

## THE INFLUENCE OF PRINCIPALS' MANAGERIAL SKILLS AND SCHOOL CLIMATE ON TEACHER PERFORMANCE IN PUBLIC JUNIOR HIGH SCHOOLS IN PULAU HARUKU DISTRICT

Muhammad Nur Fauzi Angkotasari<sup>1\*</sup>, Tanwey. G. Ratumanan<sup>2</sup>, Lambertus J. Lokollo<sup>3</sup>

<sup>1-3</sup> Master of Educational Management, Postgraduate Program, Pattimura University, Ambon, Indonesia

<sup>a</sup>E-mail: [Nurfauzimuhammad163@gmail.com](mailto:Nurfauzimuhammad163@gmail.com)

(\*) Corresponding Author

[Nurfauzimuhammad163@gmail.com](mailto:Nurfauzimuhammad163@gmail.com)

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### ABSTRACT

This study aims to analyze the influence of principals' managerial skills and school climate on teacher performance at public junior high schools in Pulau Haruku District, Central Maluku Regency. This research employed a quantitative method, with data collected through questionnaires distributed to principals and teachers from five public junior high schools. The sample consisted of 3 principals and 89 teachers. Data were analyzed using descriptive statistics and multiple linear regression with the assistance of SPSS. The findings show that principals' managerial skills, school climate, and teacher performance were generally perceived at high to very high levels. The regression results indicate that school climate had a positive and significant effect on teacher performance, making it the strongest predictor in the model. Meanwhile, principals' managerial skills showed a significant partial effect but with a negative regression coefficient in the simultaneous model, indicating the need for careful interpretation and further examination of how managerial practices are perceived by teachers. Simultaneously, principals' managerial skills and school climate significantly influenced teacher performance, with a contribution of 65.7%. These findings imply that improving teacher performance requires not only strengthening principals' managerial competence, but also ensuring that managerial practices are implemented through supportive communication, professional guidance, and a conducive school climate.

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### INTRODUCTION

Education in the era of globalization requires schools to produce high-quality and competitive human resources. Within the national education system, schools play a strategic role in achieving educational goals as mandated by Law Number 20 of 2003. The achievement of these goals is largely determined by the effective management of educational components, particularly the managerial skills of school principals, school climate, and teacher performance as the main implementers of the learning process (Hazizah Isnaini & Robie Fanreza, 2024; Ratumanan et al., 2025).

Theoretically and empirically, school effectiveness is strongly influenced by the leadership of the principal. Managerial skills, which include planning, organizing, leading, and supervising, are essential prerequisites for creating a conducive school climate. In line with the views of Robert L. Katz (1974) and Sulasmi & Isman (2024), leadership effectiveness is determined by mastery of technical, human, and conceptual skills. A positive school climate has been proven to enhance teacher motivation, collaboration, and work productivity.

In the national context, principals are required to meet managerial and supervisory competency standards. However, various studies indicate that weak school management and an unconducive work climate remain significant challenges. These conditions directly affect teacher performance, as reflected in the low quality of lesson planning, lack of instructional innovation, and weak discipline and academic administration (Hamzah et al., 2024; Munawwarah & Alfiana Kholizah, 2023).

Although previous studies have examined the relationship between principals' managerial skills, school climate, and teacher performance, most of them were conducted in urban or relatively accessible educational settings. Limited attention has been given to schools located in island-based districts such as Pulau Haruku. This context is important because schools in island areas may face different managerial challenges, including limited access to professional development, geographical separation among schools, limited educational resources, and the need for stronger coordination between principals, teachers, and local education authorities. Therefore, research in Pulau Haruku District is not merely a replication of previous studies, but provides contextual evidence on how principal management and school climate operate in a geographically specific educational environment.

The uniqueness of this study lies in its focus on public junior high schools in Pulau Haruku District, where school management is influenced not only by internal organizational factors, but also by the characteristics of an island community. By examining principals' managerial skills, school climate, and teacher performance in this context, the study contributes to a more localized understanding of educational management in Central Maluku. The findings are expected to provide practical input for school principals and the local Education Office in designing more contextual policies for improving teacher performance in island-based schools.

Field findings from five public junior high schools in Central Maluku Regency reinforce this situation. The managerial skills of school principals have not been optimally implemented, particularly in program planning, academic supervision, teacher development, and organizational communication. As a result, the school climate tends to be less conducive, leading to decreased teacher performance. Therefore, examining the managerial skills of school principals and school climate in relation to teacher performance is important as a basis for improving the quality of school management and learning processes.

## **METHOD**

This study employed a quantitative research method. Data were collected using questionnaires distributed directly to the research respondents. The research was conducted at five public junior high schools in Pulau Haruku District, namely SMP Negeri 100 Maluku Tengah, SMP Negeri 66 Maluku Tengah, SMP Negeri 26 Maluku Tengah, SMP Negeri 12 Maluku Tengah, and SMP Negeri 6 Maluku Tengah. The respondents consisted of 3 principals and 89 teachers, resulting in a total of 92 respondents.

The teacher respondents were selected from the five schools because teachers were the main subjects whose performance was measured in relation to principals' managerial skills and school climate. Meanwhile, the principal respondents were selected using purposive sampling based on their direct involvement in school management and the completeness of questionnaire data obtained during the research process. Thus, the number of principal respondents was 3, not the entire number of principals from the five schools. This sampling decision was made to ensure that the data analyzed were complete and relevant to the variables being studied.

The research instruments were developed based on three variables: principals' managerial skills, school climate, and teacher performance. Before being used in the main study, the instruments were tested for validity and reliability to ensure that the questionnaire items were appropriate and consistent in measuring the intended constructs. Data were analyzed using descriptive statistics and multiple linear regression with the assistance of SPSS. Before

hypothesis testing, prerequisite tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests.

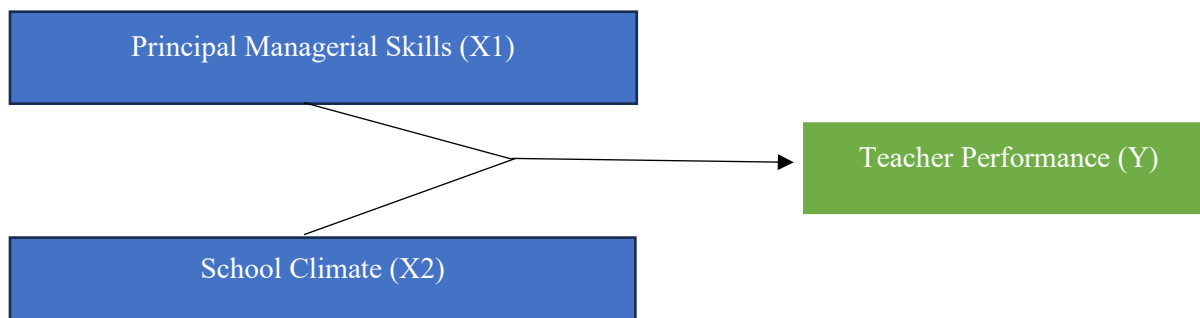


Figure 1. Research Problem Constellation

## RESULT AND DISCUSSION

### Descriptive Analysis

The descriptive analysis of the three research variables consisted of the mean, median, mode, variance, and standard deviation. Descriptively, the data can be presented in the following table.

Table 1. Summary of Descriptive Statistics

Variable	Mean	Median	Mode	Variance	Standard Deviation
Principal Managerial Skills	86.707	89	100	138.298	11.760
School Climate	84.196	86	100	160.071	12.652
Teacher Performance	88.772	90	100	90.024	9.488

Before hypothesis testing, prerequisite tests were conducted. These tests included normality, linearity, multicollinearity, and heteroscedasticity tests. The normality test was conducted to determine whether the data were normally distributed. In this study, the Kolmogorov-Smirnov test was carried out using SPSS version 23.

### Normality Test

Table 2. Summary of Normality Test

Test	N	Test Statistic	Asymp. Sig.	Monte Carlo Sig.	Conclusion
Kolmogorov-Smirnov	92	0.091	0.056	0.411	Normally distributed

Based on Table 2, the Monte Carlo significance value was 0.411, which is greater than 0.05. Therefore, it can be concluded that the data were normally distributed.

### Linearity Test

The linearity test was conducted to determine whether the relationship between the independent variables, namely principal managerial skills and school climate, and the dependent variable, namely teacher performance, was linear.

Table 3. Summary of Linearity Test

Relationship	Significance Value	Conclusion
Principal Managerial Skills → Teacher Performance	0.182	Linear
School Climate → Teacher Performance	0.212	Linear

Since all significance values were greater than 0.05, the relationships between the independent variables and the dependent variable were considered linear. Therefore, the data met the requirement for further regression analysis.

### **Multicollinearity Test**

The multicollinearity test was conducted to determine whether there was a high linear relationship among the independent variables in the regression model.

**Table 4.** Summary of Multicollinearity Test

Variable	Tolerance	VIF	Conclusion
Principal Managerial Skills	0.317	3.159	No multicollinearity
School Climate	0.317	3.159	No multicollinearity

The tolerance value of principal managerial skills was 0.317, which is greater than 0.10, and the VIF value was 3.159, which is less than 10.00. Similarly, the tolerance value of school climate was 0.317, and the VIF value was 3.159. Therefore, it can be concluded that there was no multicollinearity problem in the regression model.

### **Heteroscedasticity Test**

The heteroscedasticity test was conducted to determine whether the variance in the regression model was constant or not.

**Table 5.** Summary of Heteroscedasticity Test

Variable	Sig. Value	Conclusion
Principal Managerial Skills	0.729	No heteroscedasticity
School Climate	0.690	No heteroscedasticity

Based on Table 5, the significance value for principal managerial skills was 0.729, while the significance value for school climate was 0.690. Both values were greater than 0.05. Therefore, it can be concluded that there was no heteroscedasticity problem in the regression model.

### **ANOVA Test**

The ANOVA test was conducted to determine whether the independent variables simultaneously had a significant effect on the dependent variable.

**Table 6.** Summary of ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5381.792	2	2690.896	85.215	0.000
Residual	2810.415	89	31.578		
Total	8192.207	91			

Based on Table 6, the calculated F-value was 85.215 with a significance value of 0.000. The F-table value at  $df_1 = 2$  and  $df_2 = 89$  was 3.10. Since the calculated F-value was greater than the F-table value, namely  $85.215 > 3.10$ , and the significance value was less than 0.05, namely  $0.000 < 0.05$ ,  $H_0$  was rejected and  $H_a$  was accepted. Therefore, principal managerial skills and school climate simultaneously had a significant effect on teacher performance.

### **Hypothesis Testing**

The prerequisite tests showed that the three research variables met the requirements for further statistical testing.

**Table 7.** Summary of Multiple Linear Regression Test

Variable	B	Std. Error	Beta	t	Sig.	Conclusion
Constant	47.462	4.422	—	10.734	0.000	Significant
Principal Managerial Skills	-0.344	0.089	-0.426	-3.865	0.000	Significant
School Climate	0.845	0.083	1.127	10.211	0.000	Significant

Based on Table 7, the multiple regression equation can be written as follows:

$$Y = 47.462 - 0.344X_1 + 0.845X_2$$

The constant value of 47.462 indicates the estimated teacher performance score when principals' managerial skills and school climate are held constant. The regression coefficient of principals' managerial skills was -0.344 with a significance value of 0.000. This means that principals' managerial skills had a statistically significant partial effect on teacher performance, but the direction of the relationship was negative in the simultaneous regression model. Therefore, if the hypothesis was formulated as "there is an effect," the hypothesis is statistically supported. However, if the hypothesis was formulated as "there is a positive effect," then the result does not support the expected direction.

The regression coefficient of school climate was 0.845 with a significance value of 0.000. This indicates that school climate had a positive and significant effect on teacher performance. In other words, a more conducive school climate was associated with higher teacher performance when principals' managerial skills were controlled.

The negative coefficient of principals' managerial skills requires careful interpretation. It does not necessarily mean that managerial skills are harmful to teacher performance. Rather, in the simultaneous regression model, the effect of principals' managerial skills was estimated after controlling for school climate. Because principals' managerial skills and school climate are conceptually related, part of the positive contribution of principal management may have been absorbed by the school climate variable. This condition may indicate an overlap or suppressor effect between the two independent variables. The VIF value of 3.159 shows that there was no severe multicollinearity, but it still indicates a moderate relationship between the independent variables.

Therefore, before drawing a final conclusion, the researcher needs to recheck the data input, scoring direction, reverse-coded items, correlation matrix, and simple regression results. If the negative coefficient remains after rechecking, the finding should be interpreted substantively: managerial skills improve teacher performance only when they are perceived as supportive, communicative, and conducive to teachers' professional work. If managerial practices are perceived mainly as administrative control, supervision pressure, or additional procedural demands, they may not directly improve teacher performance unless accompanied by a positive school climate.

## **DISCUSSION**

The findings of this study indicate that principals' managerial skills and school climate simultaneously have a significant effect on teacher performance at public junior high schools in Pulau Haruku District, Central Maluku Regency. This result confirms that teacher performance is influenced not only by individual teacher competence, but also by the way schools are managed and by the organizational atmosphere experienced by teachers in their daily work.

However, the partial regression result for principals' managerial skills requires careful interpretation. The coefficient of principals' managerial skills was negative, although statistically significant. This finding differs from many previous studies that generally found a positive relationship between principal managerial skills and teacher performance. Therefore, the result should not be interpreted simplistically as evidence that managerial skills reduce teacher performance. Instead, it suggests that when school climate is included in the regression model, the remaining direct contribution of managerial skills becomes negative. This may occur because school climate absorbs a substantial part of the positive influence of principal management.

Conceptually, principals' managerial skills are expected to improve teacher performance through planning, organizing, directing, supervising, and evaluating school programs. However, these managerial practices do not automatically improve performance if they are not accompanied by a supportive work climate. In the context of Pulau Haruku District, managerial practices may be perceived differently by teachers depending on how principals communicate expectations, provide professional support, conduct supervision, and build trust within the school. When managerial actions are perceived mainly as administrative demands or control mechanisms, they may increase teachers' workload without directly improving their performance. Conversely, when managerial actions are

implemented through open communication, collegial supervision, appreciation, and professional guidance, they can contribute to a more positive school climate and indirectly strengthen teacher performance.

The finding also shows that school climate had a positive and significant effect on teacher performance. This means that teachers tend to perform better when they work in an environment characterized by trust, collaboration, open communication, emotional safety, and support from school leaders and colleagues. A conducive school climate encourages teachers to plan lessons more effectively, implement learning activities with greater responsibility, and participate actively in school programs. Therefore, school climate appears to be the strongest predictor of teacher performance in this study.

These findings suggest that principal managerial skills should not be viewed only as technical administrative ability. Managerial skills need to be translated into practices that build a healthy school climate. Principals who are able to manage programs, coordinate teachers, supervise learning, and make decisions must also ensure that their managerial actions create motivation rather than pressure. In this sense, school climate can function as a bridge between principal management and teacher performance.

The simultaneous effect of principals' managerial skills and school climate indicates that improving teacher performance requires integrated school management. Principals need to strengthen planning, coordination, supervision, and evaluation, but these functions should be carried out in a participatory and supportive manner. Teachers need to feel that managerial policies help them work better, not merely add administrative burdens. Thus, the quality of school management should be measured not only by the existence of programs and supervision, but also by the extent to which these practices create a conducive climate for teachers' professional growth.

This finding has practical significance for schools in Pulau Haruku District. In island-based educational contexts, principals may face challenges related to access, coordination, resources, and teacher development. Therefore, school leadership should prioritize communication, collaboration, teacher support, and contextual problem-solving. A positive school climate becomes especially important because it can strengthen teacher motivation and commitment even when schools face limited resources.

## CONCLUSION

Based on the findings and discussion, it can be concluded that principals' managerial skills and school climate are important factors related to teacher performance at public junior high schools in Pulau Haruku District. The study shows that teacher performance is not only shaped by teachers' individual abilities, but also by the quality of school management and the work environment created within schools.

School climate emerged as the strongest predictor of teacher performance. A conducive school climate, characterized by supportive relationships, open communication, collaboration, and a sense of comfort in carrying out professional duties, contributes positively to teacher performance. This finding indicates that teachers are more likely to perform well when they work in a school environment that supports motivation, responsibility, and professional growth.

Principals' managerial skills also had a significant effect on teacher performance, but the negative coefficient in the simultaneous regression model shows that this relationship requires careful interpretation. This result suggests that managerial skills do not automatically improve teacher performance unless they are implemented through supportive, participatory, and human-centered leadership practices. Managerial actions that are perceived mainly as administrative control may not produce the expected improvement in teacher performance. Therefore, principals need to transform managerial competence into practices that strengthen trust, communication, teacher development, and a positive school climate.

The practical implication of this study is that improving teacher performance in Pulau Haruku District requires an integrated strategy. Principals should strengthen managerial functions such as planning, organizing, supervision, and evaluation, but these functions must be carried out in a way that supports teachers' professional needs. The local Education Office should provide continuous training for principals, especially in instructional leadership, human relations, academic supervision, and school climate development. In addition, the Education Office needs to design context-based policies for island schools, including mentoring programs for principals, regular teacher performance

assistance, school climate monitoring, and professional development programs that are accessible to schools in Pulau Haruku District.

Therefore, policy efforts to improve teacher performance should not focus only on administrative compliance, but also on building a healthy, collaborative, and motivating school environment. Strengthening principals' managerial competence and developing a positive school climate should become a priority agenda for improving the quality of public junior high schools in Pulau Haruku District.

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