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Examining the Effects of Leadership, Organizational Commitment, and Well-Being on Teacher Performance

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Abstract: This study aims to examine the influence of leadership, commitment, and welfare on teacher performance in Muaro Jambi Regency. Teacher performance is regarded as a strategic factor in improving educational quality, in which principal leadership, organizational commitment, and teacher welfare are assumed to play significant roles. The study employed a survey research method using simple random sampling. Data were collected through Google Form–based questionnaires distributed to 213 junior high school teachers in Muaro Jambi Regency. Data analysis was conducted using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach with SmartPLS 4 software. The results indicate that all proposed hypotheses were supported. Transformational leadership has a positive and significant effect on organizational commitment ($\beta = 0.417$; $p < 0.001$), teacher welfare ($\beta = 0.726$; $p < 0.001$), and teacher performance ($\beta = 0.365$; $p < 0.001$). Teacher welfare also significantly influences organizational commitment ($\beta = 0.447$; $p < 0.001$) and teacher performance ($\beta = 0.344$; $p < 0.001$), while organizational commitment has a significant effect on teacher performance ($\beta = 0.236$; $p < 0.001$). The coefficient of determination (R^2) for teacher performance is 0.738, indicating that leadership, welfare, and commitment collectively explain 73.8% of the variance in teacher performance. These findings confirm that effective principal leadership, adequate teacher welfare, and strong professional commitment are key determinants of teacher performance and overall educational quality.

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Introduction

Teacher performance is the main factor that determines the quality of education. Teachers play the role not only as teachers but also as mentors and role models for students. Improving teacher performance is a strategic aspect that must be considered by every educational institution. Various studies show that teacher performance is influenced by factors such as the principal's leadership style, the commitment of the teacher's organization, and the well-being of the teacher himself (Andriani et al., 2018; Nurabadi et al., 2021; Satata et al., 2022).

The leadership of the principal is an important variable that has a great influence on teachers' behavior and work motivation. Effective leadership is able to create a conducive work environment, increase motivation, and encourage teachers to achieve optimal performance (Wahab et al., 2020). Transformational leadership styles have proven to be an effective model in educational contexts because they are able to foster teachers' enthusiasm, loyalty, and commitment to school organizations (Halim et al., 2021; Kılınç et al., 2024). Principals who implement transformational leadership will provide inspiration and a clear

vision, as well as empower teachers to be able to innovate in the learning process (Sutiyatno et al., 2022).

Teacher commitment is an important aspect that shows emotional and professional attachment to the school organization. Teachers who have high commitment will carry out their duties with full responsibility, discipline, and a strong desire to contribute to the achievement of school goals (Anwar et al., 2021). The results of Alzoraiki et al.'s (2023) research confirm that teacher commitment mediates the relationship between transformational leadership and sustainable teaching performance. High commitment reflects teachers' dedication and loyalty to the school, which ultimately impacts improved performance (Satata et al., 2022).

In addition to leadership and commitment, teacher well-being is also an important factor in improving teacher performance. Teachers who feel emotionally, socially, and professionally well-being will show high motivation and better productivity (Ghamrawi et al., 2023). Teacher well-being includes physical, psychological, and social aspects that support each other in creating a positive work atmosphere (Cherkowski, 2018). Liu et al. (2023) found that participatory leadership can improve teacher well-being through increased self-efficacy. Thus, teacher well-being is an important element in creating sustainable quality education (Cann et al., 2021).

Teachers' well-being has been proven to affect learning performance and success. Hwang et al. (2017) through a systematic review found that *mindfulness-based interventions* are able to improve teacher well-being and performance. Meanwhile, López et al. (2017) explained that the subjective well-being of teachers acts as a mediator between the school climate and the academic performance of students. These findings are reinforced by Wong, Man, and Chan (2022) who found that subjective well-being has a positive effect on teacher performance, especially when autonomy support is provided by school leaders. Thus, the well-being of teachers is an important aspect that must be considered in education policy.

Previous research has also shown that these three variables—leadership, commitment, and well-being—are interrelated and simultaneously affect teacher performance. Firmansyah et al. (2022) through a meta-analysis of 65 studies in Asia found that transformational leadership has a significant effect on teacher performance, commitment, and job satisfaction. Similarly, Hasibuan (2022) emphasized that the principal's leadership and work motivation have a positive influence on teacher performance in madrasas. Overall, the literature reinforces the view that educational success depends heavily on effective leadership, strong commitment, and well-being of teachers.

Thus, leadership, commitment, and well-being are variables that interact with each other and have a significant contribution to improving teacher performance. This study aims to analyze in depth the influence of these three variables on teacher performance in order to make a theoretical and practical contribution to improving the quality of education in Indonesia.

Research Method

This study employed a quantitative approach with a survey method to examine the influence of transformational leadership, commitment, and well-being on the performance of public junior high school teachers in Muara Jambi. The population in this study was 1,145, with a sample size of 213. The survey instrument was developed and validated based on previous research to test six hypotheses related to these variables using a Likert scale

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consisting of five incremental assessments. Data analysis was conducted using a structural equation modeling approach to assess the relationships within the proposed model.

Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used through SmartPLS4 software to analyze the data and test moderator effects in this study. PLS-SEM was chosen as the primary analytical method in this study due to its multiple variables (Hair Jr et al., 2021). This study included four variables and seven paths, indicating that PLS-SEM can support models with complex interactions involving multiple variables and paths (Adam, 2015). Partial Least Squares Structural Equation Modeling (SEM-PLS) is a variable analysis to create a model consisting of linear relationships between variables, which are usually variables that cannot be observed directly (Hair Jr et al., 2021).

Results and Discussion

Normality Test

Before we step into the measurement model, it is important to test the normality of the data. This can be done by analyzing the kurtosis and skewness values of each item on the descriptive variable (Nur Sasongko & Rusgiyono, 2016). In terms of skewness, all items show values that vary between -0.111 to 0.107. Based on the literature, kurtosis and skewness values that are in the range of ±2 indicate that the data meet the assumption of normal distribution. This will certainly make it easier to conduct further analysis (Sofyan, Habibi, & Attar, 2025).

Table 1. Normality Test

Name	Mean	Median	Scale min	Scale max	Standard deviation	Excess kurtosis	Skewness
LD1	3.174	3.000	1.000	5.000	0.835	0.315	-0.094
LD2	2.962	3.000	1.000	5.000	0.780	0.364	0.126
LD3	2.972	3.000	1.000	5.000	0.810	0.377	-0.055
LD4	3.155	3.000	1.000	5.000	0.744	0.112	0.016
LD5	2.897	3.000	1.000	5.000	0.810	0.359	-0.182
LD6	3.047	3.000	1.000	5.000	0.821	0.490	0.015
CM1	2.845	3.000	1.000	5.000	0.671	-0.030	0.100
CM2	2.887	3.000	1.000	5.000	0.716	0.004	0.093
CM3	2.878	3.000	1.000	5.000	0.674	0.173	-0.033
CM4	3.019	3.000	1.000	5.000	0.738	0.209	-0.100
CM5	3.085	3.000	1.000	5.000	0.727	-0.272	-0.131
CM6	3.103	3.000	1.000	5.000	0.827	0.159	-0.346
WB1	3.066	3.000	1.000	5.000	0.696	-0.222	-0.005
WB2	2.718	3.000	1.000	5.000	0.790	0.074	0.203
WB3	3.169	3.000	1.000	5.000	0.828	-0.165	-0.125
WB4	3.108	3.000	1.000	5.000	0.857	-0.558	0.015
WB5	3.155	3.000	1.000	5.000	0.872	-0.083	-0.093
WB6	3.099	3.000	1.000	5.000	0.760	-0.213	0.156
TP1	2.812	3.000	1.000	5.000	0.764	0.103	0.143
TP2	2.897	3.000	1.000	5.000	0.786	0.262	0.127

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TP3	2.930	3.000	1.000	5.000	0.712	0.582	0.182
TP4	3.000	3.000	1.000	5.000	0.738	0.393	0.141
TP5	3.117	3.000	1.000	5.000	0.805	-0.083	0.055
TP6	3.028	3.000	1.000	5.000	0.737	-0.195	0.026
TP7	2.991	3.000	1.000	5.000	0.769	0.343	0.141

From Table 1, it can be concluded that the instruments used have a good overall distribution of data, and show that teachers tend to give positive responses to all indicators in the research variables.

Measurement Model

We used SmartPLS 4 to assess the measurement model through the PLS-SEM procedure. PLS-SEM is a simple application that estimates complex models. Reflective indicator loading, internal consistency reliability, convergent validity, and discriminant validity for measurement model assessment were reported. The outer loading value should be >0.700. Items with a loading value of <0.700 are then removed (Hair Jr et al., 2021).

Table 2. Outer Loadings, Cronbach alpha, CR, and AVE values

Code	Outer loadings	AVE	CR	Cronbach's alpha
Leadership		0.831	0.967	0.959
LD1	0.910			
LD2	0.918			
LD3	0.914			
LD4	0.891			
LD5	0.920			
LD6	0.917			
Commitment		0.799	0.960	0.950
CM1	0.898			
CM2	0.898			
CM3	0.896			
CM4	0.900			
CM5	0.888			
CM6	0,884			
Well-being		0.826	0.966	0.958
WB1	0.887			
WB2	0.888			
WB3	0.920			

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WB4	0.924			
WB5	0.912			
WB6	0.921			
Teacher Performance		0.799	0.965	0.958
TP1	0.882			
TP2	0.906			
TP3	0.895			
TP4	0.885			
TP5	0.892			
TP6	0.896			
TP7	0.899			

Based on the results of the analysis of the measurement model (outer model), all research constructs, namely Leadership, Commitment, Well-being, and Teacher Performance, were declared valid and reliable. This is indicated by the outer loadings value of all indicators that are above 0.70, which means that each indicator has a strong contribution to the construct it is measuring. Thus, all indicators are considered to be able to represent latent variables well.

The Average Variance Extracted (AVE) value for each construct also exceeded the minimum limit of 0.50, namely: Leadership (0.831), Commitment (0.799), Well-being (0.826), and Teacher Performance (0.799). This shows that each construct is able to explain more than 80% of the variance of its indicators, so it has excellent convergent validity.

In addition, the Composite Reliability (CR) value of all constructs was above 0.96, well above the threshold of 0.70, which indicates a very high level of internal consistency. This result is reinforced by Cronbach's Alpha values of each construct which are also high (Leadership = 0.959; Commitment = 0.950; Well-being = 0.958; Teacher Performance = 0.958), indicating that all measurement items are consistent in measuring the same construct. Overall, the results of this test prove that the research instrument has met the criteria of excellent validity and reliability. Thus, the measurement model used can be considered reliable and feasible for use in advanced analysis of structural models (inner models), such as testing relationships between latent variables.

Table 3. Fornell larcker

	Comitment	**Teacher Performance**	**Well-being**	**leadership**
Comitment	0.894			
Teacher Performance	0.764	0.894		
Well-being	0.750	0.785	0.909	
leadership	0.741	0.789	0.726	0.912

The result of the discriminant validity test using the Fornell-Larcker criteria shows that all constructs in the research model have an adequate level of discriminant validity. This is shown by the higher square root values of Average Variance Extracted (AVE) in each construct of Leadership (0.912), Well-being (0.909), Commitment (0.894), and Teacher Performance (0.894) compared to correlation values between other constructs. These findings indicate that each latent variable has a better ability to explain its own indicators than indicators from other constructs. Thus, it can be concluded that the measurement model in

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this study has met the criteria of discriminant validity, so that each construct is conceptually distinctive and feasible to be used in the next structural analysis.

Table 4. *Cross Loading*

	Comittment	LD	Teacher Performance	Well-being
CM1	0.898	0.673	0.688	0.693
CM2	0.898	0.626	0.654	0.635
CM3	0.896	0.654	0.690	0.675
CM4	0.900	0.659	0.682	0.705
CM5	0.888	0.690	0.667	0.640
CM6	0.884	0.674	0.713	0.669
LD1	0.672	0.910	0.730	0.666
LD2	0.675	0.918	0.693	0.652
LD3	0.669	0.914	0.733	0.658
LD4	0.656	0.891	0.704	0.669
LD5	0.679	0.920	0.708	0.663
LD6	0.703	0.917	0.749	0.665
TP1	0.691	0.678	0.882	0.712
TP2	0.703	0.743	0.906	0.722
TP3	0.695	0.726	0.895	0.672
TP4	0.698	0.718	0.885	0.692
TP5	0.679	0.710	0.892	0.718
TP6	0.646	0.683	0.896	0.706
TP7	0.664	0.677	0.899	0.691
WB1	0.675	0.675	0.702	0.887
WB2	0.654	0.653	0.714	0.888
WB3	0.685	0.649	0.701	0.920
WB4	0.689	0.673	0.724	0.924
WB5	0.700	0.661	0.735	0.912
WB6	0.684	0.648	0.705	0.921

Based on the results of cross-loading analysis, all indicators in each variable have the highest loading value to their own constructs compared to other constructs. The Commitment variable indicator has a loading value between 0.884–0.900, the Leadership indicator is in the range of 0.891–0.920, the Teacher Performance indicator ranges from 0.882–0.906, and the *Well-Being* indicator shows a value between 0.887–0.924. These values are greater than the correlation between other constructs, which suggests that each indicator is able to explain the latent variable it measures well.

According to Hair Jr et al., (2021), the validity of the discriminant can be said to be fulfilled if the cross-loading value of each indicator against its own construct is higher than the cross-loading value of other constructs. These results show that the four constructs in this study have met the criteria for discriminant validity, so that each variable has a good ability to distinguish itself from other constructs. Thus, the research instruments used have shown a high level of validity and are feasible for use in subsequent structural model testing.

Structural Model (*Inner Model*)

The process of assessing the structural model (Inner Model) begins by analyzing the problem of collinearity. This is accompanied by relationship analysis, through the coefficient of the value path *t* and *p*. The next analysis was carried out using the determination coefficient (R2).

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Table 5. Structural Model

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Committee -> Teacher Performance	0.236	0.236	0.056	4.230	0.000
leadership -> Commitment	0.417	0.415	0.056	7.464	0.000
leadership -> Teacher Performance	0.365	0.363	0.057	6.446	0.000
leadership -> Well-being	0.726	0.726	0.031	23.228	0.000
Well-being -> Commitment	0.447	0.448	0.058	7.653	0.000
Well-being -> Teacher Performance	0.344	0.345	0.059	5.838	0.000

Based on the results of the path analysis in Table 5. Structural Model. Using *Partial Least Squares Structural Equation Modeling (PLS-SEM),* all hypotheses in this study were declared accepted, because all relationships between variables showed a *t-statistical* value of > 1.96 and *a p-value* of < 0.05. The following is the interpretation of the hypothesis test results in detail:

1) H1: *Leadership affects teachers' work commitments.*
   The results of the analysis showed a path coefficient of 0.417 with *a t-statistic* of 7.464 and *a p-value* of 0.000, which means that the effect is significant. This shows that the better the leadership that is applied, the higher the teacher's commitment to their work.
2) H2: *Leadership affects the well-being of teachers.*
   The path coefficient value was 0.726, *t-statistic* 23.228, and *p-value* 0.000, indicating that the influence of leadership on teacher well-being was very significant. Effective leadership is able to create a comfortable work environment and improve the psychological and professional well-being of teachers.
3) H3: *Leadership affects teacher performance.*
   The path coefficient of 0.365 with *a t-statistic* of 6.446 and *a p-value* of 0.000 indicates that leadership has a significant effect on teacher performance. This means that good leadership contributes directly to improving teacher performance in schools.
4) H4: *Well-being affects teachers' work commitments.*
   The results showed a path coefficient of 0.447, *t-statistic* 7.653, and *a p-value* of 0.000, indicating that well-being had a significant influence on commitment. Teachers who feel emotionally, socially, and economically prosperous will have a higher commitment to their work.
5) H5: *Well-being affects teacher performance.*
   With a coefficient value of 0.344, *t-statistic* 5.838, and *p-value* of 0.000, it can be concluded that well-being has a significant effect on teacher performance. The higher the level of teacher well-being, the more optimal the performance shown.
6) H6: *Commitment affects teacher performance.*

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The path coefficient value is 0.236, *t-statistic* is 4.230, and *p-value* is 0.000, indicating that commitment has a significant influence on teacher performance. Teachers with a high commitment to their organization and profession tend to perform better.

Coefficient of Determination (R2)

The Coefficient of Determination (R2) is commonly used to evaluate structural models because of the extent of the predicted relationship between dependent and independent variables .

Table 6. Coefficient of Determination (R2)

	R-square	Interception
Comittment	0.644	Moderate (Moderate)
Teacher Performence	0.738	Very powerful
Well-being	0.527	Moderate (Moderate)

Based on the analysis results in Table 6, the R-Square (R^2) value for the Commitment variable is 0.644, Teacher Performance is 0.738, and Welfare is 0.527. These results indicate that the model has good explanatory power, where the independent variables are able to explain variations in each dependent variable moderately to strongly. Referring to the criteria of Hair et al. (2021), the R^2 value for Teacher Performance is in the influential category, while Commitment and Welfare are in the moderate category. A positive intercept value indicates that each dependent variable still has a baseline value even without the influence of other variables, so the research model can be declared suitable for further analysis.

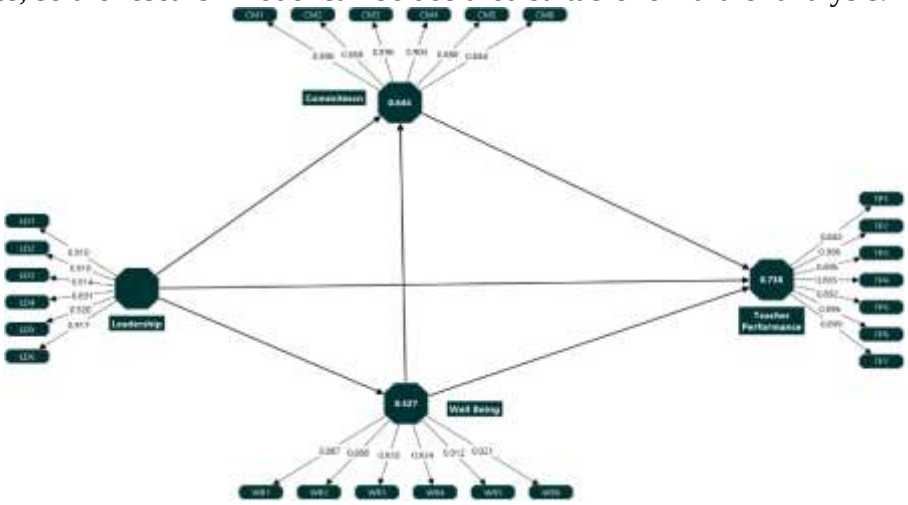

Figure 2. Final Model

Figure 2 shows the final results of the path analysis using Smart-PLS which describes the structural relationship between the research variables, namely Transformational Leadership (LD), Organizational Commitment, Well-being, and Teacher Performance. Each path in the model indicates the direction and strength of the influence between constructs, while the R-square value (R^2) indicates the magnitude of the proportion of variance of endogenous variables that can be explained by exogenous variables.

The results of the analysis showed that the Organizational Commitment variable had an R^2 value of 0.644, which means that 64.4% of the variability of organizational commitment could be explained by transformational leadership. Furthermore, the Well-being variable obtained an R^2 value of 0.527, indicating that 52.7% of individual well-being variability was explained by transformational leadership. The Teacher Performance variable had the highest R^2 value of 0.738, which indicates that 73.8% of teacher performance

variations can be explained simultaneously by transformational leadership, organizational commitment, and well-being.

The path formed in the model shows a positive and significant influence between variables, so it can be concluded that the higher the implementation of transformational leadership by the principal, the higher the organizational commitment and level of teacher welfare, which ultimately has a positive impact on improving teacher performance. Overall, this structural model shows a good level of balance, with the R^2 value included in the strong category. This is in line with research conducted by Adriani et al., (2018) regarding the influence of transformational leadership and work motivation on teacher performance that transformational leadership and work motivation have a very positive and significant influence on teacher performance. These results confirm that transformational leadership has a strategic role in increasing teacher commitment and welfare, which directly or indirectly contributes to improving teacher performance in the school environment. These findings provide a relevant empirical basis for the development of managerial policies and practices in the context of educational management.

Conclusion

Based on the results of the analysis and discussion, it can be concluded that:

1) The transformational leadership of school principals has a positive and significant effect on teacher commitment, well-being, and performance. Visionary, inspiring, and participatory leaders are able to increase teachers' motivation and loyalty to the school.
2) Teacher well-being has an important role in increasing commitment and performance. Emotionally and socially well-being teachers show higher productivity and dedication.
3) Teachers' commitment has a significant effect on performance. Strong commitment reflects professional attachment that drives the achievement of educational goals.
4) The structural model showed a high explanatory power ($R^2 = 0.738$), which means that leadership, commitment, and well-being together were able to explain most of the variation in teacher performance.

Thus, this study confirms that the success of improving teacher performance is not only determined by individual abilities, but also by effective leadership of school principals and institutional policies that support teachers' well-being and professional commitment. Practically, these findings provide a basis for education policymakers to strengthen school leadership development programs, improve teacher well-being, and build an organizational culture that is oriented towards the quality and well-being of educators

Recommendation

Based on the findings of this study, which indicate that leadership, commitment, and well-being significantly influence teacher performance, several recommendations can be made to support policy implementation and school management implementation.

1) Strengthening Transformational Leadership at the School Level
   School principals should enhance the implementation of transformational policies that inspire, build a shared vision, and empower teachers in teaching practice. Leadership training should be conducted regularly to improve managerial competencies, communication skills, and the ability to foster a positive school climate**.**

2) Clarifying Teacher Well-being Programs
   Schools and educational authorities need to design well-being improvement programs, including: balanced workload management, provision of emotional and social support, adequate school facilities, and a safe, comfortable, and supportive work environment. These well-being programs can increase teacher motivation, psychological resilience, and job satisfaction, leading to better performance outcomes.
3) Enhancing Teacher Professional Commitment
   To enhance teacher commitment, schools should: Provide performance-based recognition and rewards, encourage teacher involvement in school decision-making, and foster a collaborative and supportive school culture. These efforts are crucial for strengthening teachers' loyalty and dedication to their professional responsibilities.
4) Optimizing Supervisory Practices Through Coaching-Based Academic Supervision
   Academic supervision must shift from an evaluative approach to ongoing coaching and mentoring. Principals are encouraged to: Conduct regular coaching sessions, provide constructive feedback, and support instructional innovation. Because leadership directly contributes to teacher performance, supportive supervision is a crucial strategy for improving performance.
5) Strengthening Continuing Professional Development (CPD) Programs
   Teacher performance is also driven by professional skills and competencies. The following CPD programs are recommended: Pedagogical and technological training, Workshops on innovative teaching practices, and Long-term career development programs. Continuous CPD initiatives will enhance the teaching capacity and professional excellence of teachers.
6) Policy Implications for Education Authorities
   Education authorities and policymakers should: Promote policies that develop transformational leadership competencies, allocate budgets to strengthen teacher well-being initiatives, and encourage performance-based school management practices. These policies are crucial for systematically improving the quality of teaching and learning.

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