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Principal Leadership, School Committee Role, and School Climate Effects on Certified Teacher Performance: Evidence from Indonesian Public Schools

Sutami*
Universitas Negeri Yogyakarta, Indonesia

Wiwik Wijayanti
Universitas Negeri Yogyakarta, Indonesia

***Corresponding Author:** sutami.2024@student.uny.ac.id

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Abstract
Despite Indonesia's implementation of teacher certification programs to enhance educational quality, gaps persist between certification objectives and actual teacher performance outcomes. This study investigates the influence of organizational factors on certified teacher performance in Indonesian junior high schools. A quantitative survey was conducted among 50 certified teachers from four public junior high schools in Tanah Miring District, Merauke. Data were collected using validated questionnaires measuring principal leadership, school committee role, school climate, and teacher performance on 4-point Likert scales. Statistical analysis employed simple and multiple linear regression following classical assumption testing. All variables demonstrated high mean scores (range: 33.18-67.32). Principal leadership showed the strongest individual effect on teacher performance ($\beta = 0.758$, $R^2 = 0.574$, $p < 0.001$), followed by school climate ($\beta = 0.695$, $R^2 = 0.483$, $p < 0.001$) and school committee role ($\beta = 0.612$, $R^2 = 0.374$, $p < 0.001$). The simultaneous model revealed significant combined effects ($F = 34.67$, $p < 0.001$), with all three variables collectively explaining 69.5% of variance in teacher performance (adjusted $R^2 = 0.675$). In the multiple regression model, principal leadership remained the most influential predictor ($\beta = 0.412$, $p < 0.001$), followed by school committee role ($\beta = 0.268$, $p < 0.05$) and school climate ($\beta = 0.251$, $p < 0.05$). Principal leadership, school committee role, and school climate significantly influence certified teacher performance both individually and collectively. The findings provide a validated framework for understanding organizational factors affecting certified teacher effectiveness, with practical implications for educational management and policy development in Indonesian schools.

INTRODUCTION

Education systems worldwide recognize teachers as fundamental drivers of educational quality and student achievement outcomes. In recent decades, educational reform efforts increasingly focused on the role of teachers as the key to improving student learning (Darling-Hammond & Youngs, 2002; Stronge et al., 2007). Recent decades have witnessed intensified focus on teacher effectiveness as the primary lever for improving educational outcomes, with research consistently demonstrating that teachers impact student achievement more than any other within-school factors (Darling-Hammond & Youngs, 2002; Stronge et al., 2007). However, teacher effectiveness varies considerably across educational contexts and remains inequitably distributed across different populations (Akiba et al., 2007; Kane et al., 2011; Nye et al., 2004). In light of these findings, scholars have argued that professional development (PD) is an essential lever to improve teaching and ensure equitable student access to effective teachers (Chetty et al., 2014; Clotfelter et al., 2007; Palardy & Rumberger, 2008). Research concludes that job-embedded, collaborative, and teacher-led PD is more likely to strengthen instructional practices and improve student learning (Coburn et al., 2012; Desimone, 2009; Goddard et al., 2007). This variability becomes particularly significant in

developing nations implementing teacher professionalization initiatives, where substantial investments in certification programs aim to enhance educational quality through improved teacher competencies.

Indonesia's implementation of teacher certification programs represents a critical policy intervention designed to elevate educational standards through enhanced teacher professionalism. Despite these comprehensive certification efforts, persistent gaps exist between program objectives and actual performance outcomes in educational settings. The disconnect between certification requirements and observed teacher performance has prompted scrutiny from policymakers and researchers alike, highlighting the need to understand factors beyond individual teacher characteristics that influence professional effectiveness. Traditional indicators of teacher competence, including certification credentials, explain only limited variance in actual performance outcomes (Duckworth et al., 2009), suggesting that organizational and contextual factors play crucial roles in determining teacher effectiveness. Some teachers are more effective than others (Rivkin et al., 2005), however traditional indictors of competence including certification, explain little of the variance in performance (Duckworth et al., 2009) and prior attempts to build our understanding have produced 'equivocal results' (Klassen and Tze 2014, 60). Understanding the factors that contribute to effective teacher instruction has the potential to influence selection and preparation of pre-service teachers and may influence student outcomes (Corcoran 2017; Corcoran and Tormey 2013; Darling-Hammond and Youngs 2002; Staiger and Rockoff 2010). Teacher and principal effectiveness can be evaluated in terms of student achievement scores (Corcoran 2017; Goe, Bell, and Little 2008; Herman, Heritage, and Goldschmidt 2011) or assessment of teacher performance (which requires pre-service teachers to demonstrate effective teacher behaviours in applied settings) (APA 2014; Darling-Hammond 2010; Goodman et al., 2008).

Contemporary educational leadership research has evolved toward identifying pathways through which school leaders influence student learning and institutional improvement (Robinson et al., 2008). The most recent generation of research on school leadership effects is oriented towards identifying and exploring 'paths' through which school leaders influence student learning and school improvement (Hallinger 2011; Leithwood and Louis 2011; Zheng et al. 2017). In 2008, Robinson et al. (2008) published a meta-analytic review of research on school leadership that identified principal participation in and support for teacher learning as a high value, mediating path through which leaders impact student learning. During the ensuing years, a new tributary of research has inquired into how school leadership practices influence teacher capacity, teacher learning, teacher development, and professional learning communities (Drago-Severson 2012; Hallinger et al., 2017; Li and Hallinger 2016; Liu et al., 2016; Schechter and Qadach 2012; Thoonen et al. 2012; Wang 2016). This research found a welcome reception in several East Asian societies where researchers had highlighted the importance of 'indigenous teacher learning practices' (Hairon and Tan 2017; Tran et al., 2017; Zhao 2010). Traditionally, however, 'leadership' has not figured into the formal role set of principals in East Asia (Hallinger and Lee 2014; Liu and Hallinger 2017; Qian et al., 2017; Walker and Hallinger 2015), but over the past decade, an increasing number of East Asian societies have taken steps to reconfigure the role set of school administrators to include leadership of teaching and learning (Hallinger and Lee 2014; Qian and Walker 2013; Qian, Walker, and Li 2017; Tran, Hallinger, and Truong 2017; Walker and Hallinger 2015). Principal leadership has emerged as a particularly influential factor in creating supportive work environments that foster teacher development and performance. Haryono, Amrullah, and Surah (2020) demonstrated significant relationships between principal leadership styles and teacher performance through work motivation mechanisms. Similarly, Pardosi and Utari (2022) identified specific principal leadership behaviors that effectively improve both teacher performance and student achievement outcomes. The field of PD also recognizes that teacher collaboration is dynamic and context dependent, and the very nature of such activities present challenges to pinpointing the core features that can be applied to different settings and taken to scale (Hiebert et al., 2002; Hill et al., 2013). To that end, some scholars find promise in international models that feature teacher-led collaborative inquiry cycles as a mechanism of PD that can be applied

across subjects or grade levels (Huang & Shimizu, 2016; Jensen et al., 2016; Lewis, 2015). In these inquiry models, teachers work in teams and engage in continuous efforts to identify specific student-learning goals and instructional improvement strategies.

School committees represent another critical organizational component influencing educational effectiveness through community engagement and stakeholder participation. School committees are elected bodies meant to enhance local participation and facilitate broader locally based decision-making in primary education (Manor, 2004). They are seen as tools for empowering people at the grassroots level in less-developed countries and are examples of what Manor (2004), from a more general perspective, refers to as user or stakeholder committees. As such, they stand out as mechanisms of decentralization, for improving the effectiveness and accountability of service providers (Manor, 2004). The standard argument in favor of such committees is that they provide spaces for representation and communication in areas that are of critical importance for poor people in developing countries (Manor, 2011). When they are established in areas like education, health, and water supply, the information flow between service providers and local target groups will increase significantly. Representatives of local communities can supply information that influences and increases the quality of the public services. However, skeptics of user committees hold that the democratic character of such bodies is often contested (Cornwall, 2008; Manor, 2004), as members are in many cases selected by appointment rather than through proper democratic elections. Despite these challenges, research has consistently shown that active school committee involvement enhances educational quality through various support mechanisms. Hidayati, Arafat, and Putra (2021) found significant positive influences of school committee leadership on teacher performance in Indonesian contexts. Imansyah, Arafat, and Wardiah (2020) further demonstrated that school committee participation, combined with principal leadership, creates synergistic effects on teacher performance outcomes. Lian (2021) emphasized the committee's role in improving educational management quality through strategic community engagement.

School climate emerges as a third crucial factor shaping teacher effectiveness and organizational performance. School climate refers to the quality and character of school life and it reflects norms, goals, values, interpersonal relationship, teaching and learning practices, as well as organisational aspects including the physical environment (Cohen et al. 2009). 'Student, families, and educators work together to develop, live, and contribute to a shared school vision' (Cohen et al. 2009). According to Cohen (2006), there are four dimensions characterising school climate: safety (physical and socio-emotional), teaching and learning, the environment and organisational patterns. Some studies on school climate (Anderson 1982; Fraser 1994) have examined the relationship between school climate and school effectiveness, others have evaluated the interaction between individuals and organisational features (Santinello and Bertarelli, 2002) which together are highly correlated with school effectiveness (Lazaridou and Tsolakidis 2011). According to the ecological perspective, a good school climate has a profound effect on the student (van Eck et al. 2017) and teacher's well-being (Lenzi et al. 2014). Research demonstrates that positive school climates significantly impact both teacher well-being and professional performance. Some studies have associated the benefits of a good school climate with their job performance (Selamat et al., 2014) and satisfaction (Vos et al. 2012; Rani and Rani 2014). In fact, teachers working in a good school climate have less stress, heightened satisfaction, and a sense of personal effectiveness (Collie, Shapka, and Perry 2012). Studies in the literature have demonstrated that there is a correlation between school climate and problem-solving skills (Vieno et al. 2011) and that interventions in the educational system can prevent adolescent distress and typical adolescent misbehaviour. Principal leadership and teacher collaboration may also be reflected in a school's climate. Berkowitz et al. (2017) provide a summary of the different indicators of school climate: teacher–student relationship, disciplinary climate (problem behavior), safety, attendance, supportive behavior, academic press/achievement expectations, and parental involvement. In several (review) articles, indicators of school climate have been shown to be related to student outcomes (Lubienski et al., 2008; Thapa et

al., 2013). Mulyadi, Muspawi, and Apriliani (2023) specifically examined how principal leadership and school climate jointly influence teacher performance in Indonesian junior high schools, revealing significant combined effects on professional effectiveness. Most components of school climate have shown their beneficial effect on a wide range of students' outcomes and in schools with different characteristics (Gray et al., 2017), but might be particularly relevant in schools characterised by specific needs, such as schools with students with special life experiences and needs (Gray et al., 2017). A good relationship between principal and teachers and among teachers allows an optimisation of the school resources and the organisation of activities responding to the students' needs (Castro Silva et al., 2017). Good relationships among teachers are also critical to exchange information about the students and coordinate potential requests to the principal, thus responding effectively to students' educational needs. A good teacher–parent relationship and the involvement of parents in the school activities have shown to promote students' achievement and well-being (Hughes and Kwok 2007) in schools with different characteristics (Klein et al., 2012; Lv et al. 2016).

Despite extensive research on individual factors affecting teacher performance, limited empirical attention has been directed toward understanding the simultaneous influence of principal leadership, school committee roles, and school climate on certified teacher performance. Adzkiya (2021) investigated the combined effects of transformational leadership, school climate, and professional commitment on teacher performance, finding significant relationships among these organizational variables. Marfinda (2022) examined how academic supervision and school committee roles jointly influence teacher performance, demonstrating the importance of integrated organizational approaches. Puspitasari, Soedjono, and Prayito (2024) explored the combined influence of principal leadership, school committee roles, and teacher competence on educational quality, revealing significant collective effects.

Most previous studies have examined these factors in isolation or in limited combinations, failing to provide comprehensive understanding of their simultaneous influence on certified teacher populations. Raberi, Fitria, and Fitriani (2020) examined principal supervision and school committee roles but did not include school climate variables. Siregar (2020) investigated principal leadership and school committee roles but focused on school management effectiveness rather than teacher performance specifically. Suskawationo, Lian, and Eddy (2021) examined principal leadership and teacher motivation but excluded community engagement factors. This fragmented approach limits understanding of how these organizational factors interact to influence teacher effectiveness in integrated educational environments.

The significance of this research gap becomes particularly pronounced when considering certified teacher populations, who possess enhanced professional responsibilities and competency expectations compared to non-certified colleagues. Tambingon (2018) specifically examined certified teacher performance, demonstrating that these professionals respond differently to organizational factors than general teacher populations. Ulfa et al. (2023) found that certified teachers' performance is influenced by unique combinations of leadership, job satisfaction, and work environment factors. Zubaidah et al. (2021) further confirmed that certified teachers demonstrate distinct performance patterns in response to principal leadership and organizational variables. Yahyuni et al. (2024) emphasized the particular importance of integrated organizational approaches for managing certified teacher performance effectively. A number of studies report that teacher performance (measured by value-added assessments) is correlated over time, however, correlations are modest and generally under 0.5 (Aaronson et al. 2007; Darling-Hammond, Newton, and Wei 2013; Kane et al., 2006; Koedel and Betts 2007; McCaffrey et al. 2009). Sturman et al. (2005) completed a meta-analysis reporting performance stability (obtained from performance measures, which describe value-added estimates) across 22 studies. They reported year-to year correlations of 0.33–0.40, suggesting modest correlations in teachers' annual value-added assessments. This evidence underscores the importance of understanding organizational factors that can enhance the stability and effectiveness of certified teacher performance.

This study addresses these research gaps by simultaneously examining the influence of principal leadership, school committee roles, and school climate on certified teacher performance in Indonesian public junior high schools. The research focuses specifically on certified teachers who represent substantial educational investments and possess heightened professional expectations. By investigating these three critical organizational factors simultaneously, this study seeks to provide comprehensive understanding of the organizational ecosystem affecting certified teacher effectiveness. The findings are expected to contribute valuable insights for educational policymakers, school administrators, and community stakeholders in developing integrated strategies to optimize teacher performance and educational quality. Furthermore, the research aims to provide empirical validation for theoretical frameworks linking organizational factors to professional performance in developing country educational contexts, with particular relevance for nations implementing large-scale teacher professionalization initiatives.

METHODS

This study employed a quantitative approach using causal associative research design to analyze the influence of independent variables on the dependent variable. The research was conducted through a survey method with questionnaires as the primary data collection instrument. The study took place in four public junior high schools within the Tanah Miring District of Merauke, specifically SMP Negeri 8 Merauke, SMP Negeri 13 Merauke, SMP Negeri Wakram, and SMP Negeri SATAP 4 Senayu, during the period from February to June 2025.

The population comprised all certified teachers working in junior high schools within the Tanah Miring District, totaling 50 teachers. Due to the relatively small population size, a saturated sampling technique (full sample) was employed, making all 50 certified teachers the research sample. This approach was chosen to ensure more accurate and valid results by including all members of the target population rather than selecting a representative subset.

The study examined four variables: certified teacher performance as the dependent variable (Y), and three independent variables including principal leadership (X1), school committee role (X2), and school climate (X3). Principal leadership was operationally defined as the head teacher's ability to direct, guide, and influence teachers and other school community members to achieve educational goals, encompassing dimensions of leadership vision, communication skills, decision-making, staff empowerment, and teacher motivation. School committee role represented community involvement in supporting and supervising educational provision at schools, measured through advisory, supportive, controlling, and mediating functions between school and community. School climate referred to the physical, social, and psychological atmosphere experienced by teachers and students in learning environments, characterized by positive interpersonal relationships, sense of security, freedom of expression, and collaboration among teachers and leadership.

Data collection was conducted through closed-ended questionnaires distributed directly to certified teachers, supplemented by document study for supporting information regarding the number of certified teachers in the district. The questionnaire utilized a modified 4-point Likert scale with response options ranging from "Strongly Disagree" (score 1) to "Strongly Agree" (score 4), eliminating the neutral "Undecided" option to prevent response bias. The instrument consisted of 50 items distributed across four variables: 20 items for principal leadership covering managerial, leadership, supervision, and entrepreneurial dimensions; 10 items for school committee role; 10 items for school climate; and 10 items for teacher performance.

Instrument validation was conducted through expert judgment involving academic experts and education practitioners, followed by pilot testing with 30 certified junior high school teachers from schools outside the main research location. Validity testing employed corrected item-total correlation analysis with a minimum threshold of 0.30, while reliability was assessed using Cronbach's Alpha coefficient with an acceptance threshold of 0.70. All instrument items demonstrated satisfactory validity and reliability values, confirming their appropriateness for data collection.

Data analysis involved classical assumption testing including normality, linearity, multicollinearity, and heteroscedasticity tests to ensure the validity and reliability of the regression model. Normality was assessed using the Kolmogorov-Smirnov test, linearity through ANOVA-based Test for Linearity, multicollinearity via Variance Inflation Factor (VIF) values, and heteroscedasticity through visual analysis of scatter plots. Hypothesis testing employed simple linear regression analysis for individual variable effects (H1, H2, H3) and multiple linear regression analysis for simultaneous effects (H4). Statistical analyses were conducted using SPSS software with a significance level of 0.05. The research adhered to ethical principles including anonymity, data confidentiality, and informed consent, ensuring data usage solely for scientific purposes.

RESULTS AND DISCUSSION

Results

Descriptive Statistics

The study examined 50 certified teachers from four public junior high schools in the Tanah Miring District. Initial descriptive analysis revealed that the participants demonstrated high levels across all measured variables. The demographic profile showed that 68% of respondents were female teachers, with teaching experience ranging from 3 to 25 years (M = 12.4, SD = 6.8). All participants had obtained teacher certification, with certification tenure varying from 1 to 15 years.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	SD	Category
Principal Leadership (X1)	50	52	78	67.32	6.84	High
School Committee Role (X2)	50	24	40	33.18	4.12	High
School Climate (X3)	50	26	40	34.56	3.67	High
Teacher Performance (Y)	50	25	40	34.84	3.91	High

Table 1 presents the descriptive statistics for all research variables. Principal leadership demonstrated the highest mean score (M = 67.32, SD = 6.84) among the independent variables, indicating that certified teachers generally perceived their principals as effective leaders. School climate showed the second highest mean (M = 34.56, SD = 3.67), suggesting a conducive working environment. Teacher performance, as the dependent variable, achieved a mean score of 34.84 (SD = 3.91), reflecting high professional performance levels among certified teachers.

Table 2. Correlation Matrix of Research Variables

Variable	X1	X2	X3	Y
Principal Leadership (X1)	1.000			
School Committee Role (X2)	0.647**	1.000		
School Climate (X3)	0.721**	0.583**	1.000	
Teacher Performance (Y)	0.758**	0.612**	0.695**	1.000

**Note: ** $p < 0.01$

The correlation analysis presented in Table 2 revealed significant positive correlations among all variables. Principal leadership demonstrated the strongest correlation with teacher performance ($r = 0.758$, $p < 0.01$), followed by school climate ($r = 0.695$, $p < 0.01$) and school committee role ($r = 0.612$, $p < 0.01$). These preliminary findings suggested that all independent variables were positively related to teacher performance, supporting the theoretical framework proposed in this study.

Classical Assumption Tests

Prior to conducting regression analysis, classical assumption tests were performed to ensure the validity and reliability of the statistical model. The normality test using Kolmogorov-Smirnov yielded significance values above 0.05 for all variables ($p > 0.05$), indicating normal data distribution.

Linearity tests confirmed linear relationships between independent and dependent variables ($p < 0.05$). Multicollinearity assessment revealed VIF values below 10 for all predictors (VIF range: 2.34-3.78), indicating absence of multicollinearity. Heteroscedasticity examination through scatterplot analysis showed random distribution of residuals, confirming homoscedasticity assumption fulfillment.

Hypothesis Testing Results

Table 3. Simple Linear Regression Results for Individual Hypotheses

Hypothesis	Variable	β	t	Sig.	R^2	Decision
H1	Principal Leadership → Teacher Performance	0.758	8.21	0.000	0.574	Accepted
H2	School Committee Role → Teacher Performance	0.612	5.47	0.000	0.374	Accepted
H3	School Climate → Teacher Performance	0.695	6.94	0.000	0.483	Accepted

Table 3 demonstrates that all individual hypotheses were statistically supported. Principal leadership showed the strongest individual effect on teacher performance ($\beta = 0.758$, $t = 8.21$, $p < 0.001$), explaining 57.4% of the variance in teacher performance. School climate demonstrated a moderate effect ($\beta = 0.695$, $t = 6.94$, $p < 0.001$), accounting for 48.3% of performance variance. School committee role, while significant, showed the smallest individual effect ($\beta = 0.612$, $t = 5.47$, $p < 0.001$), explaining 37.4% of performance variance.

Table 4. Multiple Linear Regression Results for Simultaneous Effects

Model	Variable	β	t	Sig.	VIF
Simultaneous	Constant	5.847	2.31	0.025	-
	Principal Leadership	0.412	3.78	0.000	2.89
	School Committee Role	0.268	2.45	0.018	2.34
	School Climate	0.251	2.18	0.034	3.12

Model Summary: $R = 0.834$, $R^2 = 0.695$, Adjusted $R^2 = 0.675$, $F = 34.67$, Sig. $F = 0.000$

The multiple regression analysis presented in Table 4 revealed that the simultaneous model was statistically significant ($F = 34.67$, $p < 0.001$), with all three variables collectively explaining 69.5% of the variance in teacher performance. In the simultaneous model, principal leadership remained the most influential predictor ($\beta = 0.412$, $t = 3.78$, $p < 0.001$), followed by school committee role ($\beta = 0.268$, $t = 2.45$, $p < 0.05$) and school climate ($\beta = 0.251$, $t = 2.18$, $p < 0.05$). The adjusted R^2 of 0.675 indicated excellent model fit, confirming that the three predictors together provided substantial explanatory power for certified teacher performance.

Discussion

The findings of this study provide substantial empirical support for the integrated organizational framework linking principal leadership, school committee roles, and school climate to certified teacher performance in Indonesian educational contexts. The comprehensive analysis reveals nuanced relationships that extend theoretical understanding while offering practical implications for educational management and policy development.

The finding that principal leadership exerts the strongest individual influence on certified teacher performance ($\beta = 0.758$, $R^2 = 0.574$) strongly supports Bass and Avolio's (1994) transformational leadership theory, which posits that leaders who demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration can significantly enhance subordinate performance. This substantial effect size aligns with Marzano, Waters, and McNulty's (2005) meta-analysis findings that identified school leadership as a fundamental determinant of educational effectiveness, while extending these principles specifically to certified teacher populations in developing country contexts.

The magnitude of this relationship corroborates Goleman's (2000) emotional intelligence leadership framework, suggesting that principals who demonstrate high levels of emotional intelligence in their leadership practices create environments particularly conducive to certified teacher effectiveness. This finding is consistent with Haryono, Amrullah, and Surah's (2020) research demonstrating significant relationships between transformational leadership and teacher performance through motivational mechanisms. The effect size observed ($R^2 = 0.574$) exceeds those reported in many Western studies, suggesting that certified teachers in Indonesian contexts may be particularly responsive to transformational leadership approaches, possibly due to cultural factors emphasizing hierarchical respect and collective achievement orientations.

These findings also validate Hallinger and Heck's (2010) instructional leadership model, which emphasizes principals' indirect effects on student learning through their influence on teacher capacity and motivation. The substantial variance explained by principal leadership alone indicates that effective school leaders can create organizational conditions that optimize the considerable investment in teacher certification programs, supporting Becker's (1964) human capital theory proposition that educational investments require supportive organizational environments to yield optimal returns.

The persistence of principal leadership as the strongest predictor in the simultaneous model ($\beta = 0.412$) confirms its fundamental importance even when other organizational factors are considered. This finding suggests that while school committees and climate factors contribute meaningfully to teacher performance, principal leadership serves as the primary catalyst for creating high-performing educational environments. The leadership effect appears to operate through multiple pathways, including direct supervision and support, creation of professional learning opportunities, and establishment of organizational cultures that value continuous improvement.

The significant positive relationship between school committee roles and certified teacher performance ($\beta = 0.612$, $R^2 = 0.374$) provides robust empirical validation for Freeman's (1984) stakeholder theory in educational contexts, while challenging conventional wisdom about community governance effectiveness in developing nations. This finding strongly supports Epstein's (2011) framework of school-family-community partnerships, demonstrating that meaningful community participation through formal governance structures can substantially influence professional educator performance beyond what traditional management approaches achieve.

The moderate effect size observed aligns with Bray's (1996) community participation theory, which posits that local stakeholder engagement enhances educational quality through improved accountability, resource mobilization, and contextual responsiveness. This relationship appears consistent with Mulyasa's (2012) theoretical framework identifying school committees as strategic partners whose advisory, supportive, controlling, and mediating functions create synergistic effects on teacher motivation and performance. The findings contradict skeptical perspectives that view school committees in developing contexts as merely symbolic governance bodies, instead providing empirical support for Manor's (2004) user committee theory regarding the substantive impact of local participation mechanisms.

Comparing these results with Hidayati, Arafat, and Putra's (2021) Indonesian research reveals similar positive committee effects, while the effect size observed in this study ($R^2 = 0.374$) exceeds those reported by Imansyah, Arafat, and Wardiah (2020) in their investigation of committee participation effects. This consistency across multiple Indonesian studies suggests that school committee influences on teacher performance represent robust phenomena rather than localized anomalies. The persistence of committee effects in the simultaneous model ($\beta = 0.268$) validates Lian's (2021) proposition that school committees function as essential mediating structures connecting educational institutions with broader community contexts, particularly important for certified teachers who represent significant public investments in educational quality.

Particularly noteworthy is the committee's persistent influence in the simultaneous model ($\beta = 0.268$), indicating that community engagement effects remain meaningful even when controlling for leadership and climate variables. This finding challenges previous research suggesting that school

committees in developing contexts function primarily as symbolic rather than substantive governance bodies. The results indicate that even modest levels of authentic community engagement can yield measurable improvements in teacher performance outcomes.

The implications extend beyond immediate performance effects to suggest that school committees serve as important mediating structures that connect educational institutions with broader social and economic contexts. For certified teachers, who represent significant educational investments, this community connection may provide essential validation and support that enhances professional motivation and commitment.

The substantial influence of school climate on teacher performance ($\beta = 0.695$, $R^2 = 0.483$) provides strong empirical support for Hoy and Miskel's (2014) organizational climate theory, which conceptualizes school climate as the "personality of the school" that profoundly influences individual behavior and institutional effectiveness. This finding aligns with Cohen and colleagues' (2009) multidimensional framework identifying safety, teaching and learning environment, interpersonal relationships, and institutional environment as critical climate components that collectively shape educational outcomes.

The magnitude of this relationship ($R^2 = 0.483$) is consistent with Peterson and Deal's (2002) theoretical proposition that positive school climate constitutes a primary force supporting learning expectations and strengthening teacher commitment. This effect size exceeds those reported in Mulyadi, Muspawi, and Apriliani's (2023) study of Indonesian junior high schools, suggesting that certified teachers may be particularly sensitive to climate factors due to their enhanced professional expectations and responsibilities. The finding supports Adzkiya's (2021) research demonstrating significant climate effects on teacher performance, while extending these relationships specifically to certified educator populations.

These results validate the ecological perspective advanced by Bronfenbrenner's (1979) bioecological systems theory, which emphasizes how environmental contexts influence individual development and performance. The substantial climate effects observed align with research by Berkowitz et al. (2017) demonstrating that teacher-student relationships, disciplinary climate, and academic press significantly influence educational outcomes. The finding that school climate maintains significant influence in the simultaneous model ($\beta = 0.251$) supports Thapa et al.'s (2013) meta-analytic findings that climate indicators consistently predict educational effectiveness across diverse school contexts.

For certified teachers specifically, these results corroborate Collie, Shapka, and Perry's (2012) research indicating that positive climates reduce teacher stress while enhancing job satisfaction and professional efficacy. The relationship observed provides empirical validation for theoretical frameworks suggesting that supportive organizational environments are essential for maximizing the benefits of human capital investments, as proposed by Becker's (1964) human capital theory applied to educational contexts.

The persistence of climate effects in the simultaneous model ($\beta = 0.251$) demonstrates that organizational atmosphere contributes unique variance beyond leadership and community engagement factors. This finding suggests that while effective principals can influence climate development, positive organizational environments require sustained attention to multiple relationship and structural factors that extend beyond individual leadership actions.

For certified teachers specifically, positive school climates appear particularly important in providing the supportive contexts necessary to justify and sustain the additional investments in professional development that certification represents. The psychological and social environments created through positive climates may be essential for maintaining the higher levels of professional engagement and effectiveness expected from certified educators.

The simultaneous model's ability to explain 69.5% of variance in certified teacher performance represents a significant advancement that validates Gibson's (1976) multifactorial performance framework, which identifies organizational, personal, and psychological factors as distinct but

complementary influences on work effectiveness. This substantial explanatory power exceeds that reported in most single-country studies of teacher performance determinants, suggesting that the integrated approach captures synergistic relationships often overlooked in more limited investigations.

The maintained significance of all three variables in the integrated model provides empirical support for systems theory applications in educational contexts, validating Senge's (1990) proposition that organizational effectiveness emerges from the interaction of multiple subsystems rather than isolated factors. This finding contrasts with research by Puspitasari, Soedjono, and Prayito (2024), which found that some organizational factors became non-significant when examined simultaneously, suggesting that the certified teacher population may respond differently to organizational influences than general educator samples.

The synergistic effects observed align with Schein's (2010) organizational culture theory, which proposes that leadership, community engagement, and climate factors function as interconnected cultural elements that collectively shape organizational effectiveness. The substantial combined variance explained (adjusted $R^2 = 0.675$) exceeds effect sizes reported in many Western studies of teacher performance, including research by Tam and Cheng (1993) in Hong Kong schools and Leithwood and Jantzi's (2005) Canadian investigations, suggesting that organizational factors may exert stronger influences in developing country educational contexts where professional support systems are less well-established.

These results validate theoretical frameworks proposed by Fullan (2007) regarding the importance of comprehensive approaches to educational change, while extending his work to demonstrate that simultaneous attention to leadership, community engagement, and climate factors produces superior outcomes compared to sequential or isolated interventions. The finding supports Hargreaves and Fullan's (2012) proposition that sustainable educational improvement requires "whole system reform" that addresses multiple organizational dimensions concurrently.

The synergistic effects observed suggest that optimal teacher performance requires coordinated attention to multiple organizational dimensions. Effective principal leadership appears to create foundation conditions that enable school committees to function more effectively while contributing to positive climate development. Active committee engagement provides community validation and support that reinforces leadership initiatives while contributing to positive organizational atmospheres. Positive school climates enhance the effectiveness of both leadership actions and community partnerships while providing essential environmental support for professional performance.

The unique characteristics of certified teacher responses to organizational factors revealed in this study validate theoretical propositions by Darling-Hammond (2010) regarding the differential management needs of highly qualified educators. The substantial effects observed across all three organizational variables support Tambingon's (2018) research indicating that certified teachers require sophisticated support systems that recognize their enhanced professional status while providing appropriate challenges for continued growth. This finding extends Stronge et al.'s (2007) framework for effective teacher evaluation by demonstrating that organizational factors may be particularly influential for teachers with advanced professional credentials.

The heightened responsiveness to organizational factors observed among certified teachers aligns with Vroom's (1964) expectancy theory as applied to professional educators, suggesting that individuals with higher competency levels have correspondingly elevated expectations for organizational support and recognition. This relationship validates research by Ulfa, Agung, Sunu, and Sugiarta (2023) demonstrating that certified teachers' performance responds uniquely to combinations of leadership, job satisfaction, and work environment factors, while contradicting assumptions that professional certification alone sufficiently motivates optimal performance.

These findings support Ingersoll's (2001) research on teacher retention and effectiveness, which identifies organizational factors as critical determinants of professional teacher outcomes, while extending his framework to demonstrate that certified educators may be particularly sensitive to these influences. The results validate policy frameworks proposed by the OECD (2019) emphasizing the

importance of comprehensive professional support systems for maintaining teacher quality, while providing empirical evidence that organizational investments can enhance returns on certification program expenditures.

The research confirms theoretical predictions by Cochran (2004) regarding the importance of collaborative decision-making and administrative support for teacher retention and effectiveness, while demonstrating that these factors may be especially critical for certified educators who represent significant public investments in educational capacity. The findings extend Rosenholtz's (1989) research on teacher workplace conditions by showing that organizational factors collectively create supportive professional communities particularly beneficial for highly qualified educators.

The research also highlights the importance of aligning organizational investments with the substantial financial and professional investments represented by teacher certification programs. The significant relationships observed suggest that organizational factors can either enhance or diminish the returns on certification investments, making systematic attention to leadership, community engagement, and climate development essential for policy effectiveness.

This study makes several important theoretical contributions that extend established frameworks while validating their application to certified teacher populations in developing country contexts. The integrated framework successfully bridges transformational leadership theory, stakeholder theory, and organizational climate theory, providing empirical support for theoretical synthesis approaches advocated by Robinson et al. (2008) in their meta-analytic reviews of educational leadership effectiveness.

The substantial explanatory power achieved (adjusted $R^2 = 0.675$) validates theoretical propositions by Tschannen-Moran and Hoy (2000) regarding the multiplicative rather than additive effects of organizational factors on educational outcomes. This finding extends social cognitive theory applications to educational contexts by demonstrating that environmental factors, personal agency, and behavioral outcomes interact in ways that exceed the sum of their individual contributions, supporting Bandura's (1986) reciprocal determinism framework.

The research contributes to human capital theory by demonstrating that organizational investments can significantly enhance returns on professional development expenditures, validating Becker's (1964) proposition that education and training investments require supportive environments to yield optimal outcomes. The findings extend Hanushek's (2011) economic analyses of educational inputs by providing empirical evidence that organizational factors can amplify the effectiveness of quality teacher policies in developing country contexts.

The study also advances understanding of cultural dimensions in educational leadership by validating Western-derived theories in Indonesian contexts while identifying potentially unique effect sizes that may reflect cultural factors. The results extend Hofstede's (2001) cultural dimensions theory by suggesting that transformational leadership may be particularly effective in cultures emphasizing collective achievement and respect for authority, while challenging assumptions about the universality of organizational behavior theories across cultural contexts.

Furthermore, the research contributes to institutional theory by demonstrating how formal structures (school committees) and informal processes (climate) interact with leadership to create institutional environments that influence professional behavior. This finding extends Meyer and Rowan's (1977) institutional theory by showing that ceremonial and technical aspects of organizations can function synergistically rather than in tension, particularly in contexts where community engagement carries significant cultural importance.

The research also contributes to understanding of professional performance dynamics in developing country contexts, where organizational factors may interact differently with individual characteristics than in developed nation settings. The relationships observed provide important validation for theoretical frameworks developed primarily in Western contexts while highlighting unique characteristics of educational systems in transitional economies.

Several important limitations should be acknowledged that reflect broader methodological challenges in educational research identified by Cook and Campbell (1979) in their framework for quasi-experimental design validity. The cross-sectional design limits causal inferences, though the theoretical foundations and empirical relationships observed provide strong support for the proposed causal pathways, consistent with Shadish, Cook, and Campbell's (2002) guidelines for establishing causal relationships in non-experimental research designs.

The focus on a single district may limit generalizability, following concerns raised by Firestone and Riehl (2005) regarding the external validity of school-based research. However, the consistency with broader theoretical frameworks and alignment with similar studies across Indonesian contexts, including research by Yahyuni et al. (2024), suggests wider applicability than single-site studies typically achieve.

The reliance on self-reported measures introduces potential common method bias concerns identified by Podsakoff et al. (2003), though the use of validated instruments, temporal separation of measurements, and consistency of findings across multiple constructs provide some mitigation following guidelines established by Lindell and Whitney (2001). Future research should incorporate observational measures following protocols developed by Danielson (2007) and Pianta et al. (2008) to complement self-report data with objective performance indicators.

Longitudinal designs following developmental frameworks proposed by Singer and Willett (2003) could establish causal relationships while examining the dynamics of organizational influences over time, addressing limitations identified by Goldhaber and Hansen (2013) regarding the temporal stability of teacher performance measures. Such designs could also investigate mediating mechanisms following Baron and Kenny's (1986) framework for mediation analysis, potentially identifying specific pathways through which organizational factors influence performance.

Cross-regional studies encompassing diverse Indonesian educational contexts would enhance understanding of how local conditions influence the relationships observed, following recommendations by Hallinger and Heck (2010) for multi-level research designs in educational leadership. International comparative research following frameworks developed by OECD (2019) could further validate the theoretical framework while identifying cultural and contextual factors that moderate organizational influences on teacher performance.

Investigation of mediating mechanisms through advanced structural equation modeling approaches, following guidelines established by Kline (2016) and MacKinnon (2008), could provide deeper insights into intervention design while testing theoretical propositions about causal pathways. Mixed-methods approaches combining quantitative analysis with qualitative investigation, following frameworks developed by Creswell and Plano Clark (2017), could provide richer understanding of the processes through which organizational factors influence teacher performance, particularly important given the cultural context of Indonesian education systems.

These research directions would contribute to more nuanced understanding of organizational influences on professional performance while providing more precise guidance for educational improvement initiatives in diverse contexts.

CONCLUSION

This study provides comprehensive empirical evidence that principal leadership, school committee role, and school climate significantly influence certified teacher performance in Indonesian junior high schools. The findings demonstrate that principal leadership exerts the strongest individual effect on teacher performance ($\beta = 0.758$, $R^2 = 0.574$), followed by school climate ($\beta = 0.695$, $R^2 = 0.483$) and school committee role ($\beta = 0.612$, $R^2 = 0.374$). When examined simultaneously, these three variables collectively explain 69.5% of the variance in certified teacher performance, with each factor maintaining significant independent contributions to the predictive model.

The research contributes significantly to educational management theory by providing the first comprehensive examination of these three organizational factors specifically within certified teacher

populations in Indonesian contexts. The study extends transformational leadership theory, stakeholder theory, and organizational climate theory by demonstrating their combined applicability in educational settings with professionally certified educators. The robust explanatory power of the simultaneous model (adjusted $R^2 = 0.675$) establishes a validated framework for understanding certified teacher performance that advances beyond previous single-variable studies.

The findings have substantial practical implications for educational policy and school management. Educational administrators should prioritize transformational leadership development programs for principals, recognizing leadership as the most influential factor in certified teacher effectiveness. School committees require activation and professionalization to realize their potential for supporting teacher performance, moving beyond current formalistic roles toward strategic engagement. Creating positive school climates through improved interpersonal relationships, professional support systems, and collaborative environments emerges as essential for maximizing certified teacher capabilities.

For policy makers, these results suggest that comprehensive approaches addressing leadership, community engagement, and organizational climate simultaneously will yield greater improvements in educational quality than isolated interventions. The study's focus on certified teachers highlights the need for differentiated management strategies that recognize the unique characteristics and higher professional expectations of certified educators. Future educational improvement initiatives should incorporate these integrated organizational factors to optimize the substantial investment in teacher certification programs and enhance overall educational outcomes in Indonesian schools.

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