

Examining Teacher Performance from the Principals' Perceptions of Academic Supervision, Teacher Self-Efficacy, and Organizational Climate

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ABSTRACT

This study analyzes teacher performance based on principals' perceptions of academic supervision, teacher self-efficacy, and organizational climate, as well as their contribution to improving teacher performance through multilevel analysis. A quantitative approach with descriptive analysis was employed to support data interpretation. The study involved 111 senior high school teachers in Ngaglik District, Sleman Regency, Yogyakarta Special Region, including 15 teachers from SMA Insan Mulia Boarding School, 46 teachers from SMAN 1 Ngaglik, and 50 teachers from SMAN 2 Ngaglik. The findings indicate that principals' academic supervision and organizational climate significantly influence teacher performance, while self-efficacy shows a weaker statistical effect. The significance values were 0.005 for academic supervision, 0.744 for self-efficacy, and 0.000 for organizational climate. Furthermore, the F-test result demonstrated a calculated F value of 19.860 with a significance level of 0.000, confirming that teacher performance is simultaneously influenced by academic supervision, self-efficacy, and organizational climate. The study concludes that both organizational and individual factors contribute to teacher performance improvement. This research is innovative because it integrates organizational climate, teacher self-efficacy, and principals' academic supervision into a single analytical framework, emphasizing the importance of psychological and organizational dimensions in enhancing teacher performance. Teachers with stronger confidence in their professional abilities generally demonstrate better classroom management, instructional quality, and task

completion. These findings highlight the importance of supportive leadership practices and positive school environments in strengthening motivation, professionalism, and performance.

Keywords

Academic Supervision
Educational Management
Multilevel Analysis
Organizational Climate
Teacher Performance

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Introduction

Effective leadership and teaching practices are necessary for schools to survive in the 21st century. The goals and responsibilities of schools are changing rapidly as their environments change. Consequently, the skills and success of educational professionals are becoming increasingly important in educating students to become future members of society. [1]–[5]. Research continues to show that school leadership is crucial in enhancing the ability of school instruction to improve student learning outcomes and improve the processes and people in schools. This landmark study found that school leadership is second only to instruction in terms of improving student learning outcomes [6]. Teachers with high self-efficacy will perceive that their students' success in the classroom is beyond their capabilities, especially when students exhibit behavioral problems or academic difficulties. Conversely, teachers with low self-efficacy tend to perceive that their students' success is beyond their capabilities [7]. Student learning outcomes, engagement, and curiosity are significantly measured by their learning experiences. Most research supports this idea, highlighting that good teaching from teachers is crucial to these experiences.

This is crucial to the success of educators and their adaptability. Effective teachers tend to set and achieve challenging goals, persevere through adversity, and modify teaching methods to meet students' changing needs. These teachers typically try new approaches that create supportive learning environments and maintain positive classroom dynamics. School leaders are crucial to improving student and school-wide learning outcomes [8]. These teachers tend to try new approaches, maintain positive classroom dynamics, and create supportive learning environments. School leaders are crucial to improving student and school-wide academic achievement. Additionally, teachers who achieve higher levels of self-efficacy tend to be more satisfied with their work and more motivated to continue working in the field [9].

Active self-efficacy is related to how well a person thinks they can plan and execute their actions to complete a specific task or produce a specific result [10]. Active self-efficacy

can improve a person's ability to achieve goals and control their environment [11]. A skill is defined as the most important part of the education system, so teachers must conduct self-assessments. Through self-evaluation, teachers analyze their professional abilities and find their strengths and weaknesses [12]–[13]. Teacher self-efficacy is the belief that teachers have the ability to influence students positively and help them achieve their academic goals. In a broader sense, teacher self-efficacy is defined as their belief in their ability to plan, organize, and implement the entire process involving the achievement of educational outcomes and goals set for students. As a result, self-efficacy greatly influences the success of the teaching and learning process. In addition to teacher efficacy having a dominant influence on the teaching and learning process, there are other factors that are closely related, namely external factors that have a large role in strengthening or weakening it [14]. In the context of education, academic supervision is an important mechanism that can support the formation of strong self-efficacy in educators [15].

In line with the efficacy of good teachers, it will certainly support education. However, other factors are certainly equally important. All will feel pointless if teachers have competency but are not supported by a good organizational climate; it will be in vain. This often happens, especially for young teachers who have just graduated. The school culture under the auspices of the foundation will be very close. Therefore, the organizational climate certainly has an influence on the success of the learning process. Organizational climate is considered the quality of teaching that affects teacher performance. Teacher development and school management greatly influence the quality and frequency of interactions between individuals in schools, which have an impact on students [16]. A healthy environment will greatly impact students' growth in accordance with the principles and customs of society. This requires teacher experience that can provide an overview of teaching methods, learning, and the organizational structure of the school. To understand how the environment affects a person, he believes that the most important thing to understand a person's behavior is to understand the specific environment in which they are located [17].

Teachers' perceptions of the school environment are influenced by many factors, including the school environment, social environment, existing management systems, and the level of freedom given to teachers [18]. An additional significant finding is that maintaining and improving certain indicators of the variables studied should be a top priority. The quality of the physical environment is influenced by many factors, including the school's geographic location, cleanliness, comfort, beauty, order, security, and the availability of school infrastructure. The social climate consists of personal relationships, cooperation, tolerance, and the workplace environment [19]. One effort that can be made is to improve infrastructure and infrastructure to create a conducive learning environment. This effort is important not

only to provide a good learning environment for advanced students but also to provide a good working environment for teachers. This is due to the fact that everyone in the school, including teachers, is always influenced and exposed to the environment in which they work [20]–[22]. A principal must have school management skills or leadership. If this is achieved, teaching and learning activities can run well and smoothly as expected [23]. To achieve this, the principal must have the ability or skills to build and guide education to ensure that each student makes full use of their abilities in carrying out their work. The principal not only functions as a managerial manager but also as an academic manager. As academic managers, they have the responsibility to help teachers become professionals so they can improve the learning process. Academic supervision is a series of activities that help teachers improve their abilities in managing the learning process to achieve learning goals [24].

Academic supervision can not only impact pedagogical competence, but can also impact how teachers work. Research results show that supervisory intentions have a positive impact on teacher performance [25]. Teacher performance is very important for education and determines the quality of education. Teacher performance is determined by how teachers carry out their work as teachers. Because teachers have the most direct interaction with students during the learning process, teacher performance is directly correlated with student learning outcomes. Teacher performance is influenced by their environment, so the environment, especially the principal, must be able to motivate and empower teachers to perform well and act as professional teachers who help teachers improve the quality of their work [26]. Basically, teacher performance is the performance carried out by teachers while carrying out their responsibilities as educators. In addition, teachers most often have direct contact with students during the learning process at schools or educational institutions, and the quality of teacher performance greatly influences educational outcomes [27].

Of course, the role of the principal is very important to take a stance and even have full responsibility for the direction of education in an organization. In this case, the principal needs to emphasize accountability, so the choice of leadership style needs to be considered. Leadership is successful if a leader can: achieve success in the teaching and learning process, educate successful students for the community, provide an ideal learning and teaching environment, increase the satisfaction of school employees, and transform the school into a productive environment. In addition, successful leadership has an instructional spirit. This leadership is defined as the direction, resources, and support provided by school leadership [28]. Instructional leaders are those who work together with teachers, students, and parents to pave the way for teacher growth and guide them, visit classes regularly, and check progress consistently.

Materials and Methods

This study used quantitative methods to test the hypotheses that had been made by collecting data and using statistical analysis [29]. The results showed that there was a relationship between the variables in the research subjects. Included in this category is explanatory research, which uses analysis to collect data from certain sources. In addition, the researcher also used a data collection method in the form of a questionnaire. This study also used a quantitative explanatory design that aims to test the hypothesis and explain the relationship between variables.

A. Population and Sampling Techniques

This study involved all high school teachers in Ngaglik District, Sleman Regency, DIY, with 111 teachers from various schools, including SMA Insan Mulia Boarding School, which has 15 teachers, SMAN 1 Ngaglik, which has 46 teachers, and SMAN 2 Ngaglik, which has 50 teachers. In addition, with a population confidence level of 95% and an error rate of 5%, the sample calculation is 70% of 111 times 1.195, and from 111 teachers taken outside the 5% error rate, a point was found at 70, with an error interval of 5% and a confidence level of 95%, so the multiplier factor is 1.195. Thus, the sample calculation is 70% of 111 times 1.195 = 93 teachers.

Research data is considered valid if it can reveal the core of a focus that can be measured precisely with accuracy. To test the validity of this study, the Pearson Product-Moment correlation was used in conjunction with the SPSS program system. To use this correlation, the r value is used with a significance level of 5%. If the calculated r -value exceeds the table r -value, the statement is considered valid [30]. However, the statement is considered invalid if the table R value is greater than the calculated R -value. This study is based on expert opinions before conducting statistical validity tests. If the Cronbach Alpha coefficient exceeds 0.6, the statement is considered reliable; conversely, if the coefficient is below 0.6, the statement is considered unreliable.

Data analysis includes grouping data based on variables and respondent types, tabulating variables from all respondents, displaying data for each variable studied, and performing calculations for multiple linear regression testing through normality tests, linearity tests, and statistical tests. multicollinearity and heteroscedasticity tests [31]. The calculation results will be described in descriptive narrative form to make it easier for the reader.

Table 1. Research Instruments

Dimensions	Indicator
Teacher Performance	1. Dimension of the ability to develop lesson plans.
	2. Dimension of the ability to implement learning.
	3. Dimension of the ability to maintain interpersonal relationships.
	4. Dimension of the ability to assess learning outcomes.
	5. Dimension of the ability to implement enrichment programs.
	6. Dimension of the ability to implement remedial programs.

Dimensions	Indicator
Principal's Academic Supervision	1. Supervision planning 2. Implementation of supervision 3. Monitoring and evaluation 4. Follow-up
Self-Efficacy	1. Magnitude 2. Generality 3. Strength 4. Teaching 5. Adapting education to the individual needs of students 6. Motivating students 7. Maintain discipline 8. Collaborate with work relations and parents 9. Facing change and challenges

B. Data Collection Techniques and Instruments Study

Data were collected through questionnaires or written surveys from research participants [31]. The research questionnaires were distributed to all educational institutions offline. The results produced were more effective because they could be achieved in a shorter time during teachers' working hours. In this study, a category scale was used in the study to quantify and measure individual behavior. In this study, the scale used was a modified Likert scale by providing only four answer choices so as to produce more accurate answers.

Results

A. Normality Test

Based on testing that has been done, the results of the residual normality test, Asymp. Sig. value is 0.200, so nature is asymptotic, so we can conclude that the level of significance obtained > than 0.05, indicating that the data is distributed normally. See Table 2.

Table 2. Normality Test (One-Sample Kolmogorov-Smirnov Test)

		Unstandardized Residual
N		93
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	3.72426754
Most Extreme Differences	Absolute	.059
	Positive	.059
	Negative	-.054
Test Statistics		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

B. Multicollinearity Test

According to Table 3, the value tolerance for supervision academic head school is 0.234 with a VIF of 1.572; for variables *self-efficacy*, the value is -0.031 with a VIF of 2.159; and for variables organizational climate, the value is 0.350 with a VIF of 2.265.

Based on the test results, the tolerance value for the supervision academic head school variable is 0.234 with a VIF of 1.572; for the self-efficacy variable, the value is -0.031 with a VIF of 2.159; and for the organizational climate variable, the value is 0.350 with a VIF of 2.265.

Table 3. Multicollinearity Test

		Coefficients ^a					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta					
1	(Constant)	24,748	4,498		5,502	.000		
	X1	.234	.081	.295	2,869	.005	.636	1,572
	X2	-.031	.095	-.040	-.328	.744	.463	2,159
	X3	.350	.097	.447	3,617	.000	.442	2,265

a. Dependent Variable: Y

C. Linearity Test

Tables 4, 5, and 6 show that the variable supervision academic head school own mark significance 0.456, the variable *self-efficacy* 0.612, and the variable organizational climate own mark significance of 0.112. The data shows a linear relationship between each variable, independent and dependent, because the mark significance > 0.05. The results of the study show that the supervision academic head school variable has a significance value of 0.456, the self-efficacy variable 0.612, and the organizational climate variable 0.112. The data indicate a linear relationship between each independent and dependent variable, as the significance values are > 0.05.

Table 4. Linearity Test Supervision Academic Head School on Teacher Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Supervision Academic Head School	Between Groups	(Combined)	989,649	24	41,235	2,458	.002
		Linearity	596,526	1	596,526	35,563	.000
		Deviation from Linearity	393,123	23	17,092	1,019	.456
	Within Groups		1140.631	68	16,774		
	Total		2130.280	92			

Table 5. Linearity Test *Self-Efficacy* on Teacher Performance

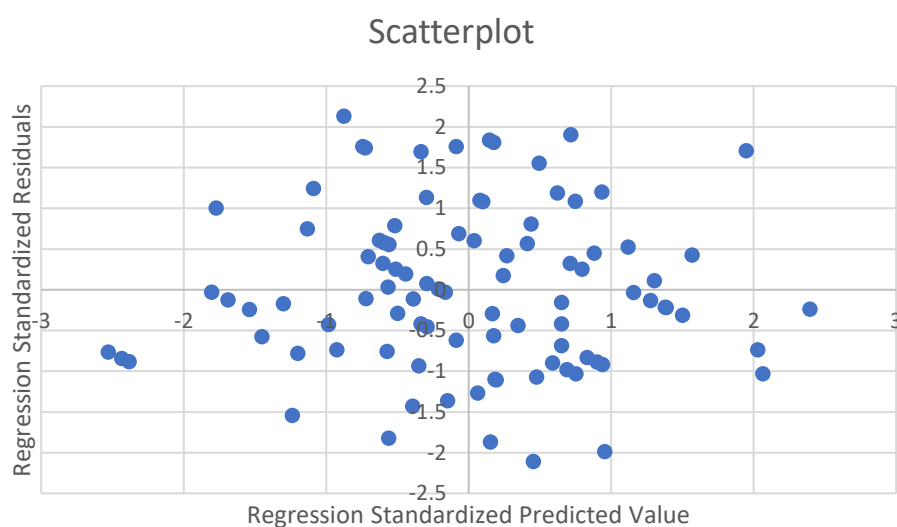
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Self-efficacy	Between Groups	(Combined)	827,472	25	33,099	1,702	.044
		Linearity	411,530	1	411,530	21,164	.000
		Deviation from Linearity	415,942	24	17,331	.891	.612
	Within Groups		1302.807	67	19,445		
	Total		2130.280	92			

Table 6. Linearity Test of Organizational Climate on Teacher Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Organizational Climate	Between Groups	(Combined)	1215.151	25	48,606	3,559	.000
		Linearity	734,469	1	734,469	53,773	.000
		Deviation from Linearity	480,682	24	20,028	1,466	.112
	Within Groups		915,129	67	13,659		
	Total		2130.280	92			

C. Heteroscedasticity Test

Based on the results of testing from variables supervision, academic head school, *self-efficacy*, and organizational climate to teacher performance from the Scatterplot diagram in Table 7. Based on the results of the heteroscedasticity test using a scatterplot (Fig. 1) indicate that heteroscedasticity is not a problem for the regression model. Based on the results of the heteroscedasticity test of the variables of supervision, academic head school, self-efficacy, and organizational climate on teacher performance using the scatterplot in Fig 1, it can be seen that the points do not form a specific pattern but appear randomly above and below the number 0 on the Y-axis. This indicates that there is no heteroscedasticity problem in the model.

**Fig. 1.** Heteroscedasticity Test

D. t-Test

According to the results of the t-test table above, the supervision academic head school's own mark significance of 0.005 and value significance of 0.05 indicates that don't influence on variables supervision academic head school on teacher performance in high schools in the district Ngaglik, DIY. The results of the t-test table above, *self-efficacy* own mark significance of 0.744, and the value significance of 0.05 indicate that No No too own influence on variables on teacher performance in high schools in the sub-district Ngaglik, DIY.

Table 7. t-test (Dependent Variable: Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,748	4,498		5,502	.000
	X1	.234	.081	.295	2,869	.005
	X2	-.031	.095	-.040	-.328	.744
	X3	.350	.097	.447	3,617	.000

a. Dependent Variable: Y

The results of the t-test in Table 7, climate ork own mark significance of 0.000, and the value significance of 0.05 indicate that existence influence on organizational climate on teacher performance in high schools in the district Ngaglik, DIY. The results show that the performance of high school teachers in the sub-district Ngaglik, DIY, will increase if organizational climate support is provided. A p-value of 0.005 and a significance level of 0.05 indicate that the supervision of the academic head of the school does not affect teacher performance in high schools in Ngaglik Subdistrict, DIY.

Furthermore, the significance value for self-efficacy of 0.744 and a significance level of 0.05 indicate that the self-efficacy variable does not affect teacher performance in high schools in Ngaglik District, DIY. Lastly, the significance value for organizational climate is 0.000, and a significance level of 0.05 indicates that organizational climate has an effect on teacher performance in high schools in Ngaglik District, DIY. These results show that high school teacher performance in Ngaglik District, DIY, will improve if the organizational climate is supportive.

E. F-Test

Based on the F test (Table 8), a calculated F-value of 19,860 and a significance of 0.000. Thus, it can be concluded that teacher performance is influenced simultaneously by the supervision of the academic head school, self-efficacy, and organizational climate, since the significance level obtained is $0.000 < 0.05$.

Table 8. F-test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	854,224	3	284,741	19,860	.000 ^b
	Residual	1276,056	89	14,338		
	Total	2130.280	92			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Discussion

A. Supervision of the Academic Head of the School

As a form of effort to improve teachers' professional competence, academic supervision is carried out in three stages: initial meetings, class observations, and feedback meetings. In

general, the principal as a supervisor can carry out academic supervision to help, guide, and motivate teachers to improve their professional abilities, especially in terms of teaching and learning in the classroom. On the other hand, from the teacher's perspective, the principal's efforts have had a significant impact on the development of their professional competence through activities carried out continuously and periodically [32]–[33]. Ideally, academic supervision is carried out three times in one school year, divided into (1) the beginning of the school year, tailored to teachers' conditions and needs; (2) mid-semester, namely coaching and monitoring supervision; and (3) end of semester, namely evaluative supervision. During the initial meeting, teachers meet with the principal in the principal's office as supervisors. They then provide guidance on how to address the problem. After the principal and teachers discuss the lesson plan, the supervisor and teacher create an assessment checklist to track the teachers' learning activities. Once the assessment checklist is complete, the principal and teachers determine the supervision time.

At this initial stage, planning learning activities will include discussions and reviews of objectives, media, methods, implementation time, evaluation of learning outcomes, and matters related to the learning process. At this stage, the support of the principal as a supervisor is very necessary. At this point, teachers and the principal have communicated well, and all the tools needed for learning activities have been well prepared, including the syllabus, lesson plans, media, evaluation sheets, and assessment instruments for learning observation activities. Learning activities that have been planned and approved by the principal are implemented by teachers. After that, supervisors observe the teacher's learning activities. They conduct observations and assessments of teachers using tools that have been created and agreed upon previously [34]–[36]. According to the results of this study, the things that need to be done by supervisors to observe and assess teachers during learning activities include: (1) the supervisor and teacher come to class; (2) the teacher explains the reason for the supervisor's visit; (3) the supervisor uses the agreed observation assessment format to observe the teacher's performance; and (4) the supervisor only concentrates on the contract agreement with the teacher during the observation. At this stage, supervisors conduct classroom supervision of teachers to observe and record events occurring during the learning process. They also complete a pre-prepared checklist for academic supervision observations.

Classroom supervision activities are carried out directly in the classroom with the aim of addressing teacher weaknesses [37]–[39]. The third stage consists of further meetings. At this point, the results are collected, and the teacher meets again with the supervisor to evaluate what the students saw. In this stage, the following steps are based on the research findings: (1) The supervisor asks the teacher how he feels during the learning process; (2) The supervisor supports and encourages the teacher about the learning process that has just begun; (3) The

supervisor and teacher clarify the contract made from the objectives to the implementation of the evaluation; (4) The supervisor shows the results of the observations in an agreed format; (5) The supervisor asks the teacher how he feels about the learning process that has just begun.

B. Self-Efficacy

Research by the RAND Corporation that evaluated Title III and the Elementary and Secondary Education Act of 1965 was a base study about the efficacy of teacher self-efficacy and achievement of students. Research involving two tens school base find that teachers who have level efficacy high self-efficacy show a significant correlation in a way statistics with improvement in student performance [7], [20], [40]–[41]. A teacher with high self-efficacy also has excellent students. Confidence in one's ability to finish tasks and achieve profitable results in certain situations is known as efficacy, self-fulfilling [6], [42]. For producing performance, maximum students naturally school must focus on improving the efficacy teacher self through teacher collaboration to increase the delivery of lessons, teacher- student interactions, and student learning management [21], [43]. This is related to the belief that somebody will ability they For overcome challenges and achieve objectives in an environment or areas that have been determined [44]–[46]. Decision, motivation, preparation, and persistence, somebody will be influenced by the level of efficacy they moment they face a challenge, academic or professional [47].

Based on the results obtained results measurement shows the items and dimensions used to measure the element from four interdependent variables related. As for the results stated, some variables have an influence and a significant relationship between sources and methodologies used in this study. This menu shows the existence of relevance in a conceptual and methodological way [48],[49]. Not only harmony in sources and methodology, but quality from results and elements tested variables will be very influential as a material evaluation improvement. The results of success teacher performance known through various a definite indicator can reflect teacher effectiveness in operate task professionals, including: (1) Planning learning, (2) Implementation of the learning process, (3) Learning outcomes participant educate, (4) Assessment and evaluation learning, (5) Attitude and ethos work, and (6) Feed come back from head schools and participants students who excel tall in a way academic and willing participate in activity extracurricular because they own ability for underperforming pressure, overcome problems, and facing challenges. On the other hand, teachers who do not effective self tend avoid challenges and become pessimistic, which in turn causes poor performance.

C. Climate Organization

In the literature studied on the types of organizational climate, it is explained that researchers examine the types of organizational climate. Six categories in organizational

climate often stand out, including: (1) open climate, (2) autonomous climate, (3) controlled climate, (4) family climate, (5) paternalistic climate, and (6) closed climate [50]. Organizational climate is understood as a measurable component of the organization, which consists of how teacher performance can be seen and measured through appreciation, sincerity, kindness, and support for the psychological structure of the agency's organization. without a few people knowing that an organizational climate will have a dominant influence on students' mindsets by teachers in the wider school environment. The general term "school climate" refers to various structural and socio-emotional features of the school environment. School climate usually changes as students move up to higher grades, with less emphasis on students' socio-emotional needs and increased emphasis on students' abilities and performance [51]. If there is a strong emphasis then it will certainly have an impact on grades and achievements, so that it can encourage students to adopt goals that focus on demonstrating their abilities and developing a consistent mindset culture [52]. In addition, the school environment must be healthy so that education is provided to high-quality individuals. Effective schools will be guaranteed if the educational environment is encouraged for learning and teaching [53]–[56].

The success of a school is greatly influenced by its environment. A positive school climate can increase the motivation, performance, and productivity of teachers and educational staff by creating a comfortable, safe, and conducive working atmosphere for all students [57]–[60]. In such a situation, interactions between individuals run smoothly, based on trust, respect, and openness to communication. Ultimately, this improves teamwork to achieve the goals of the school organization. A good school climate also increases job satisfaction and employee loyalty because they feel valued and involved in decision-making. If school management is carried out properly, the learning process in the classroom will be enhanced through a supportive work environment that encourages innovation and creativity [61]–[63]. By creating a healthy school environment, rules and policies become more easily accepted and implemented responsibly. This will certainly help maintain discipline within the organization without being coercive. In addition, a pleasant school environment improves student learning and development because students feel psychologically safe and motivated to learn. In the long term, this situation will increase the competitiveness of educational institutions and improve public perception of schools. Therefore, it can be concluded that a positive learning environment is an important component in building efficient, sustainable, and quality-oriented schools.

Conclusion

Based on the results of the multilevel analysis, it can be concluded that individual and school organizational factors significantly influence teacher performance. Teacher self-efficacy has been shown to play a significant role in improving performance at the individual level. Teachers who have strong beliefs in their abilities tend to demonstrate better performance in

completing learning tasks. This indicates that personal psychological components are crucial for educator success. At the school level, the principal's perception of the implementation of academic supervision and organizational climate showed a positive and significant impact on teacher performance. Academic supervision that is implemented in a planned, continuous, and constructive manner has the ability to encourage better learning practices and enhance teacher professionalism. Meanwhile, a conducive organizational climate, characterized by strong working relationships, open communication, and a friendly work environment, has the ability to improve performance. Furthermore, the results of this study indicate that there are differences in teacher performance caused by differences in conditions between schools and individual characteristics of each teacher. Based on the study's findings that organizational climate is the factor with the most significant impact on teacher performance, it is recommended that school administrators and policymakers prioritise the development of organizational climate.

It is expected that school administrators would be able to create a work environment that is supportive, encouraging, and conducive to all teachers. This can be achieved through increasing transparent communication, expressing enthusiasm for the guru's performance, and developing constructive feedback mechanisms so that the guru feels appreciated and respected. In addition, programs and policies that promote cooperation, professional development, and teamwork, such as workshops, mentoring, and pelatihan, must be implemented at all educational levels. By strengthening the positive organizational culture, the teacher will be more motivated, have a strong rapport with the school, and ultimately be able to significantly increase work output. Because of this, concentrating on work-related activities, interpersonal relationships, and pricing systems is a strategic approach to achieving the goal of raising the quality of education in schools.

Conflict of Interest

All authors state there is no conflict of interests, both in a way financial both financial and non-financial, which can influence implementation and results in this study.

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