The Influence of Principal's Managerial Skills and Work Motivation on Teacher Performance at Junior High Schools in Tompaso and West Tompaso Districts

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Abstract.

This study aims to analyze: (1) the partial influence of the principal's managerial skills on teacher performance; (2) the partial influence of work motivation on teacher performance; and (3) the simultaneous influence of both the principal's managerial skills and work motivation on teacher performance at Junior High Schools (SMP) in Tompaso and West Tompaso Districts. The background of this research is the stagnation of teacher performance, characterized by the continued use of conventional teaching methods and fluctuating levels of motivation in managing complex curricular administrations. The research employed a quantitative approach with a survey method. The population consisted of 71 junior high school teachers in Tompaso and West Tompaso Districts, where the samples are 42 people. Data were collected through questionnaires and analyzed using Multiple Linear Regression techniques via SPSS 29 software. The results of the study indicate that: (1) The principal's managerial skills have a positive and significant influence on teacher performance, with a regression coefficient of 0.380; (2) Work motivation has a positive and significant influence on teacher performance, with a regression coefficient of 0.618. Work motivation was found to be the most dominant variable influencing teacher performance in the region; (3) Simultaneously, the principal's managerial skills and work motivation significantly influence teacher performance with an F-value of 54.420 ($p < 0.001$). The combined contribution of these two variables to the variation in teacher performance (R-Square) is 73.6%, while the remaining 26.4% is influenced by other factors outside this research model.

Keywords: *Principal's Managerial Skills; Work Motivation and Teacher Performance.*

I. INTRODUCTION

Education is the fundamental foundation of a nation's development, which is no longer viewed merely as a one-way process of knowledge transmission, but rather as a dynamic ecosystem aimed at building individuals' resilience and adaptability to rapidly evolving global changes. As a means of empowerment, education enables learners to determine their direction amid social and technological complexity, where UNESCO (2015) emphasizes that education is a global public good intended to strengthen human dignity and integrate economic, social, and environmental dimensions within sustainable development. In line with this, the modern educational paradigm has shifted from a standardization model toward a learner-centered approach that focuses on the uniqueness of each individual, with an emphasis on developing higher-order competencies, including digital literacy and critical thinking. According to Schleicher (2018), education today is no longer about teaching individuals something, but about helping them build a reliable compass and navigation tools to find their own path in an increasingly complex, ambiguous, and volatile world.The implementation of this vision at the junior secondary school (SMP) level in Indonesia faces unique challenges due to the psychological characteristics of students in early adolescence.

At this stage, schools must function as spaces for strengthening character and fostering independent learning, where education is directed toward the balanced development of cognitive, affective, and psychomotor competencies to equip students in facing rapid environmental changes. However, in practice, the educational process at the SMP level is often hindered by low student engagement due to less varied teaching methods that fail to accommodate diverse individual talents. Therefore, the success of education at this level heavily depends on educators' ability to create innovative, problem-based learning environments in which students become active subjects who construct their own knowledge. Within this ecosystem, teacher performance is considered the primary driving force, resulting from the dynamic interaction between

professional competence, technological adaptability, and organizational support. High-performing teachers not only master subject matter but are also capable of creating learning experiences that are relevant to contemporary dynamics, making the improvement of teacher performance a crucial agenda in enhancing overall educational quality.This multidimensional nature of teacher performance is influenced by both internal and external factors, where theoretically, optimal performance is achieved when teachers possess autonomy, competence, and a strong sense of relatedness to their environment.

Externally, the role of the principal as a manager is highly decisive; referring to the concept of Instructional Leadership, modern principals are required not only to be proficient in asset and administrative management but also to act as instructional leaders who define the school's vision and provide constructive clinical supervision for teachers. Managerial effectiveness, including leadership style and the ability to create a conducive work climate, has been shown to be directly associated with teachers' work motivation, where transparent and participatory school management can significantly enhance teachers' self-efficacy. In addition to managerial aspects, work motivation serves as the psychological energy that drives teachers to perform their duties. Teachers with high work motivation, whether driven by intrinsic factors such as recognition of achievement or external incentives, tend to be more creative in overcoming school resource limitations, whereas low motivation leads teachers to work merely at a formal level without pedagogical innovation.However, the empirical reality in the field reveals a significant gap between these theoretical expectations and actual conditions in junior secondary schools in the districts of Tompaso and West Tompaso. It is indicated that teacher performance in these areas remains stagnant, as reflected in the continued use of conventional one-way lecture methods that provide limited cognitive stimulation for adolescent learners.

The lack of teachers' ability to design problem-based learning (Problem-Based Learning) or project-based learning (Project-Based Learning) results in student disengagement and perceptions of irrelevance in learning. Furthermore, the use of technology is often limited to replacing static whiteboards rather than serving as an interactive and transformative medium, compounded by teachers' difficulties in developing differentiated instructional designs. This condition is presumed to stem from principals' managerial styles that remain predominantly instructive-bureaucratic or administratively rigid rather than collaborative and supportive. Levels of work motivation also vary considerably, with some teachers feeling burdened by complex curriculum administration without a clear reward system and lacking emotional support from leadership. If left unaddressed, these issues may negatively impact the quality of junior secondary school graduates in the region amid global competition that demands more than merely classroom instruction. Based on this phenomenon, a scientific analysis is necessary to examine the influence of principals' managerial practices and work motivation on teacher performance in junior secondary schools in Tompaso and West Tompaso Districts.

II. LITERATURE REVIEW

A. Teacher perfomance

Teacher performance in the context of modern education is viewed as the qualitative and quantitative outcomes achieved by individuals in carrying out their duties in accordance with assigned responsibilities and established standards. Armstrong (2016) emphasizes that performance should not only be assessed based on final outputs, but also on processes, work behavior, and the competencies demonstrated by individuals. Kasmir (2017) and Wibowo (2017) reinforce this perspective by stating that performance reflects both work results and work behavior over a given period, based on competence, experience, and dedication. In the era of disruption, the concept of teacher performance has expanded in meaning. Gumus et al. (2018) describe it as a manifestation of teacher self-efficacy, while Katuuk (2020) highlights the importance of pedagogical adaptability in aligning instructional strategies with technological advancements and student characteristics.

From a regulatory standpoint, teacher performance in Indonesia is currently measured through the Teacher Performance Assessment (PKG), which emphasizes both work outcomes (quantity and quality) and work behavior, in accordance with the Regulation of the Minister of Administrative and Bureaucratic Reform No. 6 of 2022. Factors influencing teacher performance involve a complex interaction between internal

factors—such as intellectual ability and motivation—and external factors, including principals' visionary leadership, work climate, and the availability of facilities and infrastructure.

B. Principals' managerial

Principals' managerial competence serves as the driving force of organizational transformation, evolving from mere administrative functions into instructional leadership or learning leadership. According to Henry Fayol, as cited in Handoko (2018), management is a process consisting of planning, organizing, commanding, coordinating, and controlling activities. Operationally, managerial functions are commonly framed within George R. Terry's (1953) POAC model (Planning, Organizing, Actuating, Controlling). Effective planning must be factual, rational, and flexible (Tuerah, 2016). Organizing involves structuring adaptive organizational systems and encouraging staff participation in decision-making processes (Leithwood & Jantzi, 2017), as well as fulfilling a mentoring role for novice teachers (Lengkong, 2019). The actuating function is carried out through emotional engagement to foster a positive school climate (Hoy & Miskel, 2018), while controlling is implemented through academic supervision that is collaborative and reflective rather than punitive (Robinson, 2016). An effective principal is able to build organizational commitment through transparent communication, which in turn enhances teachers' dedication (Lumapow, 2016).

C. Work motivation

Work motivation serves as the psychological energy that initiates and sustains work behavior toward specific goals. Mulyasa (2022) defines it as the driving force that gives rise to behavior, while Katuuk (2021) views it as a fundamental impulse rooted in professional responsibility to bring about character transformation in students. The theoretical foundations of motivation include Maslow's Hierarchy of Needs Theory (1943), Herzberg's Two-Factor Theory (1966), which distinguishes between hygiene factors and motivators, and Alderfer's ERG Theory (1969).Teachers' work motivation is influenced by extrinsic factors such as salary and work environment, as well as intrinsic factors such as recognition of achievement and opportunities for self-development. Referring to Self-Determination Theory by Deci and Ryan (2017), teachers' work motivation is strongly driven by the fulfillment of autonomy, competence, and relatedness. Teachers who feel psychologically valued and perceive organizational fairness are more likely to demonstrate higher levels of creativity and innovation in managing classroom activities (Lumapow, 2018; Katuuk, 2021).The integration of structured managerial functions (Terry, 1953) and the fulfillment of psychological needs through motivation (Herzberg, 1966) forms the primary theoretical framework of this study in explaining fluctuations in teacher performance. The synergy between these two variables is believed to optimize educational quality through the alignment of an organized work environment and strong individual work ethic.

III. METHODS

This study employs a quantitative approach using a survey method to test hypotheses regarding the influence of principals' managerial competence and work motivation on teacher performance. Technically, the study was conducted in the districts of Tompaso and West Tompaso, Minahasa Regency, covering five schools: SMP Negeri 1 Tompaso, SMP Negeri 2 Tompaso, SMP Negeri 3 Tompaso, SMP Negeri 4 Satap Tompaso, and SMP Nasional Tompaso. The research was carried out over a three-month period, from December to February 2026. The research subjects included all teachers in these schools, with a total population of 71 individuals. From this population, the sample was determined using proportional random sampling based on the Taro Yamane formula with a precision level of 10% (as cited by Saranaung in Riduwan, 2010), resulting in a sample size of 42 respondents.Data were collected through two primary techniques: questionnaires and documentation. The questionnaire was designed using a Likert scale to measure respondents' perceptions of three main variables: Principals' Managerial Competence (X1), which includes planning, organizing, actuating, and controlling dimensions; Work Motivation (X2), encompassing dimensions from physiological needs to self-actualization; and Teacher Performance (Y), measured through planning, implementation, and evaluation of learning.

Prior to final data collection, the research instrument underwent validity and reliability testing using SPSS version 29. Based on Sugiyono's (2018) criteria, the instrument was deemed reliable as it achieved a Cronbach's Alpha value greater than 0.60, with results indicating that all three variables fell into the "Very Strong" category, with coefficients above 0.84.Data analysis was conducted through several statistical stages to ensure that the research model met scientific requirements. The initial stage involved classical assumption tests, including the normality test (using the Kolmogorov-Smirnov method), linearity test, multicollinearity test (by examining Tolerance and VIF values), and heteroscedasticity test. Ghozali (2018) emphasizes that these tests are essential to ensure that the resulting regression model meets the criteria of the Best Linear Unbiased Estimator (BLUE). Subsequently, hypothesis testing was performed using multiple linear regression analysis to determine the direction and magnitude of the influence of independent variables on the dependent variable. The t-test was used for partial hypothesis testing, the F-test for simultaneous testing, and the coefficient of determination (R^2) to measure the extent to which principals' managerial competence and work motivation explain variations in teacher performance.

IV. RESULT AND DISCUSSION

Result

A. Description of Research Data

The description of research data refers to the item-based scores obtained for each research variable, namely Principals' Managerial Competence (X1), Work Motivation (X2), and Teacher Performance (Y). The total score obtained per item from each respondent for these variables was used as the basis for further calculations in hypothesis testing using SPSS version 29. The data are presented in the form of frequency distributions, means, and standard deviations for each variable studied.

1. Distribution of Principals' Managerial Competence Scores

Based on the primary research data consisting of 42 respondents and processed using SPSS version 29, the results indicate that the lowest score (minimum) obtained from respondents' answers was 57.00, while the highest score (maximum) was 75.00, resulting in a range of 18.00. The mean value for the Principals' Managerial Competence variable is 66.6667. This value indicates that, in general, teachers' perceptions of principals' managerial competence fall within the "Good" category. Furthermore, the standard deviation value of 6.02704, which is smaller than the mean, suggests that the data distribution is relatively homogeneous, indicating that the variation in responses among teachers is not significantly wide, as presented in the following table:

Table 1. Descriptive Statistics of Principals' Managerial Competence Variable

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MANAJERIAL KEPALA SEKOLAH	42	18.00	57.00	75.00	66.6667	.92999	6.02704	36.325	-.067	.365	-1.466	.717
Valid N (listwise)	42											

Based on the mean value of 66.67 compared to the ideal score of 75, the tendency of the Principals' Managerial Competence variable is 0.8889 or 88.9%, which falls into the "Very Good" category. This finding indicates that, overall, teachers at the research site have a highly positive perception of principals' managerial competence. Principals are considered to have effectively carried out planning, organizing, actuating, and controlling functions in supporting school activities.

2. Distribution of Work Motivation Scores

Based on research data consisting of 42 respondents and processed using SPSS version 29, the results indicate that the lowest score (minimum) for the Work Motivation variable is 57.00, while the highest score (maximum) is 75.00, resulting in a score range of 18.00 points in teachers' perceptions of work motivation. Furthermore, the mean value obtained is 68.21. When this mean value is compared to the ideal maximum score of 75, as generally presented in the following table:

Table 2. Descriptive Statistics of Work Motivation Variable

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MOTIVASI KERJA	42	18.00	57.00	75.00	68.2143	.79745	5.16808	26.709	-.736	.365	-.734	.717
Valid N (listwise)	42											

Based on Table 2, the Work Motivation variable (X2) shows a mean value of 68.21. When compared to the ideal maximum score of 75, the tendency level is 0.9095 or 90.95%. Referring to the score interpretation criteria, this percentage falls within the range of 81%–100%, indicating that the Work Motivation variable is categorized as "Very Good." This suggests that teachers in the research location possess strong work motivation, commitment, and professional enthusiasm in carrying out their educational duties.

3. Distribution of Teacher Performance Scores

Based on research data consisting of 42 respondents and processed using SPSS version 29, the results indicate that the lowest score (minimum) for the Teacher Performance variable is 57.00 and the highest score (maximum) is 75.00. The mean value obtained is 66.57, with a standard deviation of 5.60, as generally presented in the following table:

Table 3. Descriptive Statistics of Teacher Performance Variable

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
KINERJA GURU	42	18.00	57.00	75.00	66.5714	.86428	5.60114	31.373	-.205	.365	-1.294	.717
Valid N (listwise)	42											

Based on Table 4.3, when the mean value is compared to the ideal maximum score of 75, the tendency level of the Teacher Performance variable reaches 0.8876 or 88.76%. According to the score interpretation criteria, this value falls within the "Very High" category. This also indicates that the distribution of teacher performance data is relatively even around the mean, reflecting a consistent level of teacher performance quality across the research site.

B. Classical Assumption Tests

1. Data Normality Test

The data normality test is conducted to determine whether the data are normally distributed for each variable analyzed. This is intended to examine whether the observed variables—Principals' Managerial Competence, Work Motivation, and Teacher Performance—follow a normal distribution. To test data normality, SPSS version 29 was utilized, applying the One-Sample Kolmogorov-Smirnov Test method.

Hypothesis Testing

Ho : The data are normally distributed

Ha : The data are not normally distributed (random)

Decision Criteria:

If the probability (sig) > 0.05, then H_0 is accepted.

If the probability (sig) < 0.05, then H_0 is rejected and H_a is accepted.

a. Principals' Managerial Competence Data

Table 4. Normality Test of Principals' Managerial Competence Variable

One-Sample Kolmogorov-Smirnov Test			
			MANAJERIAL KEPALA SEKOLAH
N			42
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.87472791
Most Extreme Differences	Absolute		.165
	Positive		.114
	Negative		-.165
Test Statistic			.165
Asymp. Sig. (2-tailed)[c]			.006
Monte Carlo Sig. (2-tailed)[d]	Sig.		.006
	99% Confidence Interval	Lower Bound	.004
		Upper Bound	.008
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.			

Based on the results of the SPSS version 29 analysis, the Asymp. Sig. (2-tailed) value is 0.006 < 0.05, indicating that the data are not normally distributed. However, based on the Histogram and Normal Q-Q Plot (Appendix VI), the distribution of data points appears to spread around the diagonal line and follows a linear pattern. Therefore, the normality assumption in this study is considered to be substantively fulfilled, allowing inferential statistical analysis using multiple linear regression to proceed for hypothesis testing.

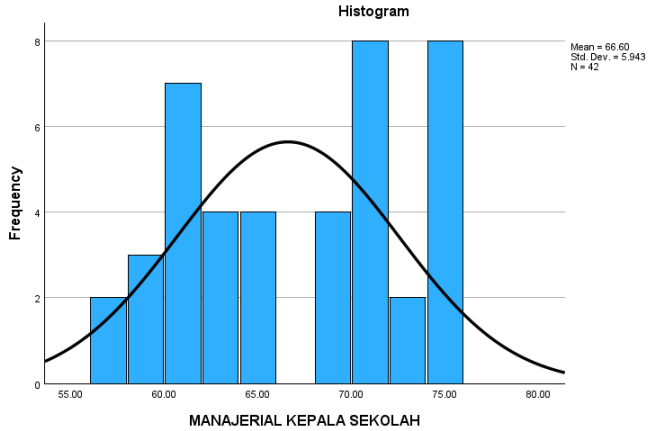

Fig 1. Normality Curve of Principals' Managerial Competence

The normality curve for the Principals' Managerial Competence variable above indicates that the data are normally distributed.

b. Work Motivation Data

Table 5. Normality Test of Work Motivation Variable

One-Sample Kolmogorov-Smirnov Test			
			MOTIVASI KERJA
N			42
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.33916145
Most Extreme Differences	Absolute		.165
	Positive		.084
	Negative		-.165
Test Statistic			.165
Asymp. Sig. (2-tailed)[c]			.006
Monte Carlo Sig. (2-tailed)[d]	Sig.		.006
	99% Confidence Interval	Lower Bound	.004
		Upper Bound	.008
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.			

Based on the results of the SPSS version 29 analysis, the Asymp. Sig. (2-tailed) value is 0.006 < 0.05, indicating that the data are not normally distributed. However, based on the Histogram and Normal Q-Q Plot (Appendix VI), the distribution of data points appears to spread around the diagonal line and follows a linear pattern. Therefore, the normality assumption in this study is considered to be substantively fulfilled, allowing inferential statistical analysis using multiple linear regression to proceed for hypothesis testing.

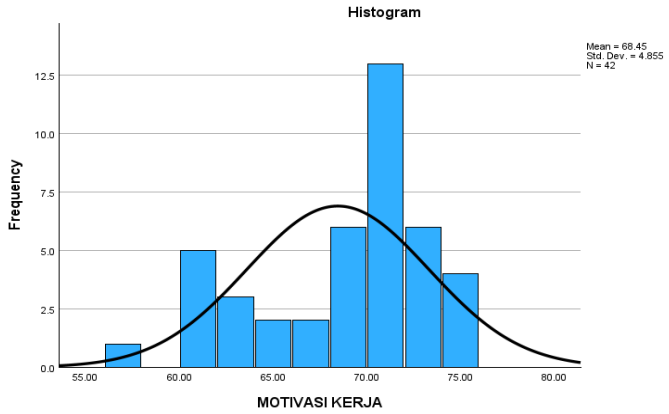

Fig 2. Normality Curve of Work Motivation

The normality curve for the Work Motivation variable above indicates that the data are normally distributed.

c. Teacher Performance Data

Table 6. Normality Test of Teacher Performance Variable

One-Sample Kolmogorov-Smirnov Test			
			KINERJA GURU
N			42
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.87682723
Most Extreme Differences	Absolute		.135
	Positive		.108
	Negative		-.135
Test Statistic			.135
Asymp. Sig. (2-tailed)[c]			.052
Monte Carlo Sig. (2-tailed)[d]	Sig.		.054
	99% Confidence Interval	Lower Bound	.048
		Upper Bound	.060
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Based on the results of the SPSS version 29 analysis, the Asymp. Sig. (2-tailed) value is 0.52 > 0.05. Therefore, H_0 is accepted, indicating that the Teacher Performance data are normally distributed.

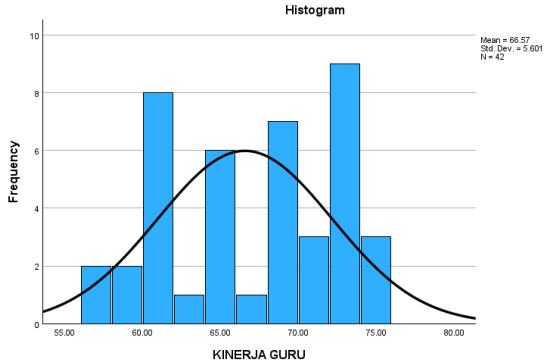

Fig 4.3. Normality Curve of Teacher Performance

The normality curve for the Teacher Performance variable above shows that the data are normally distributed.

2. Linearity Test

The linearity test aims to determine whether two variables have a significant linear relationship. The criterion used is that if the Significance (Sig.) value in the Deviation from Linearity is greater than 0.05, then the two variables have a linear relationship.

Table 7. Linearity Test of Principals' Managerial Competence on Teacher Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KINERJA GURU * MANAJERIAL KEPALA SEKOLAH	Between Groups	(Combined)	941.986	15	62.799	4.742	<,001
		Linearity	739.327	1	739.327	55.831	<,001
		Deviation from Linearity	202.659	14	14.476	1.093	.407
	Within Groups		344.300	26	13.242		
	Total		1286.286	41			

Based on the results of the SPSS version 29 analysis presented in Table 4.7, the Sig. value for Deviation from Linearity is 0.407. Since this value is greater than 0.05 (0.407 > 0.05), it can be concluded that there is a significant linear relationship between Principals' Managerial Competence and Teacher Performance.

Table 8. Linearity Test of Work Motivation on Teacher Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KINERJA GURU * MOTIVASI KERJA	Between Groups	(Combined)	981.152	15	65.410	5.574	<,001
		Linearity	829.136	1	829.136	70.650	<,001
		Deviation from Linearity	152.017	14	10.858	.925	.546
	Within Groups		305.133	26	11.736		
	Total		1286.286	41			

Based on the results of the SPSS version 29 analysis, the Sig. value for Deviation from Linearity is 0.546. Since this value is greater than 0.05 (0.546 > 0.05), it can be concluded that the relationship between Work Motivation and Teacher Performance is linear.

3. Multicollinearity Test

The multicollinearity test is used to determine whether there is a correlation among independent variables in the regression model. If such a correlation exists, it indicates a multicollinearity problem. A good regression model should not exhibit correlations among independent variables. The required criteria are a Tolerance value > 0.10 and a Variance Inflation Factor (VIF) value < 10.00. Based on the results of the SPSS version 29 analysis, the test was conducted by comparing the individual coefficient of determination (r^2) with the simultaneous coefficient of determination (R^2), yielding the following results:

Table 9. Results of Multicollinearity Test

r^2	0,438	Coefficient of determination for X1 and X2
R^2	0,736	Simultaneous coefficient of determination

Based on the table above, it can be concluded that the value of r^2 is smaller than the value of R^2. Therefore, it indicates that no multicollinearity occurs among the independent variables.

4. Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is inequality in the variance of residuals across observations in the regression model. In this study, the Glejser test was employed by regressing the independent variables on the absolute residual values. Based on the results obtained from SPSS version 29 (Appendix VIII), the significance value for the Principals' Managerial Competence variable is 0.466, and for Work Motivation is 0.698, as presented in the following table:

Table 10. Results of Heteroscedasticity Test

Variable	Sig. Value	Keterangan
Principals' Managerial Competence (X1)	0,466	No Heteroscedasticity
Work Motivation (X2)	0,698	No Heteroscedasticity

Based on the table above, it can be observed that the significance values for Principals' Managerial Competence (0.466) and Work Motivation (0.698) are both greater than 0.05 (Sig. > 0.05). Therefore, it can be concluded that there is no indication of heteroscedasticity in this regression model.

C. Multiple Linear Regression Analysis

After all classical assumption tests were fulfilled—indicating that the data are normally distributed, free from multicollinearity, and not affected by heteroscedasticity—the analysis proceeded with multiple linear regression using SPSS version 29. This analysis aims to determine the extent of the influence of the independent variables, namely Principals' Managerial Competence (X1) and Work Motivation (X2), on the dependent variable, Teacher Performance (Y), both partially and simultaneously. The multiple linear regression equation applied is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Keterangan:

- Y = Kinerja Guru
- α = Konstanta
- β_1, β_2 = Koefisien Regresi
- X_1 = Manajerial Kepala Sekolah
- X_2 = Motivasi Kerja
- e = *Error term* (variabel pengganggu)

The following are the results of data processing using SPSS version 29:

Table 11. Coefficients with Dependent Variable: Teacher Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.077	6.612		-.163	.871
	Principals' Managerial Competence (X1)	.380	.103	.404	3.680	<,001
	Work Motivation (X2)	.618	.127	.536	4.885	<,001
a. Dependent Variable: Teacher Perfomance						

Based on the coefficients table (with Teacher Performance as the dependent variable), the constant and regression coefficients are obtained as follows:

Constant (α) = -1,077
Coefficient of X1 (β_1) = 0,380
Coefficient of X2 (β_2) = 0,618
Thus, the regression equation is:

$Y = -1{,}077 + 0{,}380X_1 + 0{,}618X_2$

Based on this regression equation, the constant value of -1.077 indicates that if the variables Principals' Managerial Competence (X1) and Work Motivation (X2) are equal to zero, then the value of Teacher Performance (Y) is -1.077. Furthermore, the regression coefficients for both independent variables are positive. This indicates that every one-unit increase in Principals' Managerial Competence (X1) will increase Teacher Performance (Y) by 0.380. Similarly, every one-unit increase in Work Motivation (X2) will increase Teacher Performance (Y) by 0.618. Based on the comparison of these coefficients, it can be concluded that Work Motivation has a greater impact on Teacher Performance than Principals' Managerial Competence.

D. Hypothesis Testing

1. t-Test (Partial)

The t-test is used to examine the partial effect of each independent variable on the dependent variable. The decision criterion is that if the Sig. value < 0.05, then the hypothesis is accepted (indicating a

significant effect). Based on Table 4.10 (Coefficients with Teacher Performance as the dependent variable), the results of the t-test are as follows:

a. The Effect of Principals' Managerial Competence (X1) on Teacher Performance (Y)

Based on the data analysis, the calculated t-value is 3.680 with a significance value (Sig.) of < 0.001. Since the significance value is less than 0.05 (< 0.001 < 0.05), H_1 is accepted. This indicates that Principals' Managerial Competence has a positive and significant effect on Teacher Performance.

b. The Effect of Work Motivation (X2) on Teacher Performance (Y)

Based on the data analysis, the calculated t-value is 4.885 with a significance value (Sig.) of < 0.001. Since the significance value is less than 0.05 (< 0.001 < 0.05), H_2 is accepted. This indicates that Work Motivation has a positive and significant effect on Teacher Performance.From the analysis results, it is evident that both independent variables have positive t-values, namely 3.680 and 4.885. These positive values indicate a direct (positive) relationship between the independent variables and the dependent variable. This implies that improvements in principals' managerial competence or increases in teachers' work motivation will be followed by a significant improvement in teacher performance.

c. F-Test (Simultaneous Test)

The F-test is conducted to determine whether the independent variables—Principals' Managerial Competence (X1) and Work Motivation (X2)—simultaneously have a significant effect on the dependent variable, Teacher Performance (Y). The test is performed by comparing the significance value (Sig.) in the ANOVA table with the significance level of 0.05 (α = 5%).

Table 12. ANOVA of Multiple Linear Regression

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	946.964	2	473.482	54.420	<,001[b]
	Residual	339.322	39	8.701		
	Total	1286.286	41			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Work Motivation, Principals' Managerial Competence						

From the ANOVA table above, the following results are obtained:

F-value = 54,420

Significance value (Sig.) = < ,001

Based on Table 12, the calculated F-value is 54.420 with a significance value of < 0.001. Since the significance value is far below 0.05 (< 0.001 < 0.05), H_0 is rejected and H_a is accepted. This indicates that the variables Principals' Managerial Competence (X1) and Work Motivation (X2) simultaneously have a positive and significant effect on Teacher Performance (Y).

In other words, the regression model demonstrates a very good level of fit (goodness of fit), indicating that Principals' Managerial Competence and Work Motivation can be jointly used to predict the level of Teacher Performance.

d. Coefficient of Determination (R^2)

The coefficient of determination is used to measure the extent to which the model explains the variation in the dependent variable. The value of the coefficient of determination is indicated by the R Square value, as presented in the following table:

Table 13. Results of the Coefficient of Determination Test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.858[a]	.736	.723	2.94967	1.703
a. Predictors: (Constant), Work Motivation, Principals' Managerial Competence					
b. Dependent Variable: Teacher Performance					

Discussion

1. The Significance of Principals' Managerial Role on Teacher Performance

Based on the hypothesis testing results, it was found that the variable of Principals' Managerial Competence (X1) has a positive and significant contribution to Teacher Performance (Y), with a regression

coefficient of 0.380. In a managerial context, this indicates that management functions carried out by principals—such as instructional planning, human resource organization, and clinical supervision—serve as driving forces in establishing high performance standards for teachers.Contextually, this finding reflects the professional dynamics of junior secondary school teachers in Tompaso and West Tompaso Districts. The relatively accessible geographical locations of schools in this area facilitate coordination among school leaders, for instance through the MKKS forum, enabling managerial standardization to be effectively implemented at the teacher level. Theoretically, this result reinforces the view that the effectiveness of school organizations largely depends on the managerial capabilities of their leaders. However, when compared to the motivation variable, managerial influence ranks second, indicating that structural (managerial) aspects function optimally only when supported by psychological aspects, namely the motivation of the individuals implementing them.

2. The Dominance of Work Motivation as the Primary Determinant of Teacher Performance

The findings of this study indicate that Work Motivation (X2) is the most dominant variable influencing Teacher Performance, with a regression coefficient of 0.618. This value is significantly higher than that of the managerial variable. This demonstrates that internal factors such as the desire for achievement, professional recognition, and moral responsibility exert a stronger influence on enhancing pedagogical performance in the classroom.The dominance of motivation provides a unique insight into the characteristics of junior secondary school teachers in Tompaso and West Tompaso Districts. As regions known for strong social cohesion, teachers in these areas tend to possess a high level of dedication and moral responsibility toward the local community. This intrinsic motivation acts as a primary driving force that goes beyond mere administrative directives. An important implication for human resource development in schools is that technical interventions through managerial policies will not yield transformative outcomes without strengthening teachers' intrinsic motivation. Teachers with high motivation tend to exhibit greater self-determination in addressing curriculum challenges.

3. The Synergy between Managerial Competence and Motivation in Enhancing Performance (Simultaneous Analysis)

The results of the F-test show a highly significant value ($F = 54.420$; $p < 0.001$), indicating that the research model demonstrates a very high level of goodness of fit. Simultaneously, both variables contribute 73.6% to the variation in teacher performance at junior secondary schools in Tompaso and West Tompaso Districts.The high coefficient of determination (R^2) indicates that the integration of structured leadership (managerial competence) and strong psychological drive (motivation) is the key to optimizing educational quality in the study area. The effectiveness of teacher performance in these districts is the result of a synergy between a well-organized work environment (facilitated by school principals) and the individual work ethic of teachers. The remaining 26.4% represents residual variance attributed to other factors such as organizational culture, infrastructure, or compensation, which were not included in this research model but still contribute to the dynamics of teacher performance.

V. CONCLUSION

The findings indicate that principals' managerial competence has a positive and significant effect on teacher performance, as reflected by a regression coefficient of 0.380. Work motivation also has a positive and significant influence and emerges as the most dominant factor, with a coefficient of 0.618, highlighting the critical role of teachers' internal drive in enhancing performance. Simultaneously, both variables significantly affect teacher performance, with a high explanatory contribution of 73.6%, demonstrating that the synergy between effective school management and strong work motivation is essential for optimizing teacher performance.

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