

PRINCIPAL LEADERSHIP, SCHOOL CLIMATE, AND ACHIEVEMENT MOTIVATION: HOW THEY AFFECT TEACHERS' WORK COMMITMENT

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Abstract

The objective of this study was to examine the significant impact of principal leadership, school climate, and achievement motivation on teachers' work commitment in two private high schools in Medan. A quantitative research design was employed, using a descriptive correlational approach. The research involved all teachers from the two private high schools, consisting of 56 respondents. Data were collected through questionnaires and analyzed path analysis, validity tests, questionnaire reliability tests, linearity tests, and multiple linear regression analysis. The hypothesis testing results revealed the following: (1) Principal leadership has a direct impact on teachers' work commitment in the two private high schools in Medan; (2) School climate has a direct impact on teachers' work commitment in these schools; (3) Achievement motivation also has a direct effect on teachers' work commitment; and (4) Principal leadership, school climate, and achievement motivation collectively exert a direct influence on teachers' work commitment in the two schools. The findings demonstrate that principal leadership, school climate, and achievement motivation together have a significant positive impact on teachers' work commitment. This implies that enhancing teacher performance in these schools can be achieved through strong principal leadership, a supportive school climate, and increased achievement motivation among teachers.

INTRODUCTION

Teachers have a very important role in the learning process and educational development. They serve as mentors, guiding students in acquiring knowledge and skills while shaping their attitudes, values, and critical thinking abilities (Daud, 2007). The quality of students is very dependent on the quality of teachers, so teachers must have competencies that are in accordance with national education standards. These competencies enable teachers to carry out their duties well, producing educated and skilled students. Teachers must be able to demonstrate their abilities in front of students and be role models in every aspect of life so that they can be role models for students. What teachers do usually becomes a reference for students, so teachers as role models will influence all student actions? Therefore, teachers must carry out their duties and professionalism with high commitment, dedication, devotion, and responsibility. The principal should have a strong leadership spirit to be a pioneer for teachers in achieving school goals in accordance with the school's vision and mission. The principal should also be able to guide, motivate, and provide direction regarding the division of human resource tasks, especially the responsibilities of teachers. In addition, the principal must create a conducive school climate, which can influence behavior in the school environment and increase the work commitment of teachers, so that schools can achieve better performance.

The success of educational institutions is greatly influenced by the ability of the principal to manage teaching staff. The principal is the key to improving teacher performance and is responsible for organizing educational activities, school administration, coaching teaching staff, and empowering all existing resources to improve school quality, so that school goals can be achieved effectively and efficiently. Teacher work commitment can be improved through effective coaching by the principal. This coaching includes developing teacher skills in carrying out learning activities effectively and efficiently. The principal must also be able to guide teachers in the learning process, help prepare learning tools, and ensure that learning is carried out according to plan.

In addition to the principal's leadership, a conducive school climate also plays an important role in improving teacher performance. A positive learning environment, both physical and non-physical, greatly influences teachers' work commitment (Zysberg & Schwabsky, 2021). A good school climate helps individuals feel personally valued, creates a motivating learning atmosphere, and increases student achievement and teacher job satisfaction (Zysberg & Schwabsky, 2021).

A positive school climate not only affects the quality of human resources, but also the quality of the school as a whole. Work habits, work culture, and organizational culture

that are interrelated play an important role in improving teacher performance. Without a quality work culture, efforts to improve the quality of education will not succeed according to plan.

Motivation is the drive to exert maximum effort in achieving school goals, which is influenced by the individual's ability to meet various needs. This drive is one of the key factors in determining a person's results, along with existing resources, abilities, workplace conditions (school climate), and the leadership of the principal. Motivation is a driver that creates a person's desire to work effectively and integrated, achieving satisfaction through maximum effort. In other words, motivation is a collection of behaviors that direct a person to achieve certain goals.

School culture, or work climate, reflects the atmosphere of working relationships between fellow teachers, between teachers and the principal, and between teachers and other education personnel. According to Manla (2021), school culture can be interpreted through actions of mutual support, friendship, familiarity, and cooperation. These four dimensions of school culture have the potential to improve teacher performance. Motivated teachers will be active in carrying out their duties, persistent in facing difficulties, do not need external encouragement to excel, enjoy their work more, and are quicker in solving problems. A supportive school climate also plays an important role in increasing teacher work commitment, along with the professional leadership of the principal. Based on observations in several schools that were the object of the study, the level of teacher discipline in carrying out tasks and responsibilities is still not optimal. Some teachers still come late to school and are late to class according to schedule. In fact, there are teachers who are only present at school when it is their teaching schedule. Although teachers have good work commitment, qualifications, and competencies, there needs to be a higher level of work commitment. Cases of declining quality of teachers' work are still found, with many not in accordance with the qualifications of the fields they teach. This condition clearly affects the performance of teachers in schools.

Based on the results of observations and interviews in two private high schools in Medan, the transformational leadership of the principal proved effective in increasing the work commitment of teachers. The principal stated that being a leader means being responsible for human resources and providing motivation and facilities to achieve school goals with existing resources. At the beginning of his leadership, many teachers came late and were not on time, some were even late until the lesson was almost over, resulting in many important activities being missed.

Good leadership is one way to increase teachers' work motivation, but creating a supportive school atmosphere or climate is key. Before imposing sanctions on teachers who are late, the principal sets a good example by arriving early and going home last if there are no urgent activities. The principal believes that consistency in creating a good climate will become a habit for other individuals. With effective leadership and a school culture formed in two private high schools in Medan, teachers' commitment to teaching can increase, especially in terms of caring, responsibility, and loyalty.

Based on the results of pre-observation and previous research, it shows that there is a research gap related to this topic. There has not been enough previous research that directly discusses the relationship between the variables of principal leadership, school climate, and achievement motivation in relation to teachers' work commitment. Therefore, a study is needed on “The Influence of Principal Leadership, School Climate, and Achievement Motivation on Teachers' Work Commitment at SMA WR Supratman Medan”.

This research is expected to provide contributions as follows: (1) providing research that investigates the influence of leadership characteristics on the level of teacher retention; (2) providing an understanding of how school climate directly or indirectly influences teacher motivation and work commitment; (3) investigating various factors that influence teacher achievement motivation, such as financial incentives, professional development opportunities, and recognition for work achievement; (4) developing a statistical model to measure and analyze teacher work commitment, and identifying the variables that are most influential in predicting the level of commitment; and (5) providing policy and practice suggestions for educational institutions by exploring the implications of the findings of this study for school leadership development, school climate improvement, teacher motivation programs, and teacher retention strategies.

METHODS

This study adopts a quantitative approach, emphasizing the analysis of objective phenomena through systematic quantitative data collection. The research design employed is *ex post facto*, a methodology aimed at examining past events to identify causal factors (Syahrizal & Jailani, 2023). This approach is particularly valuable for investigating variables that cannot be experimentally manipulated, thereby allowing researchers to infer potential relationships based on existing conditions rather than through direct intervention. By applying this method, the study enables a thorough analysis of naturally occurring factors that influence teachers' work commitment, offering insights rooted in authentic, real-world dynamics.

This study was conducted in two private high schools in Medan from March to May 2024. The sample is part of the number and characteristics of the population, where the sample taken must be truly representative. Sample size refers to the number of individuals taken from the population. If the population is less than 100 people, the entire population can be sampled (Amin et al., 2023) . However, if the population is more than 100 people, then 10-15% or 20-25% of the population can be taken as a sample.

In this study, given that the population was fewer than 100 individuals, the researchers opted to include the entire population, comprising 56 respondents from two private high schools in Medan. This approach, which involves collecting data from every member of the population without the need for sampling, is known as the census technique. Using a census method enables the study to capture a comprehensive perspective, allowing for more accurate representation and analysis of the population's characteristics and responses.

Table 1.
Population and Sample

No	Education units	Population/Sample Size
1	WR Supratman 1 High School Medan	21
2	WR Supratman 2 High School Medan	35
	Total	56

Data collection techniques are structured, intentional efforts to gather information systematically, following standard protocols to ensure reliability and consistency. In this study, a closed-ended questionnaire was employed as the primary data collection method. Each question provided a set of predefined response options, designed to capture participants' experiences and perceptions accurately. The questionnaire utilized a four-point Likert scale: 1 = Never, 2 = Rarely, 3 = Often, and 4 = Always. This scaling approach aligns with the categorical structure discussed by Kusumam et al. (2016), which outlines category scales as ordered sets of responses intended to capture the frequency or intensity of respondents' experiences.

The questionnaire was constructed around a detailed instrument grid encompassing the key study variables: Principal Leadership, School Climate, Achievement Motivation, and Teacher Commitment. This framework guided the development of both positively and negatively worded statements to minimize response bias and ensure a balanced assessment. Each statement was calibrated to reflect specific aspects of these variables, allowing for a nuanced understanding of how they influence and interact within the educational context. The assessment scale was tailored to address each variable, providing a comprehensive tool to gauge the educators' perceptions and experiences in

relation to leadership, school environment, motivational drivers, and commitment levels.

FINDINGS AND DISCUSSION

Path Coefficient of Model I

Referring to the results of Model I Regression from the Coefficients table, it was found that the significance value for both variables, namely principal leadership (0.004) and school climate (0.043), was lower than 0.05. This finding indicates that in Model I Regression, both the variables of principal leadership and school climate significantly affect achievement motivation. R² or R Square listed in the Model Summary table shows a value of 0.592, which indicates that variables X1 and X2 (principal leadership and school climate) contribute 59.2% to variable Y (achievement motivation), while the rest, namely 40.8%, is influenced by other factors not included in this study. In addition, the e1 value can be calculated using the formula $e1 = \sqrt{1 - 0.592} = 0.639$. The path diagram of the structural model I can be seen as follows:

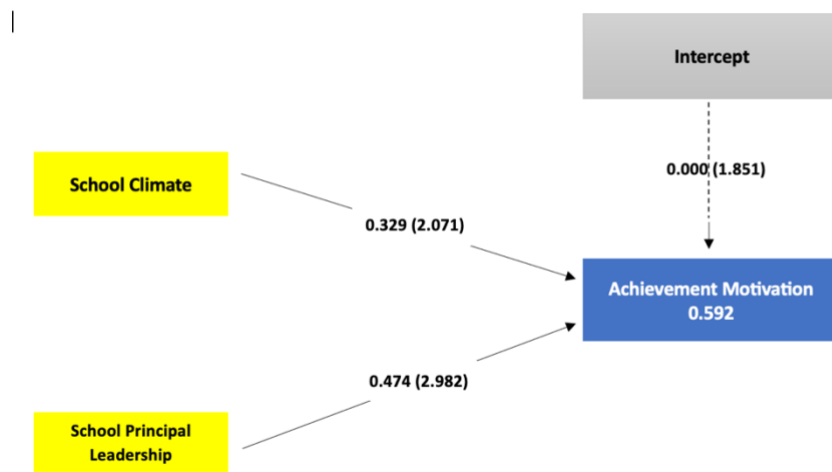


Figure 1.
Path Coefficient Diagram I

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	,869 ^a	,755	,741	2,740		

a. Predictors: (Constant), Achievement Motivation, School Climate, Principal Leadership

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,783	8,400		,450	,654
	Principal Leadership	,316	,140	,304	2,263	,028
	School Climate	,390	,132	,381	2,949	,005
	Motivation to Achieve	,260	,109	,257	2,390	,021

a. Dependent Variable: Teacher Work Commitment

Path Coefficients of Model II

Based on the output results of Regression Model II from the Coefficients table, it was found that the significance value for the three variables, namely principal leadership (0.028), school climate (0.005), and achievement motivation (0.021), was less than 0.05. This finding indicates that in Regression Model II, the variables of principal leadership, school climate, and achievement motivation significantly affect teacher work commitment. R2 or R Square listed in the Model Summary table shows a value of 0.755, which indicates that the variables of principal leadership, school climate, and achievement motivation together contribute 75.5% to the variable of teacher work commitment (Y), while the rest, namely 24.5%, is influenced by other factors not included in this study. In addition, the e2 value can be calculated using the formula $e2 = \sqrt{1 - 0.755} = 0.495$. The path diagram of the II structural model can be seen as follows:

Figure 2.
Path Coefficient Diagram II

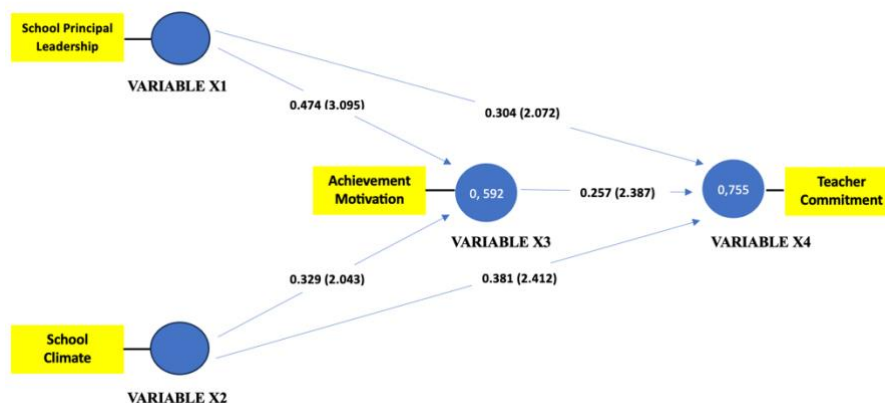


Figure 2 shows that the direct effect of the principal leadership variable on teachers' work commitment is 0.304. In addition, the indirect effect of the principal leadership variable through the achievement motivation variable on teachers' work commitment can be calculated by multiplying the beta value of the principal leadership variable on achievement motivation (0.304) by the beta value of achievement motivation on teachers' work commitment (0.257), namely: $0.304 \times 0.257 = 0.078$. Thus, the total effect of the principal leadership variable on teachers' work commitment is the direct effect value plus the indirect effect value, namely $0.304 + 0.078 = 0.382$. From this calculation, it can be seen that the indirect effect value (0.078) is greater than the direct effect value (0.304). This shows that indirectly, the principal leadership variable through the achievement motivation variable has a significant effect on teachers' work commitment.

Figure 2 also show the direct influence of the school climate variable on teachers' work commitment (0.329). The indirect influence of the school climate variable through the achievement motivation variable on teachers' work commitment can be calculated by multiplying the beta value of the school climate variable on achievement motivation (0.329) by the beta value of achievement motivation on teachers' work commitment (0.257), namely: $0.329 \times 0.257 = 0.084$. So, the total influence of the school climate variable on teachers' work commitment is the direct influence value plus the indirect influence value, namely $0.329 + 0.084 = 0.413$. From the results of this calculation, it can be seen that the indirect influence value (0.084) is greater than the direct influence value (0.329). This shows that indirectly, the school climate variable through the achievement motivation variable has a significant influence on teachers' work commitment.

DISCUSSION

The influence of principal leadership, school climate, and achievement motivation on teachers' work commitment is important in efforts to improve the quality of education in schools. These three factors play a key role in influencing the extent to which teachers are committed to their work.

Principal leadership is an important factor that influences teachers' work commitment. The principal's ability to provide direction, improve teachers' professional abilities, and communicate effectively can increase teachers' work commitment (Allen dkk, 2021; Berjaoui & Karami-Akkary, 2020). School climate also plays an important role, where a positive climate can increase teachers' work commitment through various means, including increasing trust, honesty, and loyalty to the school (Grazia & Molinari, 2021; Holzberger & Schiepe-Tiska, 2021). In addition, indirectly, the principal's leadership

variable through the achievement motivation variable has a significant influence on the educators' work commitment variable. Indirectly, the school climate variable through the achievement motivation variable has a significant influence on the educators' work commitment variable.

Achievement motivation also plays a role in increasing educators' work commitment. This motivation can influence teachers' commitment both directly and indirectly through the influence on teachers' professional abilities and the school's organizational culture (Bardach & Klassen, 2021). The EMASLIM theory, which highlights the diverse roles of principals as teachers, managers, administrators, and others, provides insight into the importance of principal competence in improving teacher performance and the quality of education.

Various studies have shown that these factors have a significant impact on teachers' work commitment (Brauckmann dkk, 2023; Mala et. al, 2022; Pekrun, 2021). Through direct and indirect influences, both on professional ability and work motivation of teachers, principal leadership, school climate, and achievement motivation can increase teachers' overall work commitment.

Based on the results of the study aimed at identifying the influence of principal leadership, school climate, and achievement motivation on the work commitment of teachers in two private high schools in Medan, data were collected through a questionnaire distributed to 56 respondents. The results of data analysis from the questionnaire showed that principal leadership, school climate, and achievement motivation had a significant influence on the work commitment of teachers in both schools. This study also revealed the level of tendency of each sub-variable as follows:

Teacher's Work Commitment

The affective commitment of teachers plays a vital role in enhancing educational quality and bolstering their motivation to fulfill their responsibilities (Cochran-Smith, 2021; Lei et al., 2021; Miller et al., 2021). Teachers with a strong emotional attachment to the school and its values develop a sense of ownership and identity, motivating them to perform at their best, take pride in the school's successes, and actively support its promotion and reputation. Such commitment fosters teachers' confidence in the institution's achievements and their long-term dedication to its goals. However, affective commitment also has potential drawbacks; for example, a deep emotional connection may lead teachers to leave the profession if the school's values no longer align with their own (Cansoy et al., 2022; Guoyan et al., 2023; Zheng, 2021). Similarly, teachers may reconsider their roles if they find that the school environment or its values no longer reflect their aspirations, indicating the complex influence of affective commitment on career stability.

Regarding long-term loyalty, continuity in education and stability within the learning environment are central aspects. Teachers with lasting loyalty to a school contribute to consistency in educational practices, reduce disruptions from turnover, and foster an environment where strong relationships with students and the community flourish, enhancing learning effectiveness. However, excessive loyalty to one institution can limit professional growth by reducing exposure to new ideas and career opportunities. Teachers heavily committed to a single school may resist new practices or career advancements that could enrich their professional journey. Participation in school programs further integrates teachers into the school community, strengthening connections with students, parents, and colleagues (Allen et al., 2021; Berjaoui & Karami-Akkary, 2020; Flores, 2020). Such involvement provides opportunities for skill development and knowledge-sharing but may add to workload pressures, risking burnout. Without clear alignment with the school's mission, such activities could also negatively impact perceptions of the institution's educational quality.

A stable work climate fosters a supportive atmosphere where teachers feel valued and mentally supported, contributing to the quality of instruction and retention of experienced teachers (Murphy et al., 2020). Yet, an overly static work climate may hinder responsiveness to emerging educational demands and students' evolving needs (Baroudi et al., 2022). Balancing continuity with adaptability is essential, as excessive stability can impede necessary adjustments to maintain educational relevance. The research on sustained commitment, program participation, and work climate underscores the importance of equilibrium in supporting teacher development and education quality. Each school context presents distinct challenges, making collaboration among stakeholders crucial for cultivating a supportive environment that advances the growth and success of all community members.

Normative commitment among teachers refers to the depth of their attachment to school norms, values, and goals. Teachers who embrace these shared values help create a structured learning environment, benefiting students by providing consistency and a sense of security. Additionally, this alignment strengthens a positive school culture, fostering unity among teachers, students, and staff. However, a rigid adherence to norms can limit adaptability, potentially stifling the exploration of innovative approaches and restricting responsiveness to student needs and changing educational landscapes. Teacher involvement in school decision-making brings valuable perspectives that enhance the relevance of policies to school needs, creating a participatory culture that empowers all members (Lopes & Oliveira, 2020). While participatory decision-making fosters a sense of ownership, it can also introduce challenges if excessive involvement leads to slow decision-making or conflicts among staff (Apple et al., 2022).

In supporting school goals, teachers who take responsibility for the school's mission strengthen collective purpose, aligning their efforts with the school's vision. This shared

focus fosters collaboration and team cohesion, enhancing the school's influence and reach. However, an overemphasis on alignment with the school mission may inhibit creativity, as teachers might feel constrained by predetermined approaches or methods (Wong & Moorhouse, 2020). Additionally, strong responsibility toward the mission may result in heightened stress for teachers, especially when faced with conflicts between institutional goals and individual needs, illustrating the complex dynamics at play in fostering commitment and ensuring sustainable teacher engagement

School Climate

Building positive relationships among teachers significantly impacts the school environment. Strong connections enhance teachers' psychological and emotional well-being, which, in turn, translates to improved classroom performance. These relationships also foster collaboration, facilitating the exchange of ideas, teaching strategies, and best practices that elevate the quality of teaching and learning school-wide (Zysberg & Schwabsky, 2021). However, challenges include potential perceptions of unfairness if positive relationships are not uniformly distributed, resistance to change due to close emotional ties, and a tendency to form cliques that may hinder broader collaboration. Maintaining open and honest communication is essential for cultivating an inclusive and transparent school environment. Open communication allows teachers to participate in decision-making, enhances conflict resolution, and builds trust with school leaders (Capp et al., 2021). Still, this requires addressing challenges such as discomfort with feedback, concerns around excessive transparency, and the risk of eroding trust if communication is not backed by consistent honesty (Nelly, 2021). Schools should therefore establish effective communication strategies to ensure teachers feel heard, valued, and involved.

Providing professional development opportunities holds significant potential for enhancing educational quality. Training and workshops can improve teaching skills and have a positive impact on classroom learning (Eugene, 2020). Additionally, these opportunities can foster leadership skills among teachers and increase satisfaction and retention. Nonetheless, schools must navigate challenges such as financial constraints, time limitations, and varying skill levels to fully capitalize on professional development (Larson et al., 2020). Supporting individual skill development is also essential, as developing skills like communication and time management promotes independence in routine tasks (Capp et al., 2020). However, implementing new skills can be challenging, and teachers may have differing priorities or varying levels of motivation. Encouraging self-reflection among teachers can further create a dynamic learning environment by helping teachers identify strengths and weaknesses, which allows them to adapt teaching practices to student needs (Zysberg & Schwabsky, 2021). This practice, however, requires time and may be uncomfortable for some, with benefits only realized if it leads to tangible changes in practice.

Identifying areas for improvement within the school system supports educational quality by enabling targeted resource allocation and proactive responses to evolving needs (Zysberg & Schwabsky, 2021). Nonetheless, this process may create tension or resistance to change, and can risk stigmatizing the institution. Encouraging positive change initiatives promotes innovation and responsiveness to changing environments, enhancing school performance and relevance in achieving educational goals. However, challenges include resistance, potential disruption, and the risk of unsuccessful implementation. Engaging teachers in change processes fosters ownership and responsibility, increasing their commitment to change and providing valuable insights into school policy. Yet, achieving consensus, balancing time and resources, and avoiding internal conflicts remain key obstacles. Principals who understand the benefits and challenges of system improvement are better equipped to design strategies that foster educational quality and student achievement (Haris, 2022).

Providing a comfortable physical environment has multiple benefits, including improving students' focus, reducing stress, and fostering a conducive learning atmosphere (Capp et al., 2021). A well-maintained, orderly environment also supports students' motivation to learn and engage actively in classroom activities. However, achieving this requires resources, especially if facilities are outdated or the school operates on a limited budget. Additionally, student preferences vary, and external factors, such as noise or weather, can impact efforts to create a consistently comfortable environment. Maintaining a clean and safe school also benefits students and teachers by minimizing health risks and promoting productivity. A secure and hygienic school environment fosters a sense of safety, helping to create an optimal climate for growth and learning. This maintenance, however, demands a significant commitment of time, costs, and resources, along with coordinated efforts to address potential issues such as vandalism. Furthermore, supporting creative and innovative spaces can inspire students' imagination, enabling exploration and fostering critical thinking. These environments promote engagement as students take on meaningful projects that reflect their interests and talents. However, the effective implementation of such spaces requires planning, oversight, and willingness from teachers and stakeholders, some of whom may be reluctant to embrace new approaches or remain uncertain of their benefits.

Research has consistently demonstrated that school climate has a significant impact on teacher performance. A positive school climate improves teacher performance directly through enhanced professional capabilities and indirectly through supportive organizational culture and work motivation (Eugene, 2020). To foster an optimal school climate, principals need competencies aligned with their roles and effective strategies for improvement. This involves building trust, encouraging collaboration, and maintaining open, honest communication, enabling principals to enhance both teacher performance and overall educational quality.

Motivation to Achieve

In examining the dynamics of teacher achievement motivation, three primary motivational needs emerge: the need for achievement, affiliation, and power. Each of these needs offers unique contributions to teacher motivation and effectiveness, yet each also presents specific challenges that school leaders must navigate thoughtfully.

For teachers, a strong need for achievement entails setting clear goals, recognizing accomplishments, and fostering a positive, competitive spirit. When principals strategically address these factors, they can boost teachers' motivation and create an environment conducive to productivity and personal growth. However, this approach also demands balance, as overly competitive atmospheres or rigid achievement expectations can increase stress and detract from core teaching responsibilities.

The need for affiliation highlights the value of strong interpersonal relationships among teachers, which foster emotional support, enhance engagement, and reinforce teachers' sense of belonging to the school and its mission. Positive relationships among staff are linked to improved well-being, resilience, and a collaborative school culture. Nevertheless, an overemphasis on social bonds can sometimes disrupt teachers' autonomy and problem-solving abilities, while conflicts or social tensions may adversely impact the overall school climate. Effective school leadership, therefore, involves nurturing social support systems that promote collaboration while safeguarding teachers' independence and decision-making abilities.

Encouraging teamwork and collaboration also strengthens teachers' commitment to school goals. Team-oriented environments enable workload sharing, facilitate knowledge exchange, and foster innovation. However, these benefits are tempered by the potential for intra-group conflict, necessitating a deliberate approach to teamwork that anticipates and mitigates interpersonal challenges. Principals who prioritize inclusive collaboration help cultivate a supportive work environment that aligns with teachers' individual and collective goals.

The need for power, encompassing responsibilities, leadership roles, and opportunities for initiative, is integral to teacher motivation. Assigning substantial responsibilities can boost self-confidence and skill development while fostering a sense of ownership over educational outcomes. However, excessive responsibilities can lead to stress and detract from teachers' primary duties. Leadership development offers further benefits, including career advancement and classroom management efficacy, yet also introduces challenges related to role limitations and reputation management. Similarly, promoting

initiative enables teachers to engage creatively, but this approach must be managed to prevent inconsistencies and address access inequalities.

Drawing on McClelland's Theory of Needs, which underscores achievement, affiliation, and power as core motivational drivers, these findings reveal the importance of balanced strategies that integrate personal and professional growth. Achievement motivation, in particular, has been shown to directly enhance teacher performance by developing skills and indirectly supporting a positive organizational culture. Principals with relevant competencies can leverage these motivational factors through adaptive, empathetic leadership and clear communication to support teachers' professional abilities and ultimately enhance educational quality within schools.

CONCLUSION

The study concluded that principal leadership, school climate, and achievement motivation significantly influence teachers' work commitment in two private high schools in Medan. Principal leadership showed a direct effect with an average score of 3.66, particularly strong in managerial and motivational roles (3.71), while innovation received the lowest score (3.55). Similarly, school climate demonstrated an impact with an average score of 3.62, with the relational dimension scoring the highest (3.75). Achievement motivation also had a direct effect, with the need for achievement scoring highest at 3.71. Overall, teachers' work commitment was rated at an average of 3.65, with affective commitment as the leading sub-variable (3.69). The collective effect of principal leadership, school climate, and achievement motivation on teachers' work commitment is statistically significant, with p-values below 0.05 for each variable: 0.028 for principal leadership, 0.005 for school climate, and 0.021 for achievement motivation.

Based on these findings, several actions are recommended to enhance educational quality: First, principals should enhance their leadership, particularly as innovators, to foster creativity, establish a supportive environment for new ideas, and cultivate a culture of experimentation and appreciation for innovation. Second, improving the school climate through greater teacher involvement in change processes can strengthen work commitment. Third, teachers' achievement motivation can be elevated by providing robust emotional, social, and collaborative support, fostering intrinsic motivation for higher performance. Lastly, teachers' work commitment can be strengthened through consistent leadership support, a positive school climate, and adequate facilities to ensure their continued dedication to advancing educational quality.

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