



THE INFLUENCE OF PRINCIPALS' LEADERSHIP AND WORKLOAD ON TEACHER PERFORMANCE THROUGH SELF-EFFICACY: ANALYSIS OF PLS-SEM

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Abstract

This research aims to explore the impact of leadership style and workload on teacher performance through self-efficacy, with an emphasis on efforts to increase self-efficacy as the main motivation. The survey method was used to collect data based on probability sampling from 30 teachers at MTs Darul Falah Sukorejo. Data collection was carried out using a questionnaire consisting of a Likert scale with 4 alternative answers. PLS-SEM analysis is used to analyze data and test construction infrastructure and variables measuring problem-solving abilities. The results of the analysis show that the Principal's Leadership on Self-Efficacy ($\beta=0.151$; $p=0.135$) has an insignificant effect. In addition, self-efficacy was proven not to mediate the effect of principal leadership ($\beta=0.034$; $p=0.221$) and workload ($\beta=0.121$; $p=0.057$) on teacher performance. The emphasis of this research is the importance of integrating training that focuses on increasing teacher self-efficacy. The recommendations of this research include providing support for professional development programs, as well as encouraging school principals to adopt a supportive leadership style and provide ongoing support. Thus, this research can become a basis for increasing self-efficacy through a deeper understanding of the influence of leadership style and workload on their performance, making a significant contribution to efforts to improve the quality of education.

Keywords: Principal Leadership, Workload, Teacher Performance, Self-Efficacy, PLS-SEM

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INTRODUCTION

مقدمة

Education is a systematic process for developing individual potential through learning, knowledge, skills, values, and social norms carried out in various environments, especially at school (Fua et al., 2018; Kashiwa, 2022). Education aims to shape students' character, personality, and intellectual abilities, prepare them for future life, and to contribute positively to society, education is the main basis for understanding how school principal leadership and workload influence teaching effectiveness (Rohim et al., 2023; So-oabeb & Plessis, 2023; Suryaman et al., 2024). life. Education opens the door to better economic opportunities, helps reduce poverty, and improves health and well-being. At the societal level, education contributes to social and economic Development By Creating Knowledgeable, Competent, And Ethical Citizens.

Education is the main basis for understanding how internal and external factors influence the quality of teaching (Almufarreh et al., 2023; Daumiller et al., 2021). School principals, as leaders of educational institutions, play an important role in creating an effective and supportive

learning environment. An effective principal's leadership style can motivate and inspire teachers, create a positive work atmosphere, and improve teacher performance. School principals have an important role in creating a conducive educational environment through their leadership style, while a well-managed teacher workload can support optimal performance. Furthermore, teachers' workload is also a critical factor that influences their performance. A high workload can cause stress and fatigue, which can ultimately reduce performance. Therefore, good workload management is very important to ensure that teachers can carry out their duties optimally. This can be done through self-efficacy, or a teacher's belief in his ability to complete certain tasks and achieve certain goals.

In the educational context, teacher self-efficacy refers to their confidence in their teaching abilities and overcoming challenges faced in the learning process (Daumiller et al., 2021; Marcionetti & Castelli, 2023; Youssif et al., 2024). Teachers with high self-efficacy tend to be more confident, motivated, and able to face difficulties better. Strong self-efficacy can improve teacher performance because they feel more capable and motivated to teach effectively. Teacher performance, which includes effectiveness in delivering lesson material, ability to manage the class, interaction with students, and contribution to school development, is very important for achieving high educational goals.

Self-efficacy has an important role as a mediator between the principal's leadership style and workload on teacher performance. Principals who implement a supportive leadership style can increase teacher self-efficacy by providing support, positive feedback, and opportunities for development. When teachers feel supported and appreciated, they tend to have higher self-efficacy, which in turn can improve their performance. Furthermore, good workload management also contributes to increasing teacher self-efficacy. A balanced workload allows teachers to feel better able to manage their tasks without feeling overburdened. High self-efficacy means teachers will be more productive and effective even when facing a heavy workload. Thus, self-efficacy not only influences teacher performance directly but also mediates the influence of the principal's leadership style and workload.

In the existing literature review, there is a clear gap regarding the role of self-efficacy in the context of principal leadership and teacher workload. Most previous studies tend to focus on the direct relationship between leadership and teacher performance, without considering how self-efficacy may mediate or influence this relationship. Existing studies often do not explore in depth how increased workload may affect teachers' perceptions of their ability to manage teaching tasks. This suggests that our understanding of these dynamics is still limited, and there is an urgent need to further investigate how self-efficacy may function as a determinant factor in this context. By highlighting this gap, this study aims to make a significant contribution by offering a more comprehensive analysis of the interactions between leadership, workload, and self-efficacy. This study is expected to provide new insights that can help in formulating more effective strategies to support teachers. Therefore, it is important to emphasize that this study is not only relevant, but also very necessary to enrich our understanding of the factors that influence teacher performance.

The significance of this study in the context of education policy is significant, especially amidst the challenges faced by the current education system. With increasing workloads of teachers and higher demands on their performance, a deeper understanding of the factors that influence self-efficacy becomes crucial. This study provides valuable insights for policy makers to formulate more effective strategies in supporting teachers, especially in terms of developing responsive leadership to their needs. In addition, the results of this study can form the basis for training

programs designed to improve teachers' self-efficacy, which in turn can improve their performance in the classroom. Thus, this study not only contributes to the development of theory but also has significant practical implications for education policy. Integrating these findings into education policy can help create a more supportive and productive learning environment for teachers and students. Therefore, this study has the potential to have a broad positive impact in improving the overall quality of education.

This study uses the PLS-SEM approach to analyze the influence of principal leadership and workload on teacher performance through self-efficacy mediation. The main focus of this study is to understand the extent to which effective leadership and proportional workload can improve teacher performance, and how self-efficacy acts as a mediator in this relationship. This study's novelty lies in using the PLS-SEM method in the context of education to explore the interaction between leadership, workload, and self-efficacy on teacher performance. This study also provides practical contributions in developing leadership strategies that can improve teacher self-efficacy, as well as implications for more effective workload management to achieve optimal performance. Thus, the results of this study are expected to be a reference for policymakers in designing professional development programs for teachers and principals.

METHOD

منهج

Research Design and Participants

This study used a quantitative approach with a survey design to explore the relationship between principal leadership, workload, self-efficacy, and teacher performance. Data were collected through a systematic questionnaire, allowing for efficient analysis of many respondents (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). The survey method was chosen because this study aimed to retrospectively examine the construction of students' Religious Morals variable. This research design used an explanatory and correlational approach using Partial Least Squares Structural Equation Modelling (PLS-SEM), which is an approach used to explore the relationship between variables in a conceptual model (Faidah et al., 2024; Pratiwi et al., 2024; Saifudin et al., 2024). PLS-SEM is a multivariate statistical method used to analyze the relationship between latent or measured variables in a structural model (Anggarini et al., 2024; Mukaromah et al., 2024; Nurdian et al., 2024). Using this approach, this research combines explanatory and correlational elements to better understand the complexity of the relationships between variables in a conceptual model. PLS-SEM allows researchers to test models holistically, including identifying cause and effect relationships and correlation relationships between variables, thereby providing a deeper understanding of the observed phenomenon (Ary et al., 2024; Kamila et al., 2024; Muazamsyah et al., 2024). This research used probability sampling with random sampling techniques.

This research applied a probability sampling method to select a sample of 30 teachers from MTs Darul Falah Sukorejo Ponorogo. The selection of 30 teachers was based on practical and methodological considerations. This number was considered sufficient to provide a good representation of the teacher population in the school, while also allowing for more in-depth data analysis. This number was considered sufficient to provide a good representation of the teacher population in the school, while also allowing for more in-depth data analysis. The sampling technique used was random sampling, which ensures that each teacher has an equal chance of being selected. This is important to reduce bias and increase the generalizability of the research results. In addition, the selection of samples also took into account diversity in educational background and teaching experience, so that the research results can reflect the

variations that exist among these teachers.

Measures

The data collection technique used in this research is a four-variable questionnaire. Research design with an explanatory and correlational approach to determine the relationship between independent variables include principal (X_1) and workload (X_2), the mediator variable is self-efficacy (Z), and the dependent variable is teacher performance (Y). This research uses a Likert scale consisting of 4 alternative answers from agree to strongly disagree (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a survey method via Google Forms. Research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

No.	Variables	Indicators	Constructs	References
1	Principal Leadership	Vision and goals	PL1	(Chen, 2024; Demeshkant et al., 2022; Ken et al., 2023; Mei Kin et al., 2018; Shafait & Huang, 2023)
		Involvement	PL2	
		Communications	PL3	
		Trust and openness	PL4	
		motivational ability	PL5	
		delegation	PL6	
2	Workload	Conditions of the learning environment	WL1	(Cayupe et al., 2023; Heffernan et al., 2022; Mahmud, 2021; Szabó et al., 2021)
		Administrative duties	WL2	
		External demands	WL3	
		Student diversity	WL4	
		Additional tasks	WL5	
		Number of teaching hours	WL6	
3	Self-Efficacy	Verbal reinforcement	PT1	(Bal-Taştan et al., 2018; Bartosiewicz et al., 2022; Blackmore et al., 2021; Burić & Kim, 2020)
		Direct observation	PT2	
		Parental satisfaction	PT3	
		Student achievement	PT4	
		Attendance and tardiness	PT5	
		Student evaluation	PT6	
4	Teacher Performance	Verbal reinforcement	RA1	(Afdal et al., 2023; Bektiarso et al., 2023; Brandt et al., 2021; Hanaysha et al., 2023; Trigueros et al., 2020)
		Direct observation	RA2	
		Feedback	RA3	
		Challenge	RA4	
		Physical strengthening	RA5	
		Previous achievements	RA6	
		Stress	RA7	

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique. The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor ($\lambda > 0.70$), and the reflective construct AVE (> 0.50) (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). Reliability estimates use cronbach Alpha, Rho_A, and CR values (> 0.70). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output (Daryono et al., 2023; Hariyanto et al., 2022). The inner model testing stage is to test the significance of the direct (H-DIR1-5) and indirect effects (the mediating role of H-IND1-2). So, the hypothesis is formulated as follows:

- H-DIR_{1&3} : Principal's leadership style has the effect of increasing teacher self-efficacy and performance.
- H-DIR_{2&4} : Workload has an effect on improving self-efficacy and teacher performance
- H-DIR₅ : Self-efficacy has an influence on improving teacher performance
- H-IDN_{1&2} : Self-efficacy does not mediate the influence of leadership style and workload on teacher performance

RESULT | نتائج

Evaluation of Structural Model

Evaluation of the measurement model is very important to ensure that the indicators used to measure the construct or latent variable are in accordance with the research objectives and have good quality. Checking the validity of the construct is the main purpose of the measurement model evaluation. Analyzing the relationship between the indicator and the construct being measured can ensure that the indicator These factors truly reflects the desired aspects of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be removed.

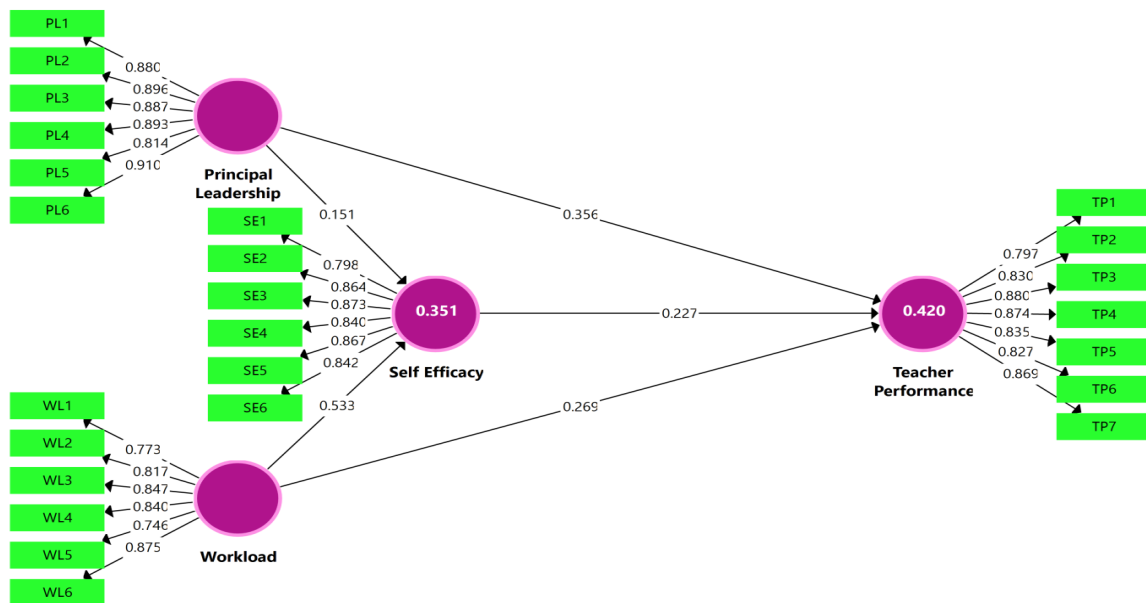


Figure 1. Evaluation of the Measurement Model

Convergent validity in PLS-SEM shows how well the indicators or manifestation variables used to measure the construct match the actual construct. The higher the convergent validity, the better the quality of the construct measurement. Researchers can test consistency between indicators used to measure the same construct with measures of convergent validity. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results truly reflects the construct you want to measure. This is important to ensure the accuracy and findings of the research. Table 1 below shows the results of testing convergent validity, reliability, and AVE on the PLS algorithm output.

Based on Table 2, the overall Loading Factor value for each subvariable is >0.70 (0.733 – Teacher Performance to 0.910 – Principal Leadership). The average value of variance extraction (AVE) for each variable has a value of >0.50 (0.668 - Workload up to 0.775 - Principal Leadership).

So it can be concluded that each subvariable and variable in the instrument has met the requirements for convergent validity. Based on the factor loading coefficient value, the most dominant item statement measuring the success of self-efficiency in teacher performance is the delegation construct of 0.910 (PL6). This can be interpreted as the delegation construct can measure teacher self-efficiency of 91.00%. Meanwhile, the weakest item is the direct observation construct of 0.773 (RA2 or 77.30%). A variable is declared reliable if it has CA, Rho A, and CR values >0.70. The SmartPLS output in Table 2 shows that all variables have CA values (0.900 to 0.942), rho_A (0.903 to 0.950), and CR (0.923 to 0.954). It can be concluded that the instrument's internal reliability consistency in 3 aspects has a value of >0.70 so it has good reliability in measuring self-intentions.

Table 2. Outer Model: Convergent Validity and Reliability

Variables	Indicators	Convergent Validity		Consistency Reliability		
		FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)
Principal Leadership	PL1	0.88	0.775	0.942	0.95	0.954
	PL2	0.896				
	PL3	0.887				
	PL4	0.893				
	PL5	0.814				
	PL6	0.91				
Workload	WL1	0.798	0.668	0.900	0.903	0.923
	WL2	0.864				
	WL3	0.873				
	WL4	0.84				
	WL5	0.867				
	WL6	0.842				
Self-Efficacy	SE1	0.797	0.719	0.922	0.925	0.939
	SE2	0.83				
	SE3	0.88				
	SE4	0.874				
	SE5	0.835				
	SE6	0.827				
Teacher Performance	TP1	0.869	0.714	0.933	0.934	0.946
	TP2	0.773				
	TP3	0.817				
	TP4	0.847				
	TP5	0.84				
	TP6	0.746				
	TP7	0.875				

Evaluation of Structural Model

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the accuracy of the proposed prediction model. This is done by the extent to which the model is able to explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop further insight into the dynamics involved. The Fornell Larcker value is explained by looking at the correlation value of the latent variable itself with the correlation variables of other latent variables. Based on Table 3, the correlation value for Principal Leadership (X₁) → Principal Leadership has a value of 0.881, which is greater than the correlation value with other variables (Self-Efficacy → 0.296; teacher performance → 0.496; and workload → 0.271. And so on for correlation measurements to other variables.

Table 3. Discriminant Validity: The Fornell Larcker

Variables	Principal Leadership (X1)	Self-Efficacy (Z)	Teacher Performance (Y)	Workload (X2)
Principal Leadership	0.881			
Self-Efficacy	0.296	0.848		
Teacher Performance	0.496	0.486	0.845	
Workload	0.271	0.574	0.496	0.817

Based on the Table 4, the R^2 coefficient on the self-efficacy obtained a value of 0.351. This can be interpreted as the Principal's Leadership, Workload, and Teacher Performance influencing the self-efficacy by 35.10% and the remaining 64.90% is influenced by other variables outside the model. study. So the output effect size shows that the most dominant variable influencing Teacher Performance is Principal Leadership ($f^2 = 0.196$) in the large category and the weakest variable is Self-Efficacy ($f^2 = 0.058$) in the small category.

Table 4. Measurement of Structural Model: R^2 , f^2 .

Variables	R^2		f^2	
	Value	Decision	Value	Decision
Principal Leadership	-	-	0.196	Large
Self-Efficacy	-	-	0.082	Medium
Teacher Performance	0.351	Medium	0.058	Small
Workload	0.420	Substantial	-	-

Path Analysis and Hypothesis Testing

Direct effect testing is an important part of the analysis to understand the direct relationship between the independent and dependent variables in the model. Bootstrapping is a commonly used method to calculate standard estimates and confidence intervals for model parameters in PLS-SEM. The normalized path coefficient describes the strength and direction of the relationship between the independent and dependent variables in the model. A larger coefficient indicates a greater influence of the dependent on the dependent variable.

The original sample value (β -values) shows how much influence the independent variable has on the dependent variable. The positive or negative sign of the path coefficient indicates the direction of the relationship between the independent and dependent variables. The T -statistic value is used to test the statistical significance of the direct effect. This statistical test allows us to determine whether the direct effect is significant. The P -value is a measure that determines the statistical significance of the direct effect. A low p -value (<0.05) indicates that the effect is statistically significant.

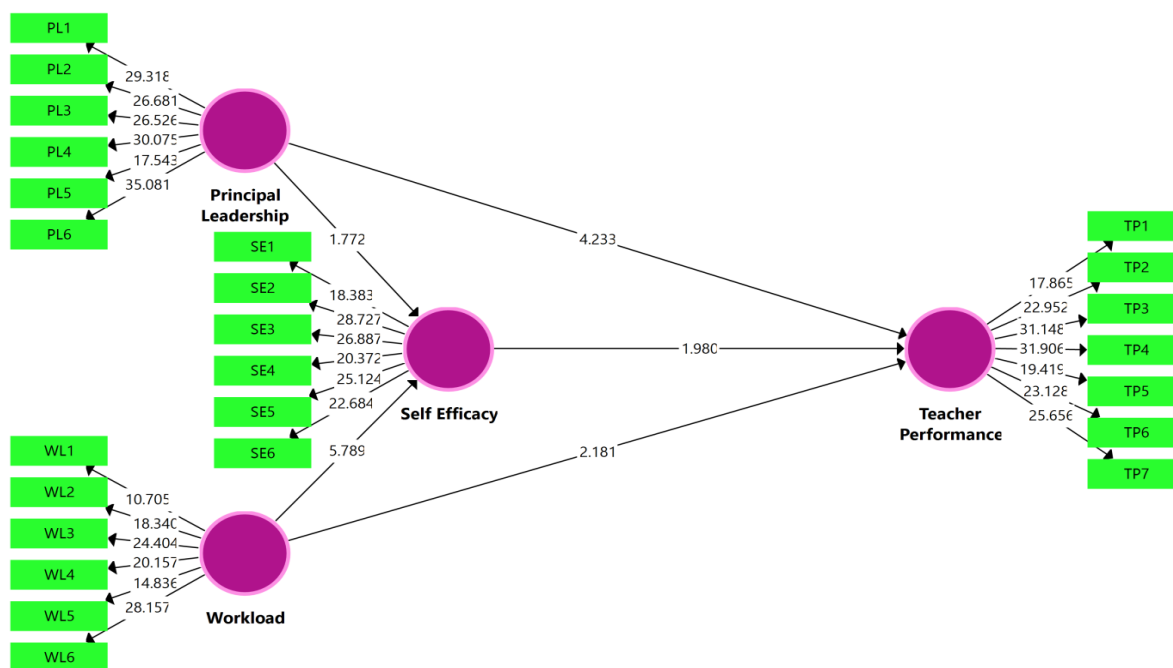


Figure 2. Evaluation of Path Analysis

A hypothesis can be accepted with significant criteria if it has a statistical $T_{\text{statistic}} > 1.96$. Meanwhile, the hypothesis can be accepted with a positive or negative influence if the β_{values} indicates a positive or negative direction of influence. Based on Table 5, the H-DIR₁ Hypothesis (principal leadership → teacher performance) obtained $\beta_{\text{values}} = 0.356$, $T_{\text{statistic}} = 3.978 (> 1.96)$ and $\rho_{\text{value}} = 0.000 (< 0.05)$. This shows that the principal leadership variable (X_1) has a positive and significant effect on teacher performance (TP). This can be interpreted as meaning that when the principal leadership variable (X_1) increases, the teacher performance variable (TP) will experience a significant increase. Hypothesis H-DIR₃ (principal leadership → self-efficacy) obtained $\beta_{\text{values}} = 0.151$, $T_{\text{statistic}} = 1.507 (< 1.96)$ and $\rho_{\text{value}} = 0.151 (> 0.05)$. The principal leadership (PL) variable has a positive but not significant effect on teacher performance (TP). This means that when the principal leadership (PL) variable increases, the self-efficacy (SE) has increased but is not significant.

Table 5. Results of Path Coefficients: Direct Effects

Hyp.	Path Analysis	β_{values} (+/-)	Sample Mean	SDV	T-Statistics (>1.96)	ρ_{Values} (<0.05)	Decision
H-DIR1	PL → TP	0.356	0.355	0.089	3.978	0.000	Accepted
H-DIR2	WL → TP	0.269	0.269	0.134	2.013	0.047	Accepted
H-DIR3	PL → SE	0.151	0.153	0.100	1,507	0.135	Rejected
H-DIR4	WL → SE	0.533	0.535	0.078	6.874	0.000	Accepted
H-DIR5	SE → TP	0.227	0.212	0.098	2.311	0.023	Accepted

Based on the Table 6, in the H-IND₁ hypothesis, the results of testing the mediating effect of the self-efficacy (Z) variable can be concluded that there is no positive influence ($\beta_{\text{values}} = 0.034$ and significant ($T_{\text{statistic}} 1.232 < 1.96$ and $\rho_{\text{value}} = 0.221 > 0.05$) between the principal leadership factor (X_1) on teacher performance (Y) so that H-IND₁ states "there is no positive and insignificant influence on the role of self-efficacy in mediating principal leadership on teacher performance". H-IND₂, the results of testing the mediation effect of the self-efficacy (Z) variable can be concluded that there is no positive influence ($\beta_{\text{values}} = 0.212$) and is significant ($T_{\text{statistic}} 1.924 < 1.96$ and $\rho_{\text{value}} = 0.057 > 0.05$) between the workload factor (X_2) on teacher performance (Y). So, H-IND₂ states that there is a positive and insignificant influence on the role of self-efficacy in

mediating workload on teacher performance.

Table 6. Results of Path Coefficient: Indirect Effects

Hyp.	Path Analysis	β -Values (+/-)	T-Statistics (>1.96)	P-values (<0.05)	Decision	Mediating Role
H-IND ₁	PL → SE → TP	0.034	1.232	0.221	Rejected	No Mediation
H-IND ₂	WL → SE → TP	0.121	1.924	0.057	Rejected	No Mediation

DISCUSSION

مناقشة

The results of the study (Chen, 2024) showed that the influence of principal leadership on teacher performance was positive but not significant. This concept highlights the importance of the role of the principal in creating a supportive environment for teachers, although the results did not show a strong impact. The urgency of this finding lies in the need to understand that effective leadership depends not only on leadership style, but also on the context and support provided to teachers. The conclusion of this analysis shows that although principals have the potential to influence teacher performance, other factors such as peer support and workload management also play an important role. Comparison with previous studies, such as those conducted by , shows that more participatory leadership can produce better results in teacher performance. The implication of this study is the need for principals to adopt a more inclusive and supportive approach, as well as provide constructive feedback to improve overall teacher performance.

Research (Cayupe et al., 2023; Heffernan et al., 2022) shows that workload has a positive and significant effect on teacher performance, indicating that good workload management can improve teaching effectiveness. This is important because it proves that teachers whose workload is well organized are able to work more focused and productively. This finding highlights the urgency of addressing the problem of excessive workload that often causes stress in teachers and has a negative impact on their performance. This analysis confirms that effective workload management strategies can be a major step in improving teacher performance. Compared to previous research, such as that conducted by , these results show that a balanced workload can improve teacher motivation and performance. Thus, the implication of this study is the need for schools to implement policies that support optimal workload management, so that teachers can provide their best teaching results.

The results of the study (Shafait & Huang, 2023) showed that principal leadership had a negative but insignificant effect on teacher self-efficacy. This concept indicates that although principals try to support teachers, inappropriate approaches or lack of communication can reduce teachers' confidence in their abilities. The urgency of this finding lies in the importance of understanding that effective leadership must be accompanied by emotional support and constructive feedback. The conclusion of this analysis suggests that principals need to pay more attention to how they interact with teachers to improve their self-efficacy. Comparison with previous studies, such as those conducted by , shows that more supportive leadership can improve teacher self-efficacy. The implication of this study is the need for training for principals to develop better leadership skills, so that they can provide more effective support to teachers.

Research (Mahmud, 2021) found that workload has a positive but insignificant effect on teacher self-efficacy. This concept suggests that although well-managed workload can provide a sense of accomplishment, other factors such as social support and the work environment also play an important role in building self-efficacy. The urgency of this finding lies in the fact that teachers often feel pressured by workload, which can reduce their self-confidence. The

conclusion of this analysis suggests that workload management alone is not enough to improve self-efficacy; support from colleagues and principals is also very important. Comparison with previous research, such as that conducted by , shows that social support can significantly improve teacher self-efficacy. The implication of this study is the need for schools to create a supportive environment, where teachers feel valued and supported in facing the challenges of their workload.

The results of the study (Bal-Taştan et al., 2018; Bartosiewicz et al., 2022) showed that self-efficacy has a positive and significant effect on teacher performance, which confirms the importance of self-confidence in teaching ability. This concept suggests that teachers who believe in their abilities tend to be more effective in delivering material and interacting with students. The urgency of this finding lies in the fact that improving teacher self-efficacy can be a key strategy in improving the quality of education. The conclusion of this analysis suggests that professional development programs that focus on improving self-efficacy can have a positive impact on teacher performance. Comparison with previous studies, such as those conducted by , shows that high self-efficacy is closely related to better performance. The implication of this study is the need for schools to implement training programs that support the development of teacher self-efficacy, so that they can optimize their performance in the classroom.

This study (Burić & Kim, 2020) found that the mediating role of self-efficacy in the relationship between principal leadership and teacher performance was negative but not significant. This concept suggests that although principal leadership can affect self-efficacy, its impact on teacher performance is not significantly seen. The urgency of this finding lies in the need for a deeper understanding of how leadership can affect teacher self-confidence and, in turn, their performance. The conclusion of this analysis suggests that principals need to adopt a more supportive approach to improve teacher self-efficacy, which can ultimately have a positive impact on their performance. Comparison with previous studies, such as those conducted by , suggests that greater support from the principal can improve teacher self-efficacy and performance. The implication of this study is the need for principals to pay more attention to how they interact with teachers, so as to create a supportive and motivating environment.

The results of the study (Blackmore et al., 2021) showed that the mediating role of self-efficacy in the relationship between workload and teacher performance was positive but not significant. This concept shows that although self-efficacy can contribute to teacher performance, the influence of well-managed workload remains a more dominant factor. The urgency of this finding lies in the importance of effective workload management to improve teacher performance, regardless of their level of self-efficacy. The conclusion of this analysis shows that although self-efficacy has the potential to improve performance, other factors such as social support and time management are also very important. Compared to previous studies, such as those conducted by , it shows that good workload management can directly improve teacher performance. The implication of this study is the need for schools to focus on better workload management, while still providing support to improve teacher self-efficacy, so that both can contribute to improving overall performance.

CONCLUSION

خاتمة

The conclusion of this study shows that principal leadership and workload management have a significant impact on teacher performance, although the influence is not mediated by self-efficacy. This finding emphasizes the importance of the role of the principal in creating a conducive work environment, which can increase teachers' self-confidence in carrying out their

duties. Therefore, training for principals should be directed at developing a supportive leadership style and implementing a balanced workload management strategy. This effort aims to increase teacher self-efficacy, which can ultimately have a positive impact on improving their performance.

This study also makes an important contribution to educational leadership theory by revealing the complex relationship between leadership, workload, and teacher performance. Understanding these dynamics allows stakeholders in the education sector to design more targeted professional development programs. In addition, this study encourages principals to be more proactive in providing support and positive feedback to teachers. Thus, the results of this study are not only relevant to current educational practices but also serve as a strong basis for the development of further studies in the field of educational leadership and human resource management in schools.

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