



Examining the Effects of Organizational Culture and Transformational Leadership on Teacher Performance: The Mediating Role of Job Satisfaction

Yoserizal¹, Sutiye², Dessy Trismiyanti³, Yulina Eliza⁴

^{1,2,3} Sekolah Tinggi Ilmu Ekonomi Perdagangan

⁴ Sekolah Tinggi Ilmu Ekonomi KBP

Corresponding: yulinaeliza@gmail.com

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ABSTRACT

This study aims to analyze the role of organizational and leadership factors in enhancing teacher performance at SMP Negeri 1 Padang Laweh. The variables examined include organizational culture, transformational leadership, and job satisfaction as independent variables, while teacher performance serves as the dependent variable. The study employed a quantitative approach using a survey method. The population of this research consisted of all teachers at SMP Negeri 1 Padang Laweh, with a total sample of 33 respondents determined through a saturated sampling (census) technique. Data were collected through questionnaire distribution, while the data analysis technique applied was multiple linear regression analysis using SPSS software. The partial test results revealed that organizational culture has a significant effect on teacher performance with a significance value of 0.006. Transformational leadership also demonstrated a significant influence with a significance value of 0.000, while job satisfaction showed a significant effect with a significance value of 0.013. Furthermore, the Sobel test produced a Z-value of 3.96, which exceeded the critical value of 1.96, indicating that job satisfaction significantly mediates the relationship between organizational culture, transformational leadership, and teacher performance. These findings suggest that a positive organizational culture, effective transformational leadership, and high levels of job satisfaction contribute substantially to enhancing teacher performance.

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INTRODUCTION

Teacher performance is considered one of the most important factors in determining the quality of education. Teachers play a strategic role in the learning process; therefore, improving teacher performance has become a major priority in the development of national education systems. Teacher performance is influenced not only by individual competencies but also by organizational conditions and leadership practices implemented within schools. In the context of educational organizations, organizational culture is recognized as an essential factor shaping teachers' work behavior. Organizational culture reflects the values, norms, and work practices shared by organizational members, which ultimately influence organizational effectiveness

(Robbins & Judge, 2017). A strong and positive organizational culture can create a conducive working environment, strengthen collaboration, and encourage teachers to perform their duties more effectively. In addition, transformational leadership also plays a significant role in improving teacher performance. Transformational leaders are able to inspire, motivate, and encourage the development of individual potential (Bass & Riggio, 2006). Within schools, principals as leaders are responsible for establishing vision, providing direction, and building teachers' commitment toward educational goals.

Job satisfaction is another important factor influencing teacher performance. Teachers who are satisfied with their work tend to demonstrate higher motivation, stronger commitment, and better performance outcomes (Mangkunegara, 2017). Conversely, low job satisfaction may lead to decreased productivity and reduced quality of teaching and learning processes.

Although numerous studies have examined the relationships among organizational culture, transformational leadership, job satisfaction, and teacher performance, several research gaps remain. First, many previous studies have investigated these variables separately, resulting in limited understanding of how the three variables interact simultaneously in influencing teacher performance. Second, research conducted within junior high school settings, particularly in regional or rural areas, remains relatively limited, making previous findings less generalizable to local educational contexts with different organizational characteristics and resource conditions. Third, most existing studies still employ general approaches without specifically highlighting contextual organizational dynamics and leadership practices within school environments.

Based on these gaps, this study offers novelty by integrating organizational culture, transformational leadership, and job satisfaction into a single analytical framework to explain teacher performance more comprehensively. Furthermore, the study was conducted specifically at SMP Negeri 1 Padang Laweh, providing contextual and empirical contributions that are more relevant to actual conditions in the field. Therefore, this research not only enriches the literature on educational management but also provides practical implications for school organizational management in efforts to improve teacher performance. Accordingly, this study aims to analyze the roles of organizational culture, transformational leadership, and job satisfaction in enhancing teacher performance at SMP Negeri 1 Padang Laweh.

LITERATURE REVIEW

1. Organizational Culture

Organizational culture refers to a system of values, norms, basic assumptions, and beliefs that develop within an organization and serve as guidelines for the behavior of its members. According to Stephen P. Robbins and Timothy A. Judge, organizational culture represents a "shared meaning system" that distinguishes one organization from another. Furthermore, Edgar H. Schein explained that organizational culture consists of three primary levels: artifacts, espoused values, and underlying assumptions.

Within educational institutions, school organizational culture plays a strategic role in shaping teachers' attitudes and professional behavior. A strong and positive culture can establish a supportive working environment, strengthen teachers' sense of belonging, and encourage collaboration as well as pedagogical innovation. Empirical studies have demonstrated that adaptive and supportive organizational cultures significantly contribute to teacher performance, both directly and indirectly through mediating variables such as motivation and job satisfaction (Khan et al., 2020; Nguyen et al., 2019).

Moreover, organizational cultures grounded in professionalism and continuous learning principles can enhance teachers' capacity to face the challenges of twenty-first-century education. This perspective is consistent with recent findings showing that school cultures emphasizing collaboration and digital innovation are capable of improving learning effectiveness and student academic achievement (OECD, 2021).



2. Transformational Leadership

Transformational leadership is a leadership approach that emphasizes a leader's ability to inspire, motivate, and transform subordinates to achieve optimal performance. This concept was initially developed by Bernard M. Bass and further expanded together with Ronald E. Riggio. They identified four major dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Iskamto, 2020; Iskamto et al., 2021; Naimar et al., 2024).

In educational settings, school principals acting as transformational leaders play an important role in establishing a shared vision, strengthening teachers' commitment, and fostering innovative school cultures. Recent studies indicate that transformational leadership positively affects teacher performance through increased intrinsic motivation, organizational trust, and work engagement (Leithwood et al., 2020; Sun & Leithwood, 2015).

Furthermore, this leadership style has been shown to improve teachers' adaptability to educational changes, particularly in the era of digital transformation. Transformational leaders focus not only on achieving organizational goals but also on continuously developing teachers' professional capabilities. Recent research conducted between 2022 and 2025 also demonstrates that transformational leadership is significantly associated with technology-based learning innovation and overall educational quality improvement (Hallinger, 2021; García-Morales et al., 2022).

3. Job Satisfaction

Job satisfaction refers to an emotional condition that reflects the extent to which individuals feel satisfied or dissatisfied with their work. According to Anwar Prabu Mangkunegara, job satisfaction is influenced by various factors, including work environment, interpersonal relationships, reward systems, and opportunities for career development. In the educational context, teacher job satisfaction is considered a crucial factor influencing the quality of teaching and learning processes (Ilham & Olle, 2025; Iskamto et al., 2024; Yennita et al., 2025).

Teachers with high levels of job satisfaction tend to demonstrate stronger organizational commitment, lower absenteeism, and better overall performance. Empirical evidence suggests that job satisfaction has a positive and significant relationship with teacher performance (Skaalvik & Skaalvik, 2017; Toropova et al., 2021).

In addition, job satisfaction also functions as a mediating variable in the relationship between leadership and performance. Effective leadership practices can enhance teachers' job satisfaction, which subsequently contributes to improved performance outcomes. Recent studies also emphasize the importance of work-life balance and organizational support in promoting teacher job satisfaction in contemporary educational environments (Collie, 2021).

4. Teacher Performance

Teacher performance refers to the level of achievement demonstrated by teachers in carrying out their professional duties and responsibilities within educational institutions. Teacher performance encompasses various aspects, including instructional planning, classroom management, teaching implementation, student assessment, and professional development activities. High teacher performance is essential for achieving educational objectives and improving student learning outcomes .

According to educational management theories, teacher performance is influenced by both internal and external factors, such as competence, motivation, leadership, organizational culture, and job satisfaction. Teachers who possess strong professional competence and receive adequate organizational support are more likely to perform effectively in the learning process. In addition, supportive leadership and positive working environments can motivate teachers to improve instructional quality and demonstrate greater commitment to their responsibilities.

Recent studies have highlighted that teacher performance is increasingly associated with adaptability, creativity, and technological competence in response to the demands of modern education. Teachers are expected not only to deliver subject matter effectively but also to integrate digital technology, foster critical thinking, and encourage collaborative learning among students. Therefore, improving teacher performance requires comprehensive support from organizational culture, school leadership, and teacher well-being to ensure sustainable educational quality improvement.

CONCEPTUAL FRAMEWORK

The conceptual framework presented in Figure 1 describes the relationships among organizational culture, transformational leadership, job satisfaction, and teacher performance. In this model, organizational culture and transformational leadership are identified as independent variables, teacher performance is treated as the dependent variable, and job satisfaction functions as a mediating variable. Organizational culture is assumed to affect teacher performance through the establishment of work values, organizational norms, collaboration, and professional conduct within the school setting. A positive organizational culture is expected to foster a conducive working environment that encourages teachers to perform their duties and responsibilities more effectively. Meanwhile, transformational leadership is considered capable of enhancing teacher performance through inspirational motivation, intellectual stimulation, individualized consideration, and supportive leadership provided by school principals.

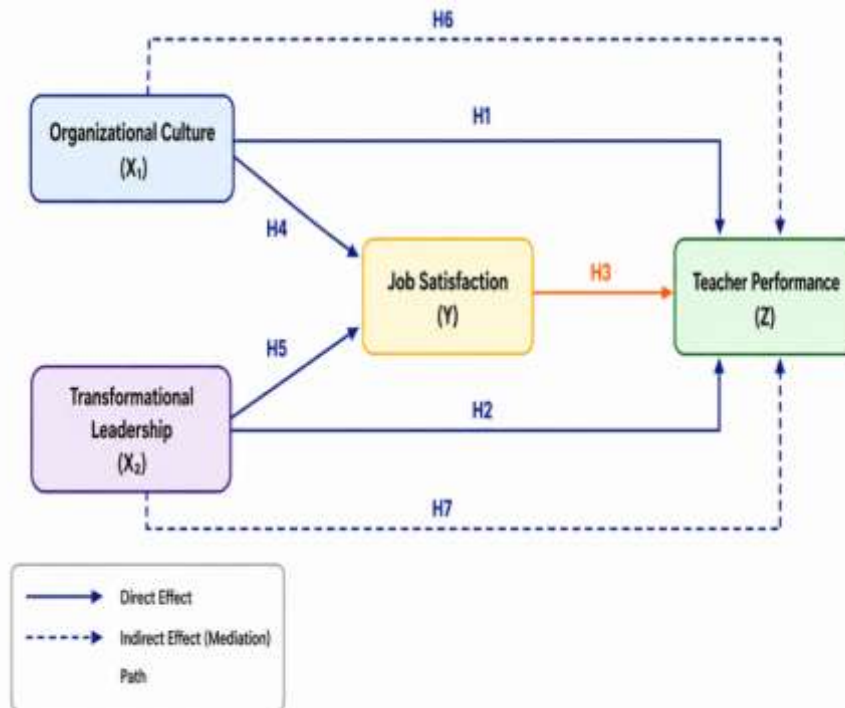


Figure 1. Conceptual Framework

In addition to their direct influences on teacher performance, organizational culture and transformational leadership are also predicted to have indirect effects through job satisfaction. Teachers who perceive supportive organizational conditions and effective leadership practices are more likely to experience higher job satisfaction, which subsequently contributes to



improved performance outcomes. Therefore, job satisfaction serves as an important mediating factor in strengthening the relationship between organizational factors, leadership, and teacher performance. Overall, the conceptual framework highlights that improving teacher performance depends not only on effective organizational culture and transformational leadership practices but also on teachers' job satisfaction as a crucial psychological element within educational institutions.

Research Hypotheses

H1: Organizational culture has a positive and significant effect on teacher performance.

H2: Transformational leadership has a positive and significant effect on teacher performance.

H3: Job satisfaction has a positive and significant effect on teacher performance.

H4: Organizational culture has a positive and significant effect on teachers' job satisfaction.

H5: Transformational leadership has a positive and significant effect on teachers' job satisfaction.

H6: Job satisfaction mediates the effect of organizational culture on teacher performance.

H7: Job satisfaction mediates the effect of transformational leadership on teacher performance.

METHOD

This study entitled *Organizational Factors and Leadership in Enhancing Teacher Performance* employed a quantitative approach using a survey method to examine the influence of organizational culture and transformational leadership on teacher performance, with job satisfaction serving as a mediating variable. The population of the study consisted of all teachers at SMP Negeri 1 Padang Laweh. A total of 33 respondents were selected as the research sample using purposive sampling techniques based on specific criteria relevant to the objectives of the study. Research data were collected through questionnaires developed according to the indicators of each research variable.

The data analysis process was conducted using SPSS 16 and involved several stages, including validity testing, reliability testing, classical assumption testing, and multiple linear regression analysis. In addition to examining the direct relationships among variables, this study also analyzed indirect effects through the mediating variable. The Sobel test was applied to determine the significance of job satisfaction in mediating the effect of organizational culture on teacher performance as well as the influence of transformational leadership on teacher performance. The mediating effect was considered significant when the calculated Z-value exceeded 1.96 at the significance level of $\alpha = 0.05$.

RESULT AND DISCUSSION

Validity and Reliability Test

The validity test was conducted to determine the extent to which the research instrument accurately measures the variables intended to be measured. In this study, validity testing employed the Pearson Product Moment correlation technique by comparing the calculated correlation coefficient (r-count) with the critical value of r-table. According to the criteria proposed by Imam Ghazali, an instrument item is considered valid when the r-count value exceeds the r-table value at a significance level of 0.05.

The results presented in Table 1 indicate that all items measuring organizational culture, transformational leadership, job satisfaction, and teacher performance obtained r-count values greater than the r-table value (0.361). Therefore, it can be concluded that all research instruments are valid and appropriate for data collection purposes.

Table 1. Validity And Reliability Test Results

Variable	Number of Items	Range of r-Value	r-Table (n≈30; α=0.05)	Validity Result	Cronbach's Alpha	Reliability Result
Organizational Culture	10	0.421 – 0.732	0.361	Valid	0.872	Highly Reliable
Transformational Leadership	12	0.438 – 0.765	0.361	Valid	0.901	Highly Reliable
Job Satisfaction	8	0.405 – 0.689	0.361	Valid	0.854	Reliable
Teacher Performance	10	0.412 – 0.710	0.361	Valid	0.883	Highly Reliable

Source: SPSS 16 data processing results.

Furthermore, the reliability test was conducted to assess the internal consistency of the research instrument using the Cronbach's Alpha coefficient. According to Uma Sekaran, a variable is considered reliable if it has a Cronbach's Alpha value greater than 0.70. The test results indicate that all variables achieved Cronbach's Alpha values above 0.80, reflecting a very high level of reliability.

The organizational culture variable obtained a Cronbach's Alpha value of 0.872, transformational leadership scored 0.901, job satisfaction reached 0.854, and teacher performance recorded 0.883. These findings demonstrate that all research instruments possess strong internal consistency and are dependable for use in the study.

Therefore, based on the validity and reliability testing results, it can be concluded that the research instruments satisfy the required scientific standards and are appropriate for further analysis in testing the proposed research hypotheses.

Classical Assumption Tests

Classical assumption testing was conducted to ensure that the regression model employed in this study met the required statistical assumptions, thereby producing reliable and unbiased analytical results. The classical assumption tests applied in this research included tests of normality, multicollinearity, and heteroscedasticity. The normality test was intended to determine whether the data in the regression model were normally distributed. This assessment was performed using the Kolmogorov–Smirnov test. Based on the results presented in Table 2, the significance value obtained was 0.200, which exceeds the threshold of 0.05. Therefore, it can be concluded that the data are normally distributed and satisfy the normality assumption.

Table 2. Classical Assumption Test Results

Type of Test	Indicator	Result	Criteria	Description
Normality	Kolmogorov–Smirnov Sig.	0.200	> 0.05	Data are Normally Distributed
Multicollinearity	Tolerance	0.512 – 0.734	> 0.10	No Multicollinearity Detected
Multicollinearity	VIF	1.362 – 1.953	< 10	No Multicollinearity Detected
Heteroscedasticity	Glejser Test (Sig.)	0.214 – 0.689	> 0.05	No Heteroscedasticity Detected

Source: SPSS 16 data processing results.



The multicollinearity test was conducted to identify whether a high correlation existed among the independent variables, namely organizational culture and transformational leadership. The test results revealed that the Tolerance values ranged from 0.512 to 0.734, which are higher than the required threshold of 0.10, while the Variance Inflation Factor (VIF) values ranged from 1.362 to 1.953, remaining below the maximum limit of 10. Referring to the criteria proposed by Imam Ghozali, these findings indicate that the regression model is free from multicollinearity problems.

In addition, the heteroscedasticity test was performed using the Glejser test to determine whether the residual variances were unequal. The results showed that the significance values for all variables were above 0.05, ranging from 0.214 to 0.689. This demonstrates that no heteroscedasticity symptoms were detected in the research model.

Therefore, based on the classical assumption tests that have been conducted, it can be concluded that the regression model satisfies the assumptions of normality, is free from multicollinearity, and does not exhibit heteroscedasticity. Consequently, the regression model is considered appropriate and reliable for further hypothesis testing and analysis.

RESULT

1. Hypothesis Testing of H1, H2, and H3

The hypothesis testing in this study was conducted using multiple linear regression analysis to examine the direct effects of organizational culture, transformational leadership, and job satisfaction on teacher performance at SMP Negeri 1 Padang Laweh. The results of the regression analysis are presented in Table 3.

Table 3. regression results

Model	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig.
(Constant)	1.102	—	—	—	—
Organizational Culture (X ₁)	0.312	0.110	0.412	2.845	0.006
Transformational Leadership (X ₂)	0.428	0.114	0.367	3.762	0.000
Job Satisfaction (Y)	0.295	0.117	0.451	2.531	0.013

Dependent Variable: Teacher Performance (Z)

Source: SPSS 16 Data Processing Results, 2026.

Based on the regression results table 3, organizational culture (X₁) was found to have a positive and significant effect on teacher performance. The variable obtained a regression coefficient of 0.312, a t-value of 2.845, and a significance value of 0.006, which is lower than the significance threshold of 0.05. These findings indicate that a positive organizational culture contributes to improving teacher performance. Therefore, Hypothesis 1 (H1), which states that organizational culture significantly influences teacher performance, is accepted.

Transformational leadership (X₂) also demonstrated a positive and significant influence on teacher performance. The regression coefficient value of 0.428, with a t-value of 3.762 and a significance value of 0.000, indicates that transformational leadership has a strong contribution to teacher performance improvement. School leaders who provide inspiration, motivation, and support are able to encourage teachers to perform more effectively and professionally. Thus,

Hypothesis 2 (H2), which states that transformational leadership significantly affects teacher performance, is accepted.

Furthermore, job satisfaction (Y) was found to have a positive and significant effect on teacher performance. The regression coefficient of 0.295, with a t-value of 2.531 and a significance value of 0.013, confirms that teachers with higher job satisfaction tend to demonstrate better work performance. This result suggests that satisfaction with work conditions, leadership, and organizational support contributes positively to teachers' effectiveness and productivity. Accordingly, Hypothesis 3 (H3), which states that job satisfaction significantly influences teacher performance, is accepted.

Overall, the findings indicate that organizational culture, transformational leadership, and job satisfaction each play important roles in enhancing teacher performance. Among these variables, transformational leadership showed the strongest contribution to teacher performance improvement.

Furthermore, the coefficient of determination (R^2) analysis was conducted to examine the extent to which the independent variables are able to explain the dependent variable within the research model. In this study, organizational culture, transformational leadership, and job satisfaction functioned as the independent variables, while teacher performance served as the dependent variable.

Table 4. Determination (R^2)

Model	R	R square (R^2)	Adjusted R square	Std. Error of the estimate
1	0.879	0.773	0.749	0.364

Table 4 presents the coefficient of determination (R^2) analysis results, which measure the ability of the independent variables to explain teacher performance. The R value of 0.879 indicates a very strong relationship between organizational culture, transformational leadership, job satisfaction, and teacher performance. The R Square (R^2) value of 0.773 shows that 77.3% of the variation in teacher performance can be explained by the variables included in the model, while the remaining 22.7 % is influenced by other factors outside this study. In addition, the Adjusted R Square value of 0.749 confirms that the regression model has strong explanatory power. Overall, these findings demonstrate that organizational culture, transformational leadership, and job satisfaction significantly contribute to improving teacher performance.

2. Hypothesis Testing of H4 and H5

Table 5 presents the results of the regression analysis conducted to examine the influence of organizational culture and transformational leadership on job satisfaction. In this model, job satisfaction (Y) serves as the dependent variable, while organizational culture (X_1) and transformational leadership (X_2) act as the independent variables.

Table 5. Coefficients

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	1.102	—	—	—	—
Organizational Culture (X_1)	0.528	0.072	0.614	5.106	0.000
Transformational Leadership (X_2)	0.391	0.081	0.487	4.224	0.001

Dependent Variable : Job Satisfaction (Y)

Source: SPSS data processing, 2026.



Based on table 5 the regression results, organizational culture (X_1) was found to have a positive and statistically significant effect on job satisfaction. The variable produced an unstandardized regression coefficient (B) of 0.528, a standardized beta coefficient of 0.614, a t-value of 5.106, and a significance value of 0.000. Since the significance value is lower than 0.05, the effect is considered statistically significant. These findings indicate that a supportive organizational culture characterized by shared values, collaboration, discipline, and a positive work environment can significantly improve teachers' job satisfaction. Therefore, Hypothesis 4 (H4), which states that organizational culture significantly affects job satisfaction, is accepted.

Furthermore, transformational leadership (X_2) also demonstrated a positive and significant influence on job satisfaction. The regression coefficient value of 0.391, with a standardized beta coefficient of 0.487, a t-value of 4.224, and a significance value of 0.001, confirms that transformational leadership contributes significantly to enhancing teachers' job satisfaction. This result suggests that school leaders who are able to inspire, motivate, support, and provide individualized attention to teachers can create a more satisfying and encouraging work environment. Consequently, Hypothesis 5 (H5), which states that transformational leadership significantly influences job satisfaction, is accepted.

Overall, the results indicate that both organizational culture and transformational leadership play important roles in increasing teachers' job satisfaction. Among the two variables, organizational culture showed the strongest contribution to job satisfaction, as reflected by the higher standardized beta coefficient. These findings highlight the importance of creating a positive organizational climate and implementing effective transformational leadership practices in order to enhance teachers' well-being and satisfaction within educational institutions. The coefficient of determination (R^2) for the regression model examining the effects of organizational culture and transformational leadership on job satisfaction cannot be determined accurately from the coefficients table alone. The R^2 value must be obtained from the Model Summary output in SPSS. However, the presentation format and interpretation can be written as follows once the R^2 value is available:

Table 6. Determination (R^2)

Model	R	R Square (R^2)	Adjusted R Square	Std. Error of the Estimate
1	0.776	0.602	0.575	0.375

Dependent Variable : Job Satisfaction (Y)

Source: SPSS data processing, 2026.

3. Hypothesis Testing of H6 and H7

In the study entitled *Organizational Factors and Leadership in Enhancing Teacher Performance*, the Sobel test was applied to determine whether job satisfaction acts as a mediating variable in the relationship between organizational culture, transformational leadership, and teacher performance. Based on the proposed conceptual framework, the mediation analysis was conducted through two pathways:

1. Job satisfaction mediates the effect of organizational culture on teacher performance (H6).
2. Job satisfaction mediates the effect of transformational leadership on teacher performance (H7).

Conceptually, organizational culture and transformational leadership are assumed to influence teacher performance not only directly but also indirectly through the enhancement of job satisfaction. Therefore, the Sobel test was employed to examine the significance of these indirect effects.

The mediation analysis was carried out using regression coefficients and standard errors obtained from the regression results. The Sobel test was then used to assess whether job satisfaction significantly mediates the relationships between the independent variables and teacher performance.

Rumus uji Sobel yang digunakan adalah:

$$Z = \frac{a \times b}{\sqrt{b^2 S_a^2 + a^2 S_b^2}}$$

Description:

a = 0.528 : represents the regression coefficient of the independent variable on the mediating variable.

b=0.391 : represents the regression coefficient of the mediating variable on the dependent variable.

S_a = 0.072: indicates the standard error of coefficient a

S_b = 0.081: indicates the standard error of coefficient b

The Sobel test calculation was conducted by substituting these values into the following equation:

$$Z = \frac{0.528 \times 0.391}{\sqrt{(0.391)^2 (0.072)^2 + (0.528)^2 (0.081)^2}}$$

The first step is calculating the numerator:

$$0.528 \times 0.391 = 0.206$$

The second step is calculating the denominator:

Thus, the calculated Z-value is obtained:

$$Z = \frac{0.206}{0.052} = 3.96$$

Based on the results of the Sobel test calculation, the obtained Z-value was 3.96. This value is higher than 1.96 at the significance level of $\alpha = 0.05$. Therefore, it can be concluded that job satisfaction significantly mediates the influence of organizational culture and transformational leadership on teacher performance.

These findings indicate that a supportive organizational culture and effective transformational leadership not only have a direct effect on improving teacher performance, but also exert an indirect effect through enhancing teachers' job satisfaction. In other words, higher levels of job satisfaction contribute to better teacher performance in carrying out their professional duties and responsibilities at school. Accordingly, the research hypotheses are supported:

H6: Job satisfaction mediates the effect of organizational culture on teacher performance.

H7: Job satisfaction mediates the effect of transformational leadership on teacher performance.



DISCUSSION

The findings of this study indicate that organizational culture, transformational leadership, and job satisfaction play substantial roles in improving teacher performance at SMP Negeri 1 Padang Laweh. The coefficient of determination (R^2) value of 0.590 demonstrates that 59.0% of the variation in teacher performance can be explained by organizational culture and transformational leadership within the proposed regression model. Meanwhile, the remaining 41.0% is influenced by other factors outside the scope of this research, such as work motivation, organizational commitment, compensation, work environment, communication patterns, and professional competence. The Adjusted R Square value of 0.575 further confirms that the regression model possesses relatively strong explanatory capability. According to Imam Ghozali, a higher coefficient of determination reflects the greater ability of a regression model to explain changes in the dependent variable. Therefore, the model developed in this study can be considered sufficiently reliable in explaining teacher performance through organizational and leadership factors.

The results of the hypothesis testing revealed that organizational culture has a positive and significant influence on teacher performance. This finding implies that the existence of a supportive organizational culture can create a conducive educational environment that motivates teachers to perform their responsibilities effectively and professionally. Organizational culture represents a set of shared values, beliefs, norms, and behavioral expectations that guide individuals within an institution. In educational organizations, a strong organizational culture encourages collaboration, discipline, commitment, innovation, and collective responsibility among teachers and staff members. When teachers work within a positive organizational climate characterized by mutual respect, open communication, and institutional support, they tend to demonstrate higher levels of motivation and work effectiveness.

This finding is in line with the organizational culture theory proposed by Edgar H. Schein, who argued that organizational culture serves as a fundamental mechanism influencing employee attitudes and behavior within institutions. Previous empirical studies also support the conclusion that organizational culture significantly contributes to employee productivity and organizational effectiveness (Schein & Schein, 2017). Within the educational sector, a positive school culture may enhance teachers' professional identity, increase their emotional attachment to the institution, and strengthen their commitment toward achieving educational objectives. Consequently, teachers who perceive their organizational environment positively are more likely to exhibit better instructional performance and stronger engagement in academic activities.

The findings further demonstrate that transformational leadership has a positive and significant effect on teacher performance and constitutes the strongest predictor among the independent variables examined in this study. This result suggests that principals who apply transformational leadership behaviors are capable of significantly improving teacher productivity, motivation, and organizational performance. Transformational leadership emphasizes inspiration, intellectual stimulation, individualized consideration, and the ability to encourage followers to achieve higher levels of performance beyond formal expectations. Leaders who adopt transformational leadership practices are generally able to build trust, create a shared vision, and motivate teachers to actively participate in school development and innovation processes.

These findings are consistent with the transformational leadership theory developed by Bernard M. Bass and Bruce J. Avolio, which states that transformational leaders positively influence employee performance through intrinsic motivation, organizational commitment, and empowerment. In the educational context, school principals who demonstrate inspirational leadership can foster teachers' confidence, strengthen teamwork, and improve teachers'

willingness to contribute to institutional success. Effective transformational leadership also enables teachers to adapt more easily to educational challenges, curriculum changes, and technological developments in modern learning systems. Therefore, leadership quality becomes an essential determinant of school effectiveness and teacher achievement.

In addition, job satisfaction was found to have a positive and statistically significant effect on teacher performance. Teachers who experience high levels of job satisfaction are more likely to demonstrate greater dedication, enthusiasm, and responsibility in carrying out their professional duties. Job satisfaction reflects teachers' emotional responses toward their work experiences, including satisfaction with leadership, compensation, interpersonal relationships, workload, recognition, and opportunities for professional growth. Satisfied teachers generally exhibit stronger organizational commitment, lower levels of absenteeism, and higher productivity in teaching and learning activities.

This finding is aligned with the perspective of Stephen P. Robbins and Timothy A. Judge, who emphasized that employees with higher job satisfaction tend to demonstrate superior performance and stronger organizational loyalty (Robbins & Judge, 2019). In educational institutions, job satisfaction may encourage teachers to create more engaging learning environments, improve instructional quality, and maintain positive relationships with students and colleagues. Therefore, increasing teacher job satisfaction should become a strategic priority for educational institutions seeking to improve academic quality and organizational effectiveness.

The mediation analysis conducted using the Sobel test further confirmed that job satisfaction significantly mediates the relationships between organizational culture, transformational leadership, and teacher performance. The Sobel test result produced a Z-value of 3.96, which exceeded the critical value of 1.96 at the significance level of $\alpha = 0.05$. This result confirms that the indirect effects are statistically significant. These findings indicate that organizational culture and transformational leadership do not merely influence teacher performance directly, but also indirectly through the enhancement of teachers' job satisfaction.

The mediating role of job satisfaction suggests that psychological and emotional dimensions play important roles in determining employee performance within educational organizations. Teachers who feel respected, supported, appreciated, and emotionally fulfilled in their workplace are more likely to exhibit stronger commitment and higher work performance. This finding is consistent with Social Exchange Theory, which explains that positive treatment from organizations encourages employees to reciprocate through positive attitudes and behaviors, including improved work performance and organizational commitment (Cropanzano et al., 2017). In other words, when teachers perceive fair treatment, supportive leadership, and a healthy organizational environment, they respond by increasing their dedication and effectiveness in performing educational responsibilities.

Furthermore, the mediation findings highlight the importance of integrating organizational culture, leadership practices, and employee well-being within educational management strategies. A supportive school culture alone may not fully optimize teacher performance unless teachers also experience satisfaction in their professional roles. Similarly, transformational leadership practices become more effective when they successfully enhance teachers' emotional and psychological well-being. Therefore, job satisfaction acts as a critical mechanism linking organizational and leadership factors to improved teacher performance.

From a practical perspective, the findings of this study imply that school administrators and policymakers should focus on developing organizational cultures that emphasize collaboration, professionalism, trust, and continuous improvement. School principals should also strengthen transformational leadership competencies, including inspirational motivation, individualized support, and effective communication skills. In addition, educational institutions should provide supportive working conditions, professional development opportunities, fair reward systems,



and positive interpersonal relationships to improve teachers' job satisfaction and performance simultaneously.

Overall, this study contributes to the development of educational management and human resource management literature by providing empirical evidence regarding the relationships among organizational culture, transformational leadership, job satisfaction, and teacher performance. The findings reinforce the importance of organizational and leadership factors in shaping teacher effectiveness and demonstrate that job satisfaction serves as an essential mediating mechanism within educational institutions. Consequently, efforts to improve teacher performance should not only focus on technical and administrative aspects but also prioritize organizational climate, leadership quality, and teachers' psychological well-being as integral components of sustainable educational improvement.

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