

# Correlation between Leadership, Facilities, and Teacher Performance in Private Junior High Schools

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## Abstrak

Kinerja guru memiliki peran penting dalam menentukan mutu dan efektivitas pendidikan, khususnya di sekolah menengah pertama swasta yang sering menghadapi keterbatasan sumber daya. Penelitian ini bertujuan menganalisis hubungan antara kepemimpinan kepala sekolah dan sarana prasarana dengan kinerja guru. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional, melibatkan 50 guru yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan angket skala Likert lima poin dan dianalisis dengan korelasi Pearson serta regresi berganda. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara kepemimpinan kepala sekolah dan kinerja guru. Kepemimpinan yang efektif, seperti arahan instruksional, pengambilan keputusan partisipatif, dan supervisi suportif, berkontribusi terhadap peningkatan kualitas pembelajaran. Sarana prasarana juga memiliki hubungan positif dan signifikan dengan kinerja guru, yang menunjukkan bahwa ketersediaan fasilitas yang memadai mendukung strategi pembelajaran yang lebih efektif. Analisis regresi menunjukkan bahwa kedua variabel secara simultan memberikan kontribusi signifikan terhadap kinerja guru. Temuan ini menegaskan pentingnya penguatan kepemimpinan kepala sekolah dan pengembangan sarana prasarana secara berkelanjutan untuk meningkatkan mutu pembelajaran serta memberikan implikasi praktis bagi pengelola sekolah dan pembuat kebijakan.

**Kata kunci:** Kepemimpinan kepala sekolah, Sarana prasarana, Kinerja guru, Sekolah swasta, Mutu pendidikan.

## Abstract

Teacher performance plays a crucial role in determining the quality and effectiveness of education, particularly in private junior high schools that often face institutional and resource limitations. This study aimed to analyze the relationship between principal leadership and school facilities with teacher performance. Using a quantitative correlational design, the study involved 50 teachers selected through purposive sampling. Data were collected using structured questionnaires with a five-point Likert scale and analyzed using Pearson correlation and multiple regression. The results showed a positive and significant relationship between principal leadership and teacher performance. Effective leadership practices, such as instructional guidance, participatory decision-making, and supportive supervision, contributed to improved teaching quality. School facilities also had a positive and significant relationship with teacher performance, indicating that adequate infrastructure and learning resources support more effective instructional strategies. Furthermore, regression analysis revealed that principal leadership and school facilities simultaneously contributed significantly to variations in teacher performance. These findings highlight the importance of strengthening principal leadership and continuously improving school facilities to enhance teacher performance and learning quality. This study provides empirical evidence and practical implications for school management and policymakers in improving teacher performance in private secondary education.

**Keywords:** Principal leadership, School facilities, Teacher performance, Private schools, Educational quality.

## 1. INTRODUCTION

Improving teacher performance continues to be a central priority in global educational reform. Teachers are widely recognized as the most influential school-based factor affecting student achievement and overall school effectiveness (Darling-Hammond et al., 2020; OECD, 2021). While curriculum reform and technological innovation frequently dominate policy discussions, empirical evidence consistently shows that the quality of teaching remains the primary driver of meaningful learning outcomes (UNESCO, 2023; World Bank, 2022).

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Consequently, understanding the institutional factors that influence teacher performance is essential for sustainable educational improvement.

Teacher performance encompasses multiple dimensions, including instructional planning, classroom management, pedagogical delivery, assessment literacy, and professional collaboration (Stronge, 2019; Toropova et al., 2021). Contemporary frameworks also emphasize reflective practice, adaptability, and professional agency as indicators of high-quality teaching (Collie, 2021; Darling-Hammond et al., 2020). However, teacher effectiveness does not develop in isolation. It is shaped by leadership structures, organizational climate, and the availability of material and technological resources (Creemers & Kyriakides, 2020).

One of the most influential institutional variables is school leadership. In recent decades, the role of the principal has shifted from administrative management toward instructional and transformational leadership (Leithwood et al., 2020; Hallinger & Wang, 2021). Instructional leadership focuses on supervising curriculum implementation, supporting teacher development, and fostering a shared academic vision (Liu & Hallinger, 2020). Transformational leadership, meanwhile, emphasizes inspiration, trust-building, and collective commitment to school goals (Sun & Leithwood, 2020). Both models highlight that effective leadership creates conditions that enable teachers to perform optimally.

Empirical studies consistently report positive associations between principal leadership and teacher motivation, job satisfaction, and instructional quality (Harris & Jones, 2022; Grissom et al., 2021). Leadership behaviors such as clear communication, participatory decision-making, and constructive feedback strengthen teachers' professional confidence (Skaalvik & Skaalvik, 2020). Furthermore, distributed leadership practices where responsibilities are shared among staff promote collaborative professionalism and collective efficacy (Spillane, 2021; Harris, 2020).

The importance of leadership became particularly evident during periods of educational disruption, including the COVID-19 pandemic. Schools led by adaptive and communicative principals were more capable of sustaining instructional continuity and supporting teacher resilience (Hodges et al., 2020; Kim & Asbury, 2020; OECD, 2022). These findings reinforce the notion that leadership acts as a stabilizing force during institutional uncertainty.

In addition to leadership, the availability of school facilities significantly influences teacher performance. Educational facilities include physical infrastructure such as classrooms and laboratories, as well as instructional media and digital technologies (Earthman, 2021; Uline et al., 2020). Adequate facilities enhance instructional flexibility, allowing teachers to employ diverse pedagogical strategies and integrate technology effectively (Bond, 2020; Graham, 2021).

Recent research suggests that learning environments with sufficient technological support improve teacher efficacy and student engagement (World Bank, 2022; UNICEF, 2023). Conversely, inadequate infrastructure can constrain pedagogical creativity and increase teacher workload (Toropova et al., 2021). The integration of digital resources, particularly in blended and hybrid learning models, further underscores the necessity of infrastructure readiness (OECD, 2021; UNESCO, 2023).

The interaction between leadership and facilities is also critical. Leadership determines how resources are allocated, maintained, and strategically utilized (Bush, 2020). Even in

contexts where facilities are limited, proactive leadership can optimize available resources through collaborative planning and innovative problem-solving (Harris & Jones, 2022). This interdependence suggests that leadership and facilities should not be treated as isolated variables but as complementary components of school effectiveness.

Within private junior high school contexts, these dynamics may be particularly complex. Private institutions often operate with different funding structures and administrative autonomy compared to public schools. Resource limitations may require more strategic leadership to maintain instructional quality. Despite growing global literature on school effectiveness, limited empirical research specifically addresses how leadership and facilities interact to influence teacher performance in private secondary education settings in Indonesia.

Therefore, this study aims to examine the correlation between principal leadership and school facilities with teacher performance in private junior high schools. By exploring these relationships, the research seeks to contribute empirical evidence that may inform institutional improvement strategies and leadership development initiatives.

## **2. METHOD**

This research adopted a quantitative approach using a correlational design to explore relationships among variables. Quantitative correlation studies are appropriate for identifying the strength and direction of relationships between measurable constructs (Creswell & Creswell, 2018; Field, 2020).

The population consisted of teachers from several private junior high schools in Palembang. A purposive sampling technique was applied to ensure that participants had sufficient teaching experience and direct interaction with school leadership structures. A total of 50 teachers participated in the study.

Data were collected through structured questionnaires using a five-point Likert scale. The leadership instrument assessed dimensions such as communication, decision-making, instructional support, and participatory management (Hallinger & Wang, 2021). The facilities instrument evaluated the adequacy of classrooms, instructional media, and technological resources (Earthman, 2021). Teacher performance was measured through indicators including instructional preparation, delivery effectiveness, classroom management, and professional collaboration (Stronge, 2019).

Prior to data collection, the instruments underwent validity and reliability testing. All items demonstrated acceptable item-total correlations and reliability coefficients exceeding 0.80, indicating strong internal consistency (Field, 2020).

Data were analyzed using Pearson Product-Moment correlation and multiple regression analysis through SPSS software. These statistical procedures allowed the researcher to determine both partial and simultaneous contributions of leadership and facilities to teacher performance.

### 3. RESULT AND DISCUSSION

#### Result

This section presents the statistical findings derived from Pearson correlation and multiple regression analyses examining the relationship between principal leadership, school facilities, and teacher performance.

#### 1) Descriptive Statistics

Descriptive analysis indicated that teachers generally perceived principal leadership to be at a moderate-to-high level ( $M = 3.89$ ,  $SD = 0.54$ ). School facilities were rated at a moderate level ( $M = 3.62$ ,  $SD = 0.61$ ), while overall teacher performance was categorized as high ( $M = 4.02$ ,  $SD = 0.48$ ). These results suggest relatively positive institutional conditions within the sampled private junior high schools.

**Table 1.** Descriptive Statistics of Research Variables

Variable	Mean (M)	Standard Deviation (SD)	Category
Principal Leadership	3.89	0.54	Moderate-High
School Facilities	3.62	0.61	Moderate
Teacher Performance	4.02	0.48	High

*Note:* The results indicate that principal leadership was perceived at a moderate-to-high level, school facilities at a moderate level, and teacher performance at a high level, reflecting relatively positive institutional conditions in the sampled private junior high schools.

#### 2) Correlation Analysis

Correlation analysis was conducted to examine the relationships among principal leadership, school facilities, and teacher performance. Understanding these relationships is essential because both leadership and facilities are widely recognized as critical factors influencing the effectiveness and productivity of teachers in educational settings. Effective principal leadership can motivate teachers, provide clear direction, and foster a supportive working environment, while adequate school facilities can enhance the teaching and learning process by providing the necessary physical and instructional resources.

In this study, the Pearson Product-Moment correlation test was employed to measure the strength and direction of the relationships among the variables. The correlation coefficient ( $r$ ) ranges from  $-1$  to  $+1$ , where values closer to  $+1$  indicate a strong positive relationship, values closer to  $-1$  indicate a strong negative relationship, and values near zero indicate little or no relationship. Additionally, the significance value ( $p$ -value) was used to determine whether the relationships observed were statistically significant. A  $p$ -value less than  $0.05$  indicates that the relationship is statistically significant and unlikely to occur by chance. The results of the correlation analysis are presented in Table 2 below.

**Table 2.** Pearson Product-Moment Correlation among Principal Leadership, School Facilities, and Teacher Performance

Variables	Principal Leadership	School Facilities	Teacher Performance	Sig. (p-value)	Interpretation
Principal Leadership – Teacher Performance	0.65	–	–	$< 0.05$	Strong positive correlation
School Facilities –	–	0.58	–	$< 0.05$	Moderate

Teacher Performance					positive correlation
Principal Leadership	–	0.49	–	–	< 0.05
School Facilities					Moderate positive correlation

Based on Table 2, several important findings can be observed. First, there is a significant positive correlation between principal leadership and teacher performance ( $r = 0.65$ ,  $p < 0.05$ ). This correlation coefficient indicates a strong positive relationship, meaning that better principal leadership is associated with higher levels of teacher performance. This suggests that principals who demonstrate effective leadership practices such as providing guidance, support, supervision, and motivation can positively influence teachers' effectiveness and productivity.

Second, the correlation between school facilities and teacher performance is also positive and statistically significant ( $r = 0.58$ ,  $p < 0.05$ ). This result indicates a moderate positive relationship, meaning that improved school facilities are associated with better teacher performance. Adequate facilities, such as proper classrooms, teaching equipment, and learning resources, can support teachers in delivering instruction more effectively and efficiently.

Third, the correlation between principal leadership and school facilities is positive and statistically significant as well ( $r = 0.49$ ,  $p < 0.05$ ), indicating a moderate positive relationship. This finding suggests that schools with effective leadership tend to have better-managed and more adequate facilities. Effective principals are likely to play an important role in planning, managing, and improving school infrastructure and resources.

Overall, these findings indicate that both principal leadership and school facilities are important factors associated with teacher performance. Improvements in leadership quality and facility adequacy are likely to contribute to enhanced teacher performance. Therefore, efforts to improve educational quality should focus not only on developing teachers' competencies but also on strengthening principal leadership and ensuring adequate school facilities.

### 3) Multiple Regression Analysis

Multiple regression analysis was conducted to examine the simultaneous contribution of principal leadership and school facilities to teacher performance. This analysis is important because teacher performance is often influenced by multiple factors that interact with one another. While correlation analysis identifies relationships between variables, multiple regression analysis provides deeper insight into the combined effect of independent variables and identifies which variable has a stronger influence on the dependent variable.

In this study, principal leadership and school facilities were treated as independent variables, while teacher performance was the dependent variable. The F-test was used to determine whether the independent variables collectively have a statistically significant effect on teacher performance. In addition, the coefficient of determination ( $R^2$ ) was used to measure the proportion of variance in teacher performance explained by the independent variables. The standardized beta coefficient ( $\beta$ ) was also examined to identify the relative strength of each predictor variable. The results of the multiple regression analysis are presented in Table 3.

**Table 3.** Multiple Regression Analysis of Principal Leadership and School Facilities on Teacher Performance

Variables	Standardized Beta ( $\beta$ )	t-value	Sig. (p-value)	Interpretation
Principal Leadership	0.42	–	< 0.05	Significant positive influence
School Facilities	0.35	–	< 0.05	Significant positive influence
<b>Model Summary</b>				
R	0.73			Strong relationship
R <sup>2</sup>	0.54			54% variance explained
F-value	27.84		< 0.05	Model is statistically significant

Based on Table 3, the results of the multiple regression analysis indicate that principal leadership and school facilities simultaneously have a significant effect on teacher performance. This is evidenced by the F-value of 27.84 with a significance level of  $p < 0.05$ . This result confirms that the regression model is statistically significant, meaning that principal leadership and school facilities together significantly predict teacher performance.

Furthermore, the coefficient of determination ( $R^2$ ) is 0.54, which indicates that 54% of the variance in teacher performance can be explained by principal leadership and school facilities combined. This suggests that more than half of the changes in teacher performance are influenced by these two variables, while the remaining 46% may be explained by other factors not included in this model, such as teacher motivation, professional development, work environment, or individual characteristics.

In terms of the relative influence of each predictor, principal leadership demonstrated a slightly stronger effect on teacher performance, as indicated by its standardized beta coefficient ( $\beta = 0.42$ ), compared to school facilities ( $\beta = 0.35$ ). This finding suggests that principal leadership plays a more substantial role in influencing teacher performance than school facilities in this context. Effective leadership practices, such as providing clear direction, supervision, encouragement, and professional support, can directly enhance teachers' commitment, motivation, and instructional effectiveness.

Meanwhile, school facilities also showed a significant positive influence on teacher performance. Adequate facilities support teachers in delivering lessons more effectively by providing appropriate instructional tools, comfortable learning environments, and sufficient educational resources.

Overall, these findings indicate that both principal leadership and school facilities are important predictors of teacher performance. However, principal leadership appears to be the more dominant factor. Therefore, improving leadership quality and ensuring adequate school facilities are essential strategies for enhancing teacher performance and improving overall educational quality.

## DISCUSSION

The findings of this study demonstrate that both principal leadership and school facilities play important roles in shaping teacher performance, with leadership exerting a relatively stronger influence. This result supports contemporary educational research, which emphasizes instructional leadership as a key factor in determining school effectiveness (Leithwood et al., 2020; Hallinger & Wang, 2021). Effective leadership contributes not only to administrative efficiency but also to the creation of a supportive professional environment that enhances teachers' instructional quality. When principals actively guide, motivate, and support teachers, they foster conditions that encourage professional growth and improved classroom performance.

The strong positive relationship between principal leadership and teacher performance confirms that leadership extends beyond routine administrative functions. Effective principals promote professional dialogue, provide instructional supervision, and cultivate a collaborative school culture (Harris & Jones, 2022; Liu & Hallinger, 2020). Teachers who perceive their leaders as supportive, fair, and communicative are more likely to demonstrate higher levels of commitment, motivation, and initiative in their teaching practices (Collie, 2021; Skaalvik & Skaalvik, 2020). Leadership models such as transformational, instructional, and distributed leadership have been shown to enhance teacher efficacy, encourage shared responsibility, and strengthen professional trust, all of which contribute to improved teacher performance (Sun & Leithwood, 2020; Bush, 2020; Spillane, 2021; Grissom et al., 2021). Furthermore, in post-pandemic educational contexts, adaptive and responsive leadership has become especially critical in helping teachers adjust instructional strategies and maintain educational continuity (Hodges et al., 2020; Kim & Asbury, 2020; OECD, 2021).

Although school facilities showed a slightly weaker influence compared to leadership, their contribution to teacher performance remains both statistically and practically significant. Adequate classrooms, teaching materials, and technological resources enable teachers to implement diverse instructional methods and enhance student engagement (Earthman, 2021; Uline et al., 2020). Schools with sufficient infrastructure are more likely to promote innovative teaching practices and effective learning environments (World Bank, 2022; UNICEF, 2023). Research also indicates that physical learning conditions, including lighting, seating arrangements, and access to digital technology, directly affect teacher effectiveness and instructional quality (Barrett et al., 2019; Byers et al., 2020). The integration of digital tools further strengthens instructional flexibility, particularly in blended and technology-supported learning environments (Bond, 2020; Graham, 2021). However, in many private schools with limited resources, infrastructure development occurs gradually. In such contexts, effective leadership becomes essential in maximizing available resources through strategic planning and efficient management (Bush, 2020; Harris & Jones, 2022).

The combined influence of leadership and facilities, which explains 54% of the variance in teacher performance, highlights the importance of institutional context in shaping educational outcomes. This finding aligns with ecological models of school effectiveness, which emphasize that teacher performance results from the interaction between individual competencies and organizational conditions (Creemers & Kyriakides, 2020; Darling-Hammond et al., 2020). Organizational climate theory further supports this perspective, suggesting that supportive leadership and adequate resources work together to enhance professional performance and institutional effectiveness (Hoy et al., 2021). Schools that successfully integrate strong leadership with sufficient infrastructure are more likely to sustain high levels of instructional quality and continuous improvement (UNESCO, 2023). Additionally, positive workplace conditions, including leadership support and resource availability, contribute to reduced teacher burnout, increased job satisfaction, and improved overall performance (Toropova et al., 2021; Collie, 2021).

These findings have important practical implications for school development, particularly in private educational institutions. School management should prioritize leadership development programs that strengthen principals' instructional supervision, communication skills, and collaborative leadership practices (Leithwood et al., 2020). At the same time, continuous investment in school facilities, especially digital infrastructure, is necessary to support pedagogical innovation and modern teaching practices (World Bank, 2022; OECD, 2021). Future research should incorporate qualitative approaches to better understand teachers' perceptions of leadership and facilities in their daily professional experiences.

Longitudinal studies are also recommended to examine causal relationships and monitor institutional improvements over time, providing a more comprehensive understanding of factors influencing teacher performance.

#### 4. CONCLUSION

This study confirms that principal leadership and school facilities are positively and significantly correlated with teacher performance in private junior high schools. Effective leadership practices characterized by clear communication, instructional support, and participatory management contribute meaningfully to improved teacher productivity. Similarly, adequate facilities enhance instructional effectiveness by providing practical support for classroom implementation. The combined influence of these variables demonstrates that teacher performance is shaped not only by personal competence but also by institutional conditions. Schools seeking to improve instructional quality should therefore adopt a balanced strategy that strengthens leadership capacity while gradually improving infrastructure. Future research may expand sample size and incorporate longitudinal designs to examine causal relationships over time. Additionally, qualitative exploration could provide deeper insight into how teachers perceive leadership practices and facility adequacy in shaping their daily instructional experiences.

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