



Women's Leadership, Work Environment, Motivation and Performance of Private High School Teachers

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Abstract

This study aims to analyze the influence of female principal leadership, work environment, and motivation on teacher performance in private high schools in East Lombok Regency. This study uses a descriptive quantitative approach with a survey method, in which all teachers from six private high schools led by female principals are sampled. Data was collected through a Likert scale-based questionnaire that measured three main variables: female principal leadership, work environment, and teacher performance. The results of multiple linear regression analysis showed that female principals' leadership, work environment, and work motivation had a positive and significant influence on teacher performance, both partially and simultaneously. Of the three variables, the leadership of female school principals showed the most dominant influence. This research makes a theoretical contribution to the development of gender-based leadership literature in education, as well as suggests affirmative policies to improve the role of women in school leadership. Practically, the results of this research can be used to develop a more equitable and competency-based principal recruitment strategy, as well as create a work environment that supports teacher professionalism. This research is expected to provide useful insights for the development of education policies in areas with patriarchal cultures such as East Lombok Regency.

Keywords: Female Principal Leadership, Work Environment, Motivation, Teacher Performance

Introduction

Education is the main foundation in nation building, and the quality of education is highly determined by the quality of teachers. Teachers not only play the role of teachers, but also as guides, motivators, and facilitators for students, which is very influential in creating an effective learning atmosphere. Therefore, teacher performance is the main indicator of the success of the educational process. In this context, the principal plays a strategic role as a leader who sets the direction of school policies, shapes the work culture, and creates a supportive environment for teachers to develop. Effective leadership of school principals, a conducive work environment, and high work motivation are three interrelated organizational factors that have a significant effect on teacher productivity and effectiveness. Good leadership can motivate teachers to work better, while a supportive work environment creates an atmosphere conducive to improved performance. Motivation, as one of the important factors, plays a major role in encouraging teachers to achieve their best performance, which ultimately has a positive



impact on the quality of education received by students as explained by (Dewi et al., 2023; Dhatt et al., 2017; Haritani-Haritani, 2023; Kulkarni & Mishra, 2022; Loumpourdi, 2023; Murcahyanto & Haritani, 2024; Navaridas-Nalda et al., 2020; Wiyono et al., 2023). In addition, Herzberg's theory suggests that a supportive work environment is one of the hygienic factors that prevent job dissatisfaction, while motivational factors such as self-recognition and self-actualization, as in Maslow's theory, can optimally improve teacher performance.

Ideally, the hope is that all principals, including those in private institutions, are selected based on competence, professionalism, and integrity, regardless of gender. Women's leadership should have an equal opportunity to thrive and lead, given their generally collaborative, communicative, and empowerment-oriented approach to leadership (Dewi et al., 2023; Dhatt et al., 2017; Kulkarni & Mishra, 2022; Loumpourdi, 2023; Wirasandi et al., 2022). However, the reality on the ground shows that the representation of women in leadership positions in schools in East Lombok Regency is still very limited. Of the 63 existing private high schools, only 6 are headed by female principals. This lack of representation cannot be separated from the influence of a strong patriarchal culture, both in the structure of the school management foundation and in society in general. Social stereotypes that consider men as more "ideal" leaders are one of the major obstacles for women to achieve strategic positions in the world of education. This kind of view assesses that women's leadership abilities are often considered ineffective, despite the fact that many female school principals have leadership capacity and competencies that are not inferior to men (Benco, 2024; Eagly & Carli, 2003; Hu et al., 2022).

This condition not only has an impact on the limited role of women in strategic decision-making, but also affects leadership dynamics at the school level. In many cases, the lack of women's role in leadership positions in these private schools leads to a lack of diverse perspectives in educational planning and decision-making. In fact, research shows that female principals tend to prioritize a more participatory, collaborative, and humanistic approach to leadership, which can create a more supportive work environment for teachers.

The leadership approach taken by female principals, who pay more attention to the well-being and motivation of teachers, can contribute directly to improving the quality of learning. Female principals are known to be more likely to provide space for teachers to collaborate, innovate, and feel valued, which in turn increases teachers' motivation to work. Motivation theory, as described by Herzberg and Maslow, suggests that a supportive work environment and recognition of individual contributions are key factors in improving work motivation. With high motivation, teachers will feel more motivated to give the best for their students, so that the quality of learning can be significantly improved (Dagher & El-Farr, 2023; Dixit et al., 2023; Urhahne & Wijnia, 2023). Therefore, despite cultural challenges and stereotypes, the leadership of female principals has great potential to create positive change in the world of education, if given a wider opportunity to develop.

Previous research has revealed a lot about the influence of leadership on teacher performance. However, most of the studies still focus on leadership styles in general such as transformational, transactional, and instructional, without considering differences in characteristics based on gender (Setiawan et al., 2022). In addition, work environment variables are also often only used as supporting variables, not as the main factor that is analyzed simultaneously with leadership (Punzalan & De Jesus, 2024; Simaremare et al., 2023). In the



context of pesantren-based private schools in areas with patriarchal cultures such as East Lombok, very little research has explored how women's leadership and the work environment simultaneously affect teacher performance. This research fills this gap by examining in depth the leadership role of female school principals in building a conducive work environment, as well as its influence on teacher performance in an integrated manner.

Based on this, this study aims to empirically analyze the influence of female school principal leadership, work environment and motivation on teacher performance in private high schools in East Lombok Regency, both partially and simultaneously. The novelty of this study lies in the simultaneous focus on the 3 main variables of women's leadership, work environment, and motivation in a specific socio-cultural context, namely pesantren-based private schools that still tend to be patriarchal. This research is expected to make a theoretical contribution to the development of gender-based leadership literature in the educational environment, as well as become the basis for affirmative policies for increasing the role of women in school leadership. Practically, the results of this research can be used by foundations, education offices, and other stakeholders to develop a more equitable and competency-based principal recruitment strategy, as well as create a work environment that supports teacher professionalism on an ongoing basis.

Method

This study uses a descriptive quantitative approach with a survey method to examine the influence of female school principal leadership and work environment on teacher performance. This approach was chosen because it allows researchers to measure the relationships between variables objectively and systematically through quantitative data collection. The research was carried out in six private high schools in East Lombok Regency led by female principals, over a period of six months. This location was chosen because it reflects the cultural and structural context relevant to the issue of women's leadership in pesantren-based private education. All teachers in the six schools were used as research samples because the population was limited, which was 83 people, so this study was a population research without using sampling techniques.

Data collection was carried out by deploying a five-point Likert scale-based questionnaire to measure three main variables: female principal leadership, work environment, and teacher performance. The research instrument is prepared based on theoretical indicators that have been studied in the literature review, then tested for validity and reliability before use. The instrument test was carried out with the SPSS Statistics 25.0 application and showed that all questionnaire items were declared valid and reliable, with the correlation value of the total items meeting the criteria and Cronbach's Alpha value above 0.70. This shows that the instrument is feasible to use for empirical data collection in the field.

The data obtained were analyzed using descriptive and inferential statistical techniques. Descriptive statistics are used to describe the distribution, tendencies, and average scores of each of the research variables. Meanwhile, inferential analysis is used to test the research hypothesis through multiple linear regression analysis. Before conducting the regression test, a classical assumption test is first carried out, namely the normality and linearity test, to ensure that the data is eligible for further analysis. Partial (t-test) and simultaneous (F-test) tests were



carried out to determine the significance of the influence of each independent variable on the dependent variable separately or together.

In addition, this study also uses a determination coefficient (R^2) test to find out how much the leadership of female principals and the work environment contributes to teacher performance. The entire analysis process is carried out using the SPSS Statistics 25.0 application so that the results obtained are accurate, objective, and trustworthy. This method is expected to be able to produce empirical findings that can be a basis for consideration in the recruitment and empowerment policy of female principals in private schools, as well as in the development of a work environment that better supports the professionalism of teachers.

Results and Discussion

The results of this study show that there is a significant influence between female principal leadership, work environment, and motivation on teacher performance in private high schools in East Lombok Regency.

Multiple Linear Regression Test

Table 1. Multiple Linear Regression Test Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	14.090	10.072		1.399	.169
	Leadership of Female Principals	.275	.119	.369	2.318	.025
	Work Environment	.333	.134	.398	2.480	.017
	Work Motivation	.236	.110	.199	2.150	.037

Based on table 1, multiple linear regression equations can be arranged, namely:
 $Y = 14.090 + 0.275X1 + 0.333X2 + 0.236X3$

The constant value of 14,090 shows that if the variables of female principal leadership (X1), work environment (X2), and work motivation (X3) are considered zero, then the basic value of teacher performance is at 14,090. However, the significance value of the constant of 0.169 (> 0.05) suggests that this constant is not statistically significant, which means it serves more as a starting point in this regression model.

Furthermore, the regression coefficient value for the leadership variable of female principals was 0.275 with a significance value of 0.025 (< 0.05) indicating that the leadership of female principals had a positive and significant influence on teacher performance. This



means that every one unit increase in the perception of female school principal leadership will increase teacher performance by 0.275 units.

Likewise, the work environment variable has a coefficient value of 0.333 with a significance value of 0.017 (< 0.05). This shows that the work environment also has a significant and positive effect on teacher performance. This means that the better the work environment felt by teachers, the higher the performance produced.

Finally, the work motivation variable showed a coefficient of 0.236 with a significance value of 0.037 (< 0.05), which means that work motivation also has a positive and significant effect on teacher performance. Every one unit increase in work motivation will increase teacher performance by 0.236 units.

Based on the Standardized Beta value, the work environment variable had the largest Beta value of 0.398, followed by female principal leadership with a Beta value of 0.369, and work motivation with a Beta of 0.199. This shows that the work environment contributes more dominantly in improving teacher performance compared to female principal leadership and work motivation.

Overall, the results of this multiple linear regression analysis show that the three independent variables of female principals' leadership, work environment, and work motivation have a positive and significant influence on teacher performance in private high schools in East Lombok Regency.

The Influence of Female Principal Leadership on Teacher Performance

Table 2. Results of Statistical Test of Leadership of Female Principals

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	38.425	6.331		6.069
	Leadership of Female Principals	.553	.074	.741	7.493
					Sig.
					.000
					.000

The results of the partial test showed that the t-count value was $7.493 > t\text{-table } 1.667$ and the significance value (Sig.) was $0.000 < 0.05$ ($t\text{-count} > t\text{-table}$ and $\text{Sig.} < 0.05$). This result proves that the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, so that statistically there is a significant influence between the leadership of female principals on teacher performance in private high schools in East Lombok Regency. The regression coefficient of 0.553 and the Beta value of 0.741 indicate that the influence is positive and strong. This means that the higher the teacher's perception of the leadership of a female principal, the higher the teacher performance produced.



The Influence of the Work Environment on Teacher Performance

Table 3. Results of Work Environment Statistics Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.185	6.802		4.879	.000
	Work Environment	.631	.081	.752	7.741	.000

The results of the partial test showed that the t-count value was $7.741 > t\text{-table } 1.667$ and the significance value (Sig.) was $0.000 < 0.05$ ($t\text{-count} > t\text{-table}$ and $\text{Sig.} < 0.05$). These results prove that the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, so that statistically there is a significant influence between the work environment on teacher performance in private high schools in East Lombok Regency. The regression coefficient of 0.631 and the Beta value of 0.752 showed that the influence was positive and strong. This means that the better the work environment felt by teachers, the higher the teacher performance produced.

The Influence of Motivation on Teacher Performance

Table 4. Motivation Statistical Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.766	14.004		3.339	.002
	Work Motivation	.449	.162	.379	2.774	.008



The results of the partial test showed that the t-count value was $2.774 > t\text{-table } 1.667$ and the significance value (Sig.) was $0.008 < 0.05$ ($t\text{-count} > t\text{-table}$ and $\text{Sig.} < 0.05$). These results prove that the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, so that statistically there is a statistically significant influence between work motivation and teacher performance in private high schools in East Lombok Regency. The regression coefficient of 0.449 and the Beta value of 0.379 indicate that the influence is positive. This means that the higher the work motivation possessed by the teacher, the higher the performance produced.

The influence of female school principal leadership, work environment, and motivation on teacher performance

Table 5. Results of Simultaneous Test of the Influence of Female Principal Leadership, Work Environment, and Motivation on Teacher Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1948.954	3	649.651	26.980	.000 ^b
	Residual	1059.487	44	24.079		
	Total	3008.441	47			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Motivation, Female Principal Leadership, Work Environment

The results of the simultaneous test showed that the F-count value was 26.980 with a significance value (Sig.) of $0.000 < 0.05$. This result proves that the null hypothesis (H_0) which states that all independent variables (Work Motivation, Female Principal Leadership, and Work Environment) have no effect on teacher performance, is rejected. On the other hand, an alternative hypothesis (H_1) that states that there is at least one independent variable that has a significant effect on teacher performance is accepted. Thus, simultaneously, these three variables have a significant influence on teacher performance in private high schools in East Lombok Regency.



Coefficient of Determination (R²)

Table 6. Results of the Determination Coefficient (R²) Test on Female Principal Leadership, Work Environment, and Motivation for Teacher Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 ^a	.648	.624	4.907

a. Predictors: (Constant), Work Motivation, Female Principal Leadership, Work Environment

b. Dependent Variable: Teacher Performance

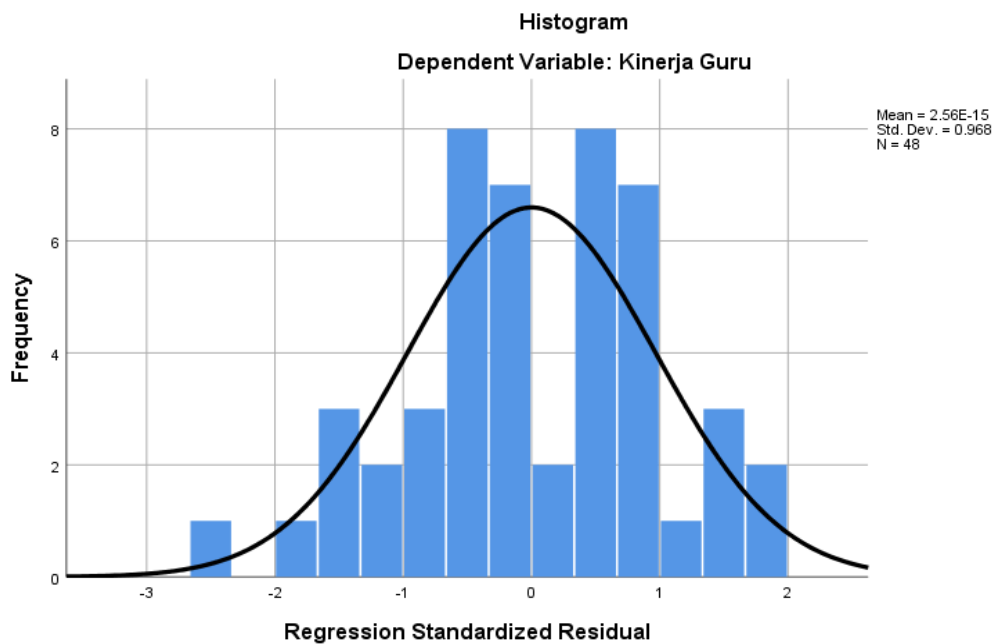


Figure 1. Standard residual distribution histogram of linear regression

The residual mean was recorded at 2.56E-15, which is very close to zero, indicating that the regression model does not have significant bias in the predictions. The standard deviation of 0.968 indicates a fairly distributed variation around the residual average value. Overall, this histogram shows that the regression model meets the residual normality assumption, which is an important condition in linear regression analysis

The results of the summary model analysis showed that the R value was 0.805, which indicates that there is a strong relationship between independent variables (Work Motivation, Female Principal Leadership, and Work Environment) and dependent variables (Teacher



Performance). An R-Square value of 0.648 means that 64.8% of the variation in teacher performance can be explained by these three independent variables. Meanwhile, the Adjusted R Square value of 0.624 gives an indication that this model still has good quality after taking into account the number of predictors. A Standard Error of the Estimate value of 4.907 indicates the level of prediction error of this model, which can be used to assess the accuracy of teacher performance predictions based on the variables tested.

Discussion

Based on the results of multiple linear regression analysis in this study, it was found that the three independent variables, namely the leadership of female principals, work environment, and work motivation had a significant effect on teacher performance in private high schools in East Lombok Regency. Female principal leadership showed the most dominant influence with the largest Beta coefficient (0.741), followed by work environment (Beta = 0.752) and work motivation (Beta = 0.379). This shows that the better the teacher's perception of the leadership of female principals, a conducive work environment, and high work motivation, the better the teacher performance will be.

These findings are consistent with previous research that showed that principals' leadership plays an important role in improving teacher performance. Punzalan and De Jesus (2024) in their article "Influence of Effective School Leadership on Teachers' Performance" explain that effective leadership can improve teacher performance by building a clear vision, providing the necessary support, and creating a positive school culture. Thus, the results of this study support a theory that emphasizes the importance of leadership in motivating and increasing teacher effectiveness (Punzalan & De Jesus, 2024).

Furthermore, the work environment variables found to have a significant influence on teacher performance, in line with research by Simaremare et al. (2023) which found that a good school climate can improve teacher performance. In their research titled "The Existence of Teacher Leadership and School Climate Impact on Teacher Performance", they showed that an environment that supports collaboration between teachers and creates a comfortable atmosphere can improve teachers' work performance. These findings confirm that a conducive environment has an important role in supporting teacher performance in schools (Simaremare et al., 2023).

In addition, the results of this study also show that work motivation has a positive effect on teacher performance, which supports the findings of Setiawan et al. (2022) in their study "Principal Leadership in Improving Teacher Performance in Schools". The study showed that high work motivation, which is influenced by good leadership and positive environmental support, significantly improves teacher performance. This indicates the importance of the role of motivation in creating optimal performance among teachers, which is reflected in the results of this study which shows that teachers' work motivation is directly related to improving their performance (Setiawan et al., 2022).

Overall, the results of this study confirm the importance of leadership factors, work environment, and motivation in improving teacher performance, which is in line with various previous studies that stated that these three aspects have a significant influence on teacher performance. Therefore, to improve the quality of education in private high schools in East Lombok Regency, it is recommended to strengthen the leadership of female principals, create



a more supportive work environment, and increase teachers' work motivation through various relevant programs.

Conclusion

Based on the results of multiple linear regression analysis and the findings of previous research, it can be concluded that female principal leadership, work environment, and work motivation significantly affect teacher performance in private high schools in East Lombok Regency. The leadership of female principals shows the most dominant influence, followed by a conducive work environment and high work motivation. These findings are in line with previous theories and research that emphasize the importance of effective leadership, a supportive work environment, and motivation to improve teacher performance. Therefore, to improve the quality of education in these schools, there needs to be greater efforts in strengthening these aspects, especially through improving the quality of leadership, establishing a better work environment, and providing support to increase teachers' work motivation.

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