

Principal Leadership Style on Teacher Performance in Elementary School Environment

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Keywords:	Abstract
<i>elementary school;</i> <i>principal leadership style;</i> <i>teacher performance;</i> <i>learning quality</i>	<i>The effectiveness and standard of teacher performance in elementary schools are greatly influenced by the leadership style that school principals select. This study intended to examine how principals' leadership philosophies impact primary school teachers' performance in order to shed light on the ways that leadership influences educational outcomes. The issue was analysed through survey methodologies. Three hundred primary school educators from Sumedang Regency, Indonesia, engaged in the study. Data was collected via the dissemination of a structured questionnaire. The results indicate that the efficacy of primary school teachers is significantly influenced by the leadership style of the principal. Educators who exhibit clear communication, equitable task allocation, and supportive guidance demonstrate heightened motivation, improved lesson planning, and increased engagement in initiatives to advance their schools. Moreover, leadership strategies that promote teacher involvement in decision-making foster a positive work environment, thereby enhancing teacher professionalism. Enhancing the competencies of school leaders through targeted leadership development programs is expected to elevate teacher performance and subsequently enhance overall school outcomes.</i>

INTRODUCTION

Background of the Study

The operational efficiency of an educational institution is profoundly influenced by the strategic leadership of its principal (Sudrajat, 2023). As educational leaders, principals bear the responsibility of overseeing administrative functions while also cultivating an environment conducive to the professional growth of teachers (Permatasari et al., 2023). The leadership style of a principal can significantly influence teachers' motivation, performance, and job satisfaction, whether through direct or indirect means (Jaya, 2021). Analysing the leadership philosophies and responsibilities of school

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administrators in enhancing the quality of instruction in primary schools is thus essential (Suryadhiningrat et al., 2022).

Teachers are crucial to the educational system, as they serve as the primary facilitators of learning. The efficacy of educators in their professions significantly influences the attainment of educational objectives in the cognitive, affective, and psychomotor domains of student development (Mailani et al., 2023). Although there are numerous external factors that affect the effectiveness of teachers, the role of principle leadership is particularly significant (Hanim et al., 2020). Principals can cultivate a positive work environment and motivate educators to realise their maximum potential through strategic leadership strategies (Fransiska et al., 2020). A successful leadership strategy not only prioritises objective achievement but also takes into account the psychological well-being of educators, thereby enhancing the overall quality of education (Mulyasa, 2022).

Primary school is a critical component of the formal education system, as it establishes the groundwork for the development of student competencies at the subsequent level (Purwati et al., 2025). Teachers are not only educators at this level, but also mentors who have an impact on the character of their students. In order to foster teacher professionalism, school principals must be capable of offering sufficient support as educational leaders (Sutanto, 2024). This support may manifest as training, supervision, and acknowledgement of instructors' achievements. This method can be employed by principals to motivate instructors to continue contributing their most exceptional work and to continue developing their skills (Cholid, 2021).

Problem of The Study

Despite the acknowledgement of the significance of principal leadership in enhancing teacher performance, a variety of obstacles persist in primary school environments. The absence of effective communication between principals and teachers is a significant impediment to the successful implementation of educational policies and the coordination of activities (Suryadhiningrat et al., 2022). Additionally, there are certain principals who lack a sufficient understanding of how to implement leadership styles that are consistent with the unique characteristics and requirements of their schools (Mulyasa, 2022). This misalignment has the potential to diminish the motivation of teachers and diminish the efficacy of the educational process. Additional obstacles include the limited participation of educators in decision-making, the frequent modification of policies due to poor communication, and the insufficient support for the professional development of teachers (Faridh et al., 2024). Principals who employ excessively authoritarian or transactional leadership styles may induce a stressful work environment, which has a detrimental effect on the motivation and productivity of teachers (Wijayanto et al., 2021). The objective of this investigation is to investigate the influence of a variety of principal leadership styles on the performance of primary school teachers.

Research's State of the Art

Despite previous investigations into this relationship, limited research has directly explored the connection between principal leadership and teacher performance in primary school environments. The dynamics of leadership in primary education significantly differ from those in secondary or tertiary contexts, primarily due to their focus on fundamental student development and intensive pedagogical interactions. Afifah et al. (2024) assert that transformational leadership styles that prioritise empowerment, motivation, and inspiration markedly enhance teacher performance. Conversely, transactional leadership, which emphasises regulations and oversight, may heighten pressure and constrain creativity (Wijayanto et al., 2021). Likewise, Marliyani et al. (2023) found that transformational leadership enhances individual teacher performance and the dynamics of collaborative teams, leading to a more favourable school environment. These findings underscore the significance of relational leadership in fostering a motivating workplace environment (Frismelly et al., 2021).

Limited research has specifically investigated elementary schools, even though many studies have shown the beneficial impact of leadership styles on educational outcomes. According to Maolana et al. (2023), inclusive leadership fosters teacher collaboration, especially in primary school environments. Putri et al. (2024) emphasised that adaptive leadership styles assist principals in remote or rural elementary schools in addressing pedagogical and logistical challenges. Rosita and Iskandar (2022) contend that contextual factors such as school size, location, and teacher readiness significantly influence the efficacy of leadership styles. Despite these valuable insights, further qualitative research is necessary to understand the direct correlation between principal leadership practices and daily teacher performance in elementary school environments.

Gap Study & Objective

Despite extensive research on the influence of principal leadership on teacher performance, gaps remain in comprehending the specific effects of various leadership styles on teacher performance in elementary schools with diverse characteristics. Recent research has predominantly focused on secondary or higher education, highlighting the necessity for more extensive studies on elementary education (Faridh et al., 2024). Moreover, prior research has predominantly concentrated on transformational and transactional leadership styles, with minimal attention afforded to the incorporation of a diverse range of leadership strategies that may prove effective in elementary school environments (Putri et al., 2024). This study seeks to investigate the impact of principal leadership styles on the performance of elementary school educators. Its objective is to provide a comprehensive understanding of leadership strategies that can enhance educational quality and educator professionalism.

The importance of strong leadership in primary education has been emphasised by numerous international studies. According to Hallinger et al. (2017), in order to improve teacher performance, principals should give priority to guiding teaching and learning. Similar to this, Liu et al. (2021) showed that a principal's leadership greatly promotes teachers' professional development, mainly by fostering trust, which is a component that is frequently disregarded in primary school settings. According to Hallinger and Wang (2020) and Cross et al. (2024), leadership philosophies ought to be customised to meet the unique requirements of every school. Nevertheless, a lot of leadership techniques are used consistently across all educational levels, ignoring the unique difficulties that primary schools face. Despite the demonstrated effectiveness of leadership coaching in enhancing principals' competencies, Huggins et al. (2021) discovered that its implementation in elementary schools is still uncommon.

According to Özdemir et al. (2023), social and cultural elements have a significant impact on school leadership in under-represented areas, like rural or isolated communities. This highlights how important it is to conduct research that takes local contextual quirks into consideration. By investigating the effectiveness of various leadership philosophies in Indonesian primary schools, this study fills a major vacuum in the literature. Indonesia's rich cultural and geographic diversity adds to its relevance and could create unique leadership dynamics in these learning environments.

The research findings are anticipated to assist school principals in formulating more effective leadership strategies to enhance teacher performance. This research seeks to advance the formulation of enduring educational policies that foster effective school leadership in Indonesia (Vienty & Ajepri, 2022). The explanation indicates that attitude assessment in Indonesian elementary schools necessitates additional scrutiny. Only a limited number of studies have examined the implementation of social attitude assessments. This study aimed to elucidate the implementation of social attitude assessment in Indonesian elementary schools. The findings of the current study are crucial for stakeholders in elementary education in Indonesia and worldwide to develop an effective solution to this issue.

METHOD

Type and Design

This study looked at how headteachers' leadership styles influenced the performance of primary school teachers using a qualitative method—more specifically, a case study approach. The survey method was used to thoroughly examine the headteachers' leadership styles. Conducted in primary schools in Sumedang Regency, Indonesia, the study's participant selection from various institutions offered a range of viewpoints and experiences. Allowing enough time to produce thorough insights, data was gathered and examined from December 2024 to February 2025. See Figure 1 for research process flowchart.

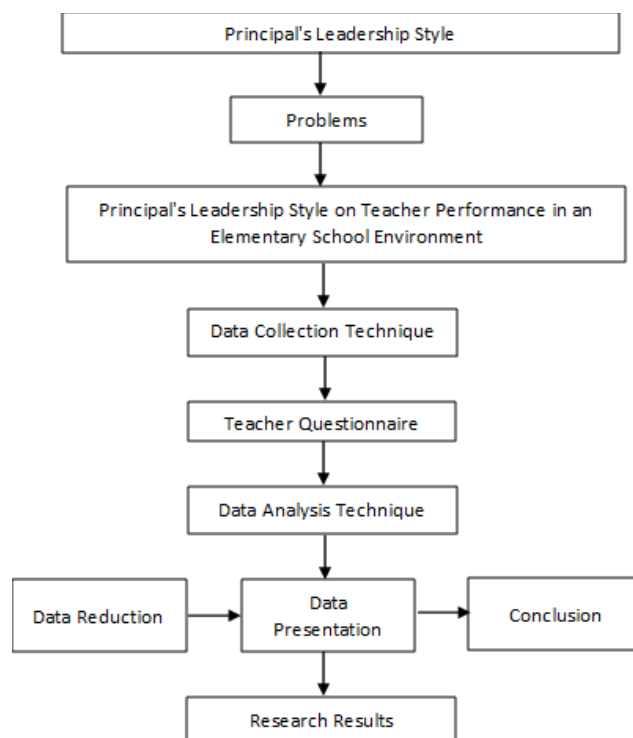


Figure 1: Research Process Flowchart

Data and Data Sources

Primary school teachers in Sumedang Regency provided questionnaire responses for this study. The main data sources were teachers' perceptions of their headteachers' leadership styles, as well as the impact on professional performance. Participants were chosen based on their active involvement in teaching and direct experience in educational leadership. The questionnaire aimed to investigate two major factors: the superintendent's leadership style and teacher performance. The information gathered was intended to shed light on teachers' perspectives and experiences with leadership styles and their impact on professional effectiveness.

Data Collection Technique

Educators were provided with questionnaires to serve as a data collection instrument. This questionnaire collects the direct experiences, opinions, and perceptions of the participating respondents. Sugiyono (2022), states that the questionnaire's structure consisted of statements rated from strongly disagree to agree. Respondents were selected based on their relevance to the primary school context to ensure they possessed appropriate knowledge of the study focus.

Table 1 below presents the questionnaire instruments utilised in the study.

Table 1. Research Instruments		
Indicator	Number	Statements
Principal's Leadership Style	1	The principal provides clear directions on a teacher's duties and responsibilities.
	2	The principal provides clear directions for all school activities.
	3	The principal is firm in his decisions.
	4	The principal values teachers' input in decision-making.
	5	The principal encourages teachers to improve their performance.
	6	The principal is fair to all teachers.
	7	The principal sets a good example for teachers in carrying out their responsibilities.
	8	The principal facilitates teachers' professional development through training.
Teacher Performance	1	I complete my teaching assignments according to the schedule.
	2	I prepare teaching materials before going into class.
	3	I attend suggested training to improve my skills.
	4	I actively participate in school activities outside of teaching.
	5	I am motivated to improve my teaching skills.
	6	Following the guidance I received, I feel more confident in carrying out my responsibilities.
	7	I get along well with my colleagues and contribute to a positive working environment.
	8	I establish effective communication with the principal and colleagues.

Table 2 enumerates the criteria of the rating scale employed for these statements.

Table 2. Statement Score	
Score	Criteria
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Data Analysis

The researchers systematically organised and condensed the raw data collected from questionnaires. To identify recurring themes and patterns, particularly concerning the influence of a principal's leadership style on teachers' performance, they employed a method known as open coding. The themes categorised included communication, guidance, decision-making, and adherence to school policies. All extraneous or irrelevant information was eliminated to maintain the study's objectives. Upon simplification, the data was distinctly presented utilising tools such as tables, bar graphs, and frequency charts. These visual representations made it possible to compare leadership behaviours and teachers' responses in a reliable manner by highlighting important trends and issues. The researchers subsequently analysed the organised data to address the primary questions of the study. To verify the accuracy of the results, they compared the questionnaire findings with prior studies and hypotheses. They employed methods such as peer discussions and participant feedback to validate the accuracy and reliability of the findings.

RESULTS

Variation of Respondents'

This study aims to examine the impact of the principal's leadership style on teacher performance in primary schools within Sumedang Regency. Educators from various grade levels were provided with questionnaires to gather data. Figure 2 illustrates the distribution of teacher respondents according to their respective teaching year groups.

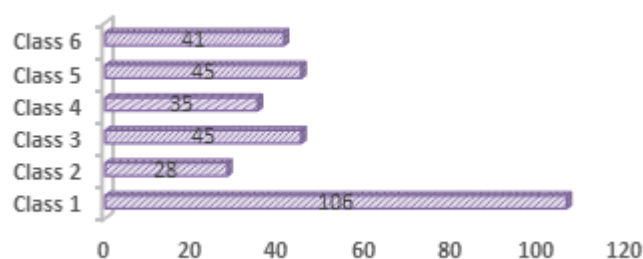


Figure 2. Distribution of Respondents

The number of respondents fluctuated markedly by year group, as illustrated in Figure 2, with Year 1 teachers constituting the largest cohort at 106 participants. Conversely, a reduced number of teachers provided responses from the subsequent year groups: Year 6 (41 teachers), Year 5 (45 teachers), Year 4 (35 teachers), Year 3 (45 teachers), and Year 2 (28 teachers). This analysis of participants by year group offers critical insights into the impact of the principal's leadership style on teacher performance across all levels (Sugiyono, 2022). The findings indicate a correlation between the performance of primary school teachers and the principal's leadership style. The researchers concentrated on leadership characteristics that enhance teachers' efficacy and the challenges encountered in the classroom, pinpointing significant indicators of leadership style and performance metrics (Parveen et al., 2022). The study's results are presented as follows.

Principal's Leadership Style

Roles and Responsibilities

This study examines teachers' perceptions of how clear principals' instructions are regarding their responsibilities. The clarity of this guidance determines how well a principal leads and how it affects teacher performance (Groenewald et al., 2023). The respondents' responses to the assertion that the principal provides precise instructions about the duties and responsibilities of teachers are depicted in Figure 3.

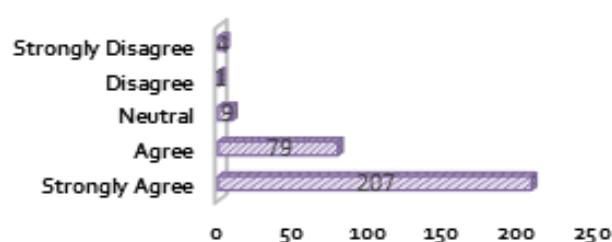


Figure 3. Responses to Questionnaire Statement on Roles and Responsibilities

The majority of respondents endorsed the claim depicted in Figure 3, which states that "the principal provides explicit guidance regarding the roles and responsibilities of a teacher." The majority of educators appear to receive explicit guidance from their principals, as evidenced by the 207 who strongly concurred and the 79 who concurred. Conversely, a small number of individuals expressed scepticism or disagreement. Nine respondents maintained a neutral stance, neither concurring nor dissenting, while one respondent found the principal's guidance to be ambiguous. The principal was accused of failing to provide any explicit guidance by four additional individuals.

Direction in School Activities

This study also examines the perspectives of instructors regarding the clarity of direction provided by principals in all aspects of school life. The clarity of this direction is essential for the development of a purposeful and efficient work environment for instructors (Scallon et al., 2023). The responses to the assertion that the principal obviously directs all school activities are depicted in Figure 4.

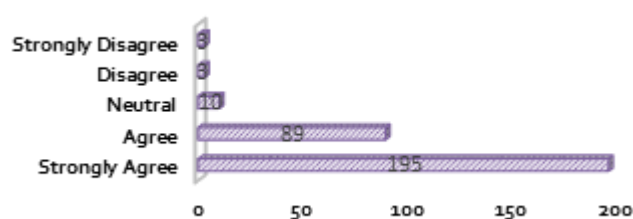


Figure 4. Responses to Questionnaire Statement on Guidance in School Activities

According to Figure 4, the majority of respondents who responded stated that "the principal provides clear guidance for all school activities." The majority of teachers appear to believe that the principal's direction is evident, as evidenced by the 195 who strongly concurred and the 89 who agreed. Conversely, ten individuals maintained their neutrality and did not express a distinct opinion. A small minority of the three who disagreed and the three who significantly disagreed stated that the principal's direction was not sufficiently apparent.

Decision-Making

The assertiveness displayed by principals in their decision-making processes is examined from the viewpoint of teachers in this essay. Decisiveness is an important leadership quality that has a big impact on how well school administration works and how well teachers perform (Mulawarman et al., 2021). Figure 5 shows how people responded to the statement that "the principal is decisive in decision-making."

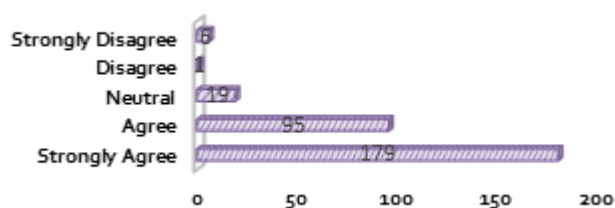


Figure 5. Responses to the Decision-Making Questionnaire Statement

As shown in Figure 5, the majority of educators believe that their principals are exercising decisive leadership, with 95 respondents agreeing and 179 strongly agreeing. Nineteen respondents were indifferent, showing no strong views on the decisiveness of the primary. One of the six people who strongly disagreed and one who disagreed said that the principal was not decisive in their choices.

Respect for Teachers' Opinions

To promote inclusive leadership in the field of school leadership, it is essential to include teachers in decision-making procedures (Nishii & Leroy, 2022). Teachers perform better and are more motivated when they work in a collaborative setting, which is fostered by principals who truly value their opinions. Figure 6 presents the survey's findings about how educators felt about the statement, "principals regard teachers' opinions in decision-making."

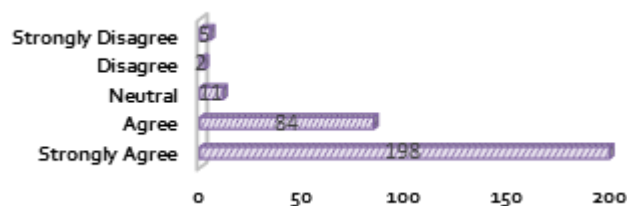


Figure 6. Responses to Questionnaire Statement on Respect for Teachers' Opinions

As seen in Figure 6, the majority of respondents agreed with the statement; 198 teachers strongly agreed, and 84 teachers agreed, suggesting that most think their opinions are taken into consideration when making decisions about schools. Eleven, on the other hand, remained neutral, suggesting that there was no firm position on the issue. Five respondents who strongly disagreed and two respondents who disagreed made up the small minority who said their principals did not sufficiently value their opinions.

Providing Motivation

Principals' support is essential for raising teachers' spirits and productivity. A more productive and inspiring work environment is created by leaders who are adept at giving positive reinforcement (Ariyani et al., 2021). The responses to the relevant questionnaire statement, which are shown in Figure 7, evaluate how much principals inspire their teachers.

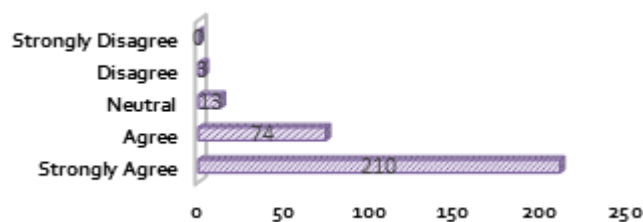


Figure 7. Responses to the Questionnaire Statement Regarding Motivation Provision

The majority of respondents agreed with the statement that "the principal motivates teachers to improve performance," as seen in Figure 7. Overall, 210 respondents strongly agreed, and 74 respondents agreed, indicating that most teachers acknowledge the substantial support and encouragement they receive from their principals. 13 respondents, on the other hand, took a neutral position, meaning they had no firm views on the matter. Since only three respondents disagreed and none strongly disagreed, it can be concluded that principals are generally seen as being successful in providing instructors with significant motivations.

Fairness

The fair conduct of a principal is a fundamental aspect of leadership that fosters professionalism and harmony within the school environment (Mbua, 2023). Teachers' motivation and productivity may be adversely affected by perceived injustices in leadership. The investigation demonstrates that the majority of individuals believe that head teachers exercise a great deal of fairness in their leadership. However, the significance of ongoing efforts to enhance equity and transparency in the development of school policies is underscored by the existence of specific individuals who expressed dissatisfaction. The responses to the statement are illustrated in Figure 8.

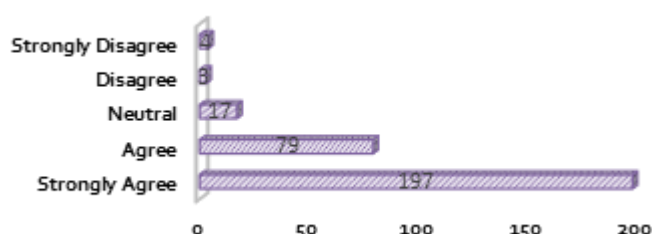


Figure 8. Responses to Questionnaire Statement on Fairness

Most of those who answered the question "the principal is fair to all teachers" said yes, as shown in Figure 8. Of the 197 who strongly agreed, 79 also agreed. This implies that the majority of teachers see their principals as fair in their responsibilities. Seventeen people, on the other hand, were still unsure about the principal's fair behaviour. Of a small minority, three respondents disagreed and four strongly disagreed; they said that fairness has not been completely achieved in their schools.

Exemplary Leadership

In the field of education, principals are role models for teachers as well as leaders. Teachers' motivation and performance are greatly affected by the example set by a principal in carrying out their duties (Agustina et al., 2021). Figure 9 shows the answers to the statement "the principal sets a good example for teachers in carrying out their duties".

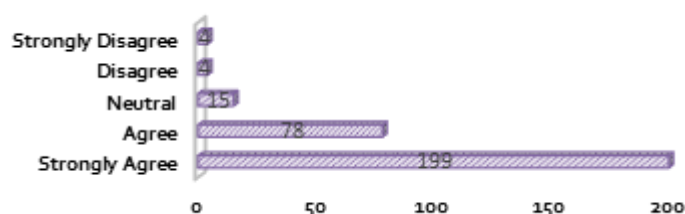


Figure 9. Responses to Questionnaire Statement on Exemplary Leadership

The majority of the responses, as illustrated in Figure 9, confirmed that principals demonstrate exceptional leadership in their duties; 199 individuals strongly concurred and 78 individuals agreed. This implies that a significant number of educators regard their principals as positive role models.

Conversely, 15 individuals reported that they were unable to evaluate their exceptional leadership due to a lack of communication with the principal. A small minority of the respondents felt that their principals did not set a positive example, with four disagreeing and four strongly disagreeing.

Facilitating Training for Teacher Professional Development

Improving teacher competence requires principals to facilitate their professional development through training (Amelia et al., 2022). Figure 10 depicts the responses to the statement "principals facilitate teachers' professional development via training."

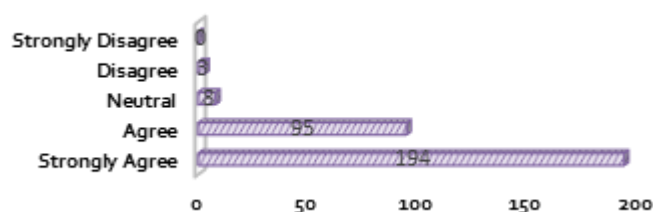


Figure 10. Responses to Questionnaire Statement on Supporting Teacher Professional Development Through Training

Figure 10 illustrates that 95 respondents concurred and 194 strongly concurred, suggesting that they held a favourable opinion. This suggests that the majority of educators are under the impression that their principals offer substantial assistance with their professional development. Nevertheless, eight respondents did not provide an opinion, suggesting that some teachers may not have fully benefited from this support or may require more pertinent training opportunities. The assistance they received was insufficient, according to three dissenting respondents, a negligible minority. It is important to note that none of the respondents expressed a strong disagreement, which confirms the general positive perception of principals' commitment to teacher professional development.

Teacher Performance

Completion of Teaching Tasks as Scheduled

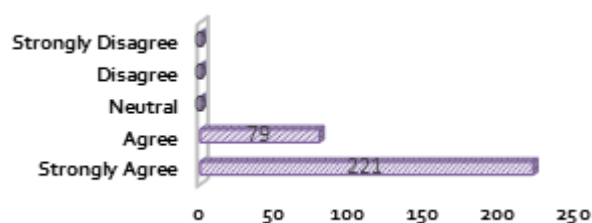


Figure 11. Responses to Questionnaire Statement on Completion of Teaching Tasks as Scheduled

Figure 11 illustrates that the majority of respondents affirmed their compliance with the designated teaching tasks, with 221 strongly agreeing and 79 agreeing. This indicates that all teachers who participated in the survey believe they can fulfil their responsibilities according to established schedules. The studies indicate that teachers perform their responsibilities with a significant level of discipline. Consequently, it can be inferred that the principal's leadership style substantially influences teachers' punctuality in submitting assignments (Saleh et al., 2024).

Advance Preparation of Classroom Instructional Materials

As shown in Figure 12, a sizable majority of respondents reaffirmed their dedication to the earlier creation of instructional materials. Overall, 110 respondents indicated agreement, and 185

respondents indicated strong agreement. The higher level of readiness reflects the influence of a principal's leadership style that encourages teacher professionalism. Strong leadership fosters an atmosphere that motivates educators to provide students with top-notch instruction (Supraptini & Syihabuddin, 2023).

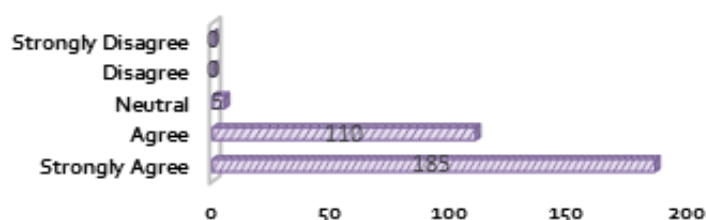


Figure 12. Responses to Questionnaire Statement on Preparation of Teaching Materials Before Classroom Instruction

Participation in Recommended Training

The majority of educators concur that enhancing instructional quality necessitates professional development. In this context, principals are vital as they can offer proactive support by cultivating an environment that promotes skill enhancement and suggesting relevant training. The responses to the statement "I participated in the recommended training to enhance my skills" are illustrated in Figure 13.

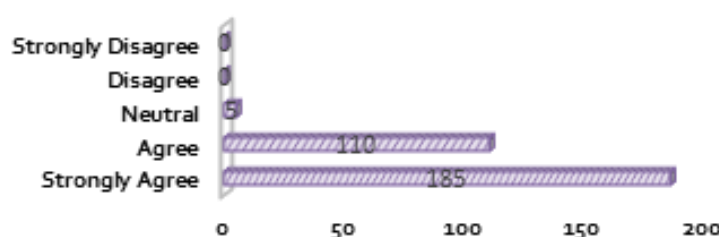


Figure 13. Results of Questionnaire Statement about Participating in Recommended Training

The majority of educators concur that enhancing instructional quality necessitates professional development. In this context, principals are vital as they can offer proactive support by cultivating an environment that promotes skill enhancement and suggesting relevant training. The responses to the statement "I participated in the recommended training to enhance my skills" are illustrated in Figure 13.

Effective Communication with Principals and Colleagues

Effective communication between educators, administrators, and coworkers is essential to a cooperative and successful learning environment. The answers to the communication quality statement are shown in Figure 14.

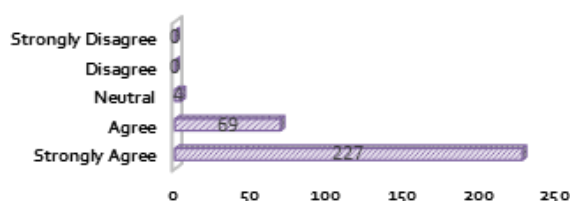


Figure 14. Responses to Questionnaire Statement on Effective Communication with Principals and Colleagues

Figure 14 indicates that the majority of respondents reported highly favourable interactions. Specifically, 69 respondents concurred and 227 strongly concurred that communication with colleagues and principals is effective. Only four respondents indicated neutrality, suggesting that the communication dynamics within the school were perceived as predominantly favourable.

Active Participation in School Activities Outside of Teaching Responsibilities

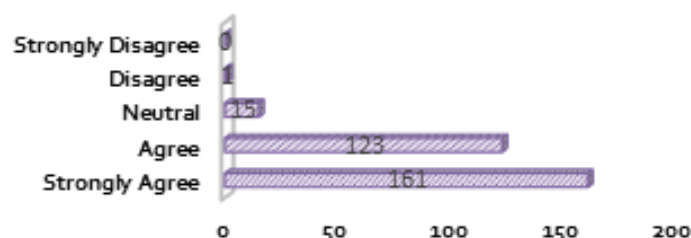


Figure 15. Responses to Questionnaire Statement on Active Contribution to School Activities Beyond Teaching Duties

A substantial majority of respondents, comprising 161 who strongly agreed and 123 who agreed, affirmed their active involvement in extracurricular school activities, as illustrated in Figure 15. Conversely, only one respondent expressed disagreement, none strongly disagreed, and 15 respondents remained neutral. The results indicate that teachers are highly dedicated to fostering a diverse array of extracurricular activities beyond their instructional duties.

Encouragement to Improve Instructional Quality

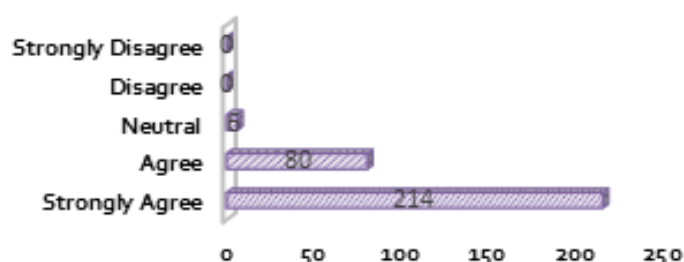


Figure 16. Responses to Questionnaire Statement on Motivation to Enhance Teaching Quality

A significant majority of respondents (80 concurring and 214 strongly concurring) indicated a strong desire to improve the quality of their instruction, as shown in Figure 16. These results imply that encouraging teachers to continuously raise the calibre of their classroom instruction requires a supportive work environment and principal leadership that places a high priority on teacher development.

Confidence in fulfilling responsibilities

Teachers showed a high level of self-confidence in performing their duties after receiving guidance. Notably, none of the 288 respondents strongly disagreed with the statement; 188 (65%) strongly agreed and 100 (35%) of them agreed, as shown in Figure 17.

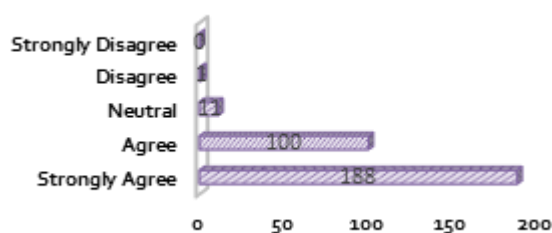


Figure 17. Responses to Questionnaire Statement on Self-Confidence in Fulfilling Responsibilities

Effective Interaction and Cultivation of a Quality Work Environment Among Peers

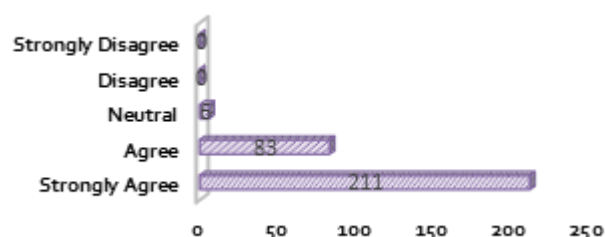


Figure 18. Responses to Questionnaire Statement on Effective Interaction and Cultivation of a Quality Work Environment Among Peers

The overwhelming majority of educators interact favourably with their peers, as evidenced by the data. Specifically, only six (2%) respondents were neutral, 211 (73%) strongly agreed, and 83 (29%) agreed with the statement; there was no evidence of disagreement or strong disagreement, as shown in Figure 18. This result signifies that a strong organisational culture has been solidly established in the school, propelled by a leadership approach that promotes open communication and collaboration. In this environment, educators can openly exchange ideas and collaborate to improve the overall quality of education (Wijaya et al., 2023).

DISCUSSIONS

The strategic leadership of a principal profoundly influences a school's operational efficacy. Principals manage administrative responsibilities and cultivate an environment conducive to teachers' professional growth (Permatasari et al., 2023). The study's results indicate that various facets of teacher performance—such as prompt assignment completion, creation of instructional materials, participation in training, peer communication, and motivation to enhance instructional quality—are significantly affected by principals' leadership. Jaya (2021) asserts that the principal's leadership style can influence teachers' motivation, performance, and job satisfaction both directly and indirectly. This corroborates the conclusion that the majority of educators can fulfil their duties punctually. Among the educators, 79 concurred, while 221 asserted unequivocally that assignments must be submitted punctually. This article demonstrates how effective principal leadership can cultivate a culture of stringent discipline and teacher accountability. Out of 110 teachers, a significant level of professionalism in lesson planning was demonstrated prior to class, with 185 individuals expressing strong agreement (Suprptini & Syihabuddin, 2023). Research indicates that leadership philosophies enhancing teachers' professionalism augment their preparedness for instruction.

Hanim et al. (2020) assert that headmasters employing effective leadership practices can cultivate a positive work environment and facilitate optimal outcomes for teachers. The survey results indicate that 110 respondents concurred and 185 expressed strong agreements, demonstrating that

the majority of teachers recognise the necessity of training for skill enhancement. Enhancing teacher competencies relies on the principal's support in fostering an environment conducive to skill development and providing suitable training guidance. Furthermore, studies by Wijaya et al. (2023) demonstrate that principal leadership that promotes open communication and collaboration is necessary to establish an environment that supports enhanced teacher performance. This is supported by the survey results, which indicated that 69 teachers agreed and 227 teachers strongly agreed that they maintained good communication with their peers and the principal. These findings demonstrate that the school's open and collaborative leadership fosters a positive organisational culture.

161 respondents strongly agreed with the statement that teachers actively participate in extracurricular school activities, while 123 respondents agreed. This suggests that leadership that encourages engagement can significantly boost teachers' involvement in a range of school-based initiatives (Suryadhiningrat et al., 2022). The drive to improve the quality of instruction is also influenced by a supportive work environment and inspiring leadership. 214 respondents strongly agreed with the statement that they felt motivated to increase the effectiveness of classroom instruction, while 80 respondents agreed (Afifah et al., 2024). In addition, 188 respondents strongly agreed and 100 agreed with this statement, suggesting that teachers were more confident in their capacity to fulfil their responsibilities as a result of the principal's guidance. This is in accordance with the findings of Maolana et al. (2023), who demonstrate that principals who implement an inclusive leadership style can foster increased teacher collaboration and establish a more supportive work environment. The creation of an exemplary workplace and supportive peer relationships further exemplifies a positive school culture, with 211 respondents strongly agreeing and 83 agreeing with the relevant statement.

Recent international studies have emphasised the crucial role of principal leadership in improving teacher performance and school outcomes. Transformational leadership in primary schools, as identified by Nguyen et al. (2023), markedly enhances teachers' commitment and instructional quality by fostering a collective objective and offering tailored support. Hallinger and Wang (2020) discovered that effective school leadership not only improves teacher performance but also fosters a collaborative environment conducive to long-term professional development. In a related study, Arar and Örüçü (2022) emphasised the necessity of leadership strategies rooted in empathy and cultural awareness to enhance teacher morale and engagement across various educational environments. These findings support the notion that significant educational advancement relies on responsive and contextually adaptive leadership from principals, especially at the primary level. Leithwood et al. (2020) posited that enduring improvements in student performance and teaching quality result from leadership behaviours that emphasise goal-setting, relational trust, and teacher empowerment.

The significant impact of principals' leadership styles on teacher performance is emphasised in numerous studies (Rosita & Iskandar, 2022). In comparison to transactional leadership, which emphasises rules and control, transformational leadership, which prioritises empowerment, motivation, and inspiration, has been shown to be more effective in improving teacher performance (Marliyani et al., 2023). According to Faridh et al. (2024), adaptive and participatory leadership strategies are particularly effective in enhancing teacher performance in Indonesia's diverse school environments. As a result, in order to improve the overall quality of education, principals must implement leadership strategies that are consistent with the unique requirements of their schools.

CONCLUSION

This research confirms that the performance of primary school teachers is significantly influenced by the leadership style of the principal. Its uniqueness is derived from its contextual approach, which analyses the effects of various leadership dimensions—including transparency, feedback, emotional intelligence, and collaborative problem-solving—on teacher motivation and

productivity in primary schools. This study contributes to the advancement of leadership theory by emphasising the significance of professionally astute and emotionally intelligent leadership in cultivating a productive work environment that improves teacher performance. The results suggest that effective leadership is both directive and participatory, effectively adapting to the practical realities encountered by educators. This study concentrates on elementary schools in a particular region, which may not reflect wider educational contexts. Moreover, it depends on self-reported data from questionnaires that may be biased. Additional research is recommended to corroborate the findings, incorporating a range of educational environments from different regions and utilising mixed methods, such as classroom observations and interviews. Future research may examine the impact of various leadership styles on teacher retention and ongoing professional development in rural or underprivileged schools. This study's findings underscore the pressing necessity for leadership development programs that confront the actual challenges encountered by school principals. Training should concentrate on enhancing principals' emotional intelligence, communication proficiency, and their capacity to lead diverse teams with varying backgrounds and experiences. This research provides essential guidance for policymakers in developing leadership models that enhance teacher well-being and performance. Educational institutions are urged to foster a collaborative leadership model, characterised by equitable distribution of responsibilities and ongoing professional development.

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