 0.000, indicating a p-value less than 0.05. Hence, it was postulated that the presence of academic leadership and a strong commitment to work impacted teacher effectiveness. Table 10 presents the findings of both the simple regression equation and the various tests conducted to assess the influence of academic leadership and job commitment on teacher performance.

Table 10. The multiple linear regression coefficient analysis results of the principal's academic leadership and work commitment variables to teacher performance

Coefficients							
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
Model	B	Std. Error	Beta			Tolerance	VIF
(Constant)	84.215	17.992		4.68	0	0.802	
Academic guidance (X_1)	0.087	0.088	0.085	0.99	0.325	0.802	1.24
Work Commitment (X_2)	0.572	0.112	0.437	5.08	0	0.802	1.24

Note: a. Dependent Variable: Teacher Performance (Y)

The simple regression results in Table 10 show that the B value is 89.129, meaning that increased work commitment boosts teacher performance. The constant (a) value is 84,215, meaning that if academic leadership is 0, teacher performance is 84,215. Furthermore, the regression coefficient of work commitment (b_1) is positive. This simply means that for every 1% increase in work commitment, teacher performance tends to increase by 0.087. Assuming the value of teacher performance (b_2) is positive, it simply means that for every 1% increase, teacher performance will rise by 0.572.

The results shown in Table 10 indicate that the significant value (Sig.) associated with the academic leadership variable (X_1) is 0.325, which is above the predetermined threshold of 0.05. Consequently, the null hypothesis (H_0) is accepted, whereas the alternative hypothesis (H_a) is rejected. This implies that there is no concurrent impact of academic leadership (X_1) on teacher performance (Y). Based on the output, the t-count value is 0.988.

Considering the t value of the variable table X_1= 2,920 < t count = 0.988, therefore, it was concluded that H0 is accepted, and Ha is rejected, meaning that instructional leadership (X_1) has no joint influence on teacher performance (Y). Meanwhile, the value of t table variable X_2= 2,920

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< t arithmetic = 5.083, it was also concluded that H_0 is rejected while H_a is accepted. This simply means that work commitment(X_2) has a joint influence on teacher performance (Y).

Discussion

This research indicates that the principal's academic leadership and teacher work commitment significantly influence teacher performance. From the perspective of previous research, these findings are consistent with literature that emphasizes the critical role of academic leadership in improving teacher performance (Hallinger et al., 2020; Liu & Hallinger, 2018). This research confirms that academic leadership plays a role in improving teachers' teaching strategies and significantly impacts their overall effectiveness and competence.

This research also revealed that academic leadership contributed 7.8% to increasing teacher performance, while teacher work commitment made a more significant contribution, namely 22.5%. When these two variables are combined, they explain 23.1% of the variability in teacher performance. This suggests that although academic leadership is important, teachers' work commitment significantly improves their performance. These findings support the view that work commitment is critical to creating a productive and supportive work environment.

Hypothesis 1: The influence of academic leadership variables (X_1) on teacher performance (Y)

Based on the results of simple regression analysis, the academic leadership variable (X_1) has an R-square value of 0.078, which indicates that academic leadership contributes 7.8% to teacher performance. The significance test shows an F value of 11.048 with a significance level of 0.001, which is smaller than 0.05. This shows that academic leadership significantly influences teacher performance, so the working hypothesis (H_a) is accepted.

Hypothesis 2: The influence of work commitment variable (X_2) on teacher performance (Y)

Regression analysis for the work commitment variable (X_2) shows an R-value of 0.474 and an R-square value of 0.225, which means work commitment contributes 22.5% to teacher performance. The significance test also shows that work commitment significantly influences teacher performance, with an F value of 38.014 and a significance level of 0.000, smaller than 0.05. Therefore, the working hypothesis (H_a) is accepted.

Hypothesis 3: The influence of academic leadership (X_1) and work commitment (X_2) variables on teacher performance (Y)

When the variables of academic leadership and work commitment are combined, the results of multiple regression analysis show an R-value of 0.480 and an R-square of 0.231, meaning that these two variables explain 23.1% of the variability in teacher performance. The significance test shows an F value of 19.491 with a significance level of 0.000, more diminutive than 0.05. Combining academic leadership and work commitment significantly influences teacher performance, so the working hypothesis (H_a) is accepted.

In accordance with the research findings, it is clear that a teacher performance evaluation is required to provide feedback to the instructor (Akyuz, 2018; Von Wangenheim et al., 2018; Wang et al., 2018). However, this influences the quality of the teacher's performance (Gómez & Valdés, 2019; Özgenel, 2019). The principal’s managerial performance was also adversely associated with and positively connected to the teacher's performance. When properly executed, managerial performance tends to improve and boost employee and organizational performance (DeNisi & Smith, 2014).

One factor that tends to help teachers improve their performance is employee organizational commitment (Van Waeyenberg et al., 2022). A school administrator has a significant role to play in effective managerial performance. Individual teacher performance management methods are shaped by principals, who have the autonomy and resources to promote such improvement (Tuytens & Devos, 2018). As a result, the principal's managerial performance is crucial.

It is vital for the principal to adopt effective leadership to develop good work management (Komalasari et al., 2020; Sanyal & Hisam, 2018). The existence of academic leadership is an ideal example. Several research concluded that it is the most effective leadership model that needs to

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be employed by school principals in terms of research, policy, and leadership practices (Welsh et al., 2024). Starting with hypothesis 1 and working through 3, it was revealed that a principal's academic leadership significantly impacts teacher performance.

The impact of academic leadership on teacher attitudes, encompassing performance and trust, may be observed through both direct and indirect outcomes (Li et al., 2016; Liu & Hallinger, 2018; Shengnan & Hallinger, 2021). Several research reported that it supports teaching practice and school improvement (Bellibaş & Gümüş, 2021; Shengnan & Hallinger, 2021; Karacabey et al., 2022).

Student learning is also influenced by instructional leadership. This is because it critically inspires teachers to learn, providing structures and procedures that promote this act and ensuring that their learning programs are consistent (T. Wang, 2016; Haiyan et al., 2017).In addition, the results related to academic leadership affect perceptions of teacher efficacy (Cansoy & Parlar, 2018). This is consistent with hypothesis 1, which states that academic leadership influences teacher performance. Besides, teacher performance improves when there is improved instructional leadership. Teachers tend to be more effective and competent as a group if principals adopt techniques to encourage them. In this instance, it is vital to offer advice, thereby enabling them to gain more expertise in their field (Cansoy & Parlar, 2018). As a result, teacher performance is expected to be improved by implementing instructional leadership.

Some research stated that academic leadership is linked to a teacher's instructional strategy. To support this process, teacher emotional intelligence needs to be improved to boost their effectiveness (J. Chen & Guo, 2020). Another factor that influences teacher performance is work commitment, and according to this research, it is only possible if commitment is promoted (Erlangga et al., 2021). Teacher performance and motivation to carry out their duties and obligations are also affected by organizational commitment (Istanti, 2020).

Academic leadership and teacher engagement are comprehensively built through school culture, empowerment and teacher work character (Zahed-Babelan et al., 2019). Academic leadership has a strong influence on a leader on his workers and form meaningful relationships with each other (Zahed-Babelan et al., 2019). This was further explained by Blasé & Blasé that academic leadership acts with teachers, students and parents, paving the way for teacher development and conducting guidance, visiting classes regularly and checking what is happening periodically at school (Özdemir et al., 2020). Academic leadership has an influence on the success of teachers in teaching and having good relationships with students (Suranata et al., 2017) and other individuals outside the classroom (Ifdil et al., 2020).

Principals are recommended to implement instructional leadership. Regarding leadership in educational settings, principals play a crucial role in facilitating teacher collaboration, fostering a sense of collective leadership, effectively expressing a common vision, and actively contributing to developing a positive school culture. The implementation of academic leadership behavior has the potential to facilitate the achievement of effective school activities, positioning it as a prominent aspect of leadership (Özdemir et al., 2020). In addition, academic leadership also encourages professional commitment from teachers in carrying out teaching in schools (Davis & Boudreaux, 2019).

Teacher commitment can improve teacher performance in the field of learning so that there is an increase in student achievement (Hong & Matsko, 2019). Teacher commitment affects teacher performance (Erlangga & Sos, 2021), where there is a commitment to teaching and involvement in school activities (Hong & Matsko, 2019). Educators who demonstrate a high level of dedication to the educational institution possess firm convictions on the objectives and principles of the school, exhibit a willingness to embrace and internalize these objectives and principles, and express a desire to maintain their affiliation with the institution (Hong & Matsko, 2019). The primary objective of teacher performance evaluation is to ensure the impartiality of coaching practices grounded in achievement systems and career development frameworks (Erlangga & Sos, 2021). The results of the study found that the better the organizational commitment, the higher the teacher's performance (Istanti, 2020). Improving teacher performance can be done through the development of work commitment. Based on the foregoing, it may be

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argued that a principal's academic leadership and work commitment are important predictors, indicating that when both increase, teacher performance will also improve

The implications of these findings are highly relevant for managerial practice and educational policy. The importance of effective academic leadership and high work commitment highlights the need to develop training programs and policies that support the role of principals as instructional leaders. School principals who can lead in a way that encourages and inspires teachers' commitment to work will be more successful in creating an effective learning environment, ultimately improving teacher performance and student achievement.

However, it is essential to note that although these two variables explain some of the variability in teacher performance, 77% is still attributable to other factors not included in this model. This suggests that further research is needed to identify other factors that may contribute to teacher performance. For example, factors such as social support, school culture, and educational policies may also significantly impact teacher performance.

In future research, an exciting direction is how the interaction between various aspects of academic leadership and work commitment with other factors such as intrinsic motivation, professional autonomy, and coworker support can influence teacher performance. Additionally, longitudinal research can help understand how academic leadership and job commitment changes over time influence teacher performance.

CONCLUSION

The results of this research reveal that the principal's academic leadership and teacher work commitment significantly influence teacher performance, which is in ligns with the expectations made in the introduction. These results state that academic leadership is critical in creating an effective educational environment where school principals who implement academic leadership well can directly improve teacher performance. On the other hand, teachers' work commitment is proven to significantly contribute to their performance, indicating that their commitment and loyalty to their duties are crucial in achieving optimal educational outcomes.

This research also shows that combining academic leadership and work commitment significantly contributes to teacher performance variability. However, there are still other factors that influence this performance. This reflects that teacher management and performance improvement can depend on one aspect and require a comprehensive approach that includes strengthening policies and increasing work commitment.

These findings will likely provide a solid basis for developing more targeted education policies, especially in efforts to improve the quality of education through strengthening the leadership role of school principals and developing teacher work commitment. In the future, further research is needed to explore other factors that may contribute to improved teacher performance and how the dynamics between these factors can be optimized to achieve higher educational goals.

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