

(Research) Article

The Influence of Organizational Climate and Transformational Leadership Style on Teacher Performance at SMK 3 Sukawati with Self-Efficacy as a Mediating Variable

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Abstract: Education plays a vital role in improving human resource quality, making it essential for addressing challenges in developing countries, such as inequality, poverty, and cultural instability. Teachers, as key facilitators in the learning process, are central to achieving educational goals, with performance influenced by internal factors like self-efficacy and external factors like organizational climate and leadership style. This study examines the influence of organizational climate and transformational leadership on teacher performance at SMK 3 Sukawati, with self-efficacy as a mediating variable. The population and sample include all 55 teachers, selected through purposive sampling. Data were collected via questionnaires, interviews, and documentation, then analyzed using path analysis. Results show that organizational climate and transformational leadership positively and significantly affect both teacher performance and self-efficacy. Self-efficacy also positively and significantly influences performance. Additionally, organizational climate and transformational leadership indirectly impact teacher performance through self-efficacy.

Keywords: Organizational Climate; Transformational Leadership Style; Self-Efficacy; Teacher Performance

1. Introduction

Education constitutes one of the principal pillars in national development, playing a vital role in shaping the quality of human resources (HR) capable of competing in the global era. Within the framework of the national education system, teachers occupy a strategic position as the spearhead of classroom instruction. Their role extends beyond delivering subject matter to serving as facilitators, motivators, mentors, and role models for students [1]. Consequently, teacher performance serves as a key indicator of the achievement of educational objectives. Optimal teacher performance not only influences students' learning outcomes but also shapes the public perception of a school's quality and reputation. In addressing the demands of 21st-century education, teachers are required to continuously adapt to technological developments, curricular changes, and innovative pedagogical methods. In this context, a comprehensive understanding of the factors influencing teacher performance both internal, such as motivation and competence, and external, such as school leadership and organizational climate becomes essential for scholarly investigation.

Teacher performance results from the interaction of multiple internal and external factors. Internal factors include psychological aspects such as work motivation, self-confidence, professional commitment, and self-efficacy, all of which shape the way teachers plan, implement, and evaluate learning [2]. Highly motivated teachers tend to sustain consistent enthusiasm for their work and pursue professional development through training or advanced study. Self-efficacy defined as belief in one's own abilities plays a crucial role in determining work behavior. External factors, meanwhile, encompass education policies, principal leadership, organizational climate, availability of facilities and infrastructure, and community support. The balance between these internal and external elements ultimately determines teacher performance quality. In practice, however, schools including SMK Negeri 3 Sukawati often exhibit varying levels of teacher performance, influenced by differences in motivation, perceptions of the work environment, and leadership styles.

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The organizational climate of a school refers to the collective perceptions of teachers and staff regarding policies, procedures, work practices, and the quality of interpersonal relationships within the organization [3]. A positive climate is characterized by fairness, open communication, mutual trust, and leadership support. In such environments, teachers feel valued and motivated to give their best. Conversely, a negative climate can foster conflict, job stress, and diminished morale. At SMK Negeri 3 Sukawati, preliminary interviews revealed variations in teachers' perceptions of organizational climate: some felt fully supported, while others perceived unfairness in workload distribution and recognition. This situation warrants further study, as perceptions of organizational climate may directly affect teacher performance or exert an indirect influence through psychological variables such as self-efficacy.

The relationship between organizational climate and teacher performance has been the subject of considerable prior research. Studies by other studies have found that a healthy organizational climate characterized by open communication, fair workload distribution, and harmonious relationships significantly improves teacher performance [4], [5]. Teachers working in a positive climate tend to have greater job satisfaction and a stronger sense of duty. However, findings are not always consistent. Some schools, intrinsic factors such as personal dedication and family support play a more decisive role than organizational climate in influencing performance. These discrepancies suggest the potential involvement of mediating or moderating variables, one of which is self-efficacy [6], [7], [8].

Transformational leadership refers to a leadership approach that seeks to inspire, motivate, and intellectually stimulate subordinates to achieve performance beyond established expectations [9], [10]. This style emphasizes articulating a clear vision, fostering positive emotional bonds, and encouraging innovation in the workplace. In the educational context, principals who employ transformational leadership often inspire teachers to create innovative teaching methods, provide constructive feedback, and cultivate a culture of continuous learning. At SMK Negeri 3 Sukawati, the principal exhibits traits of transformational leadership, such as motivating teachers, building a shared vision, and granting room for innovation. Nevertheless, initial observations suggest that not all policies under this leadership style are perceived as directly enhancing teacher professionalism, necessitating empirical testing of its effectiveness in this particular setting.

Research has shown that transformational leadership can significantly impact teacher performance. Principals with transformational leadership styles bolster teachers' intrinsic motivation, which in turn improves teaching quality and student outcomes [11]. Similarly, transformational leadership fosters creative teaching strategies, particularly during online learning in the pandemic [12]. However, some studies indicate that transformational leadership does not always directly improve performance, but instead exerts influence indirectly through mediators such as job satisfaction or self-efficacy [13]. These findings underscore the importance of considering mediating variables when investigating the link between transformational leadership and teacher performance, further justifying this study's focus on SMK Negeri 3 Sukawati.

Self-efficacy is an individual's belief in their capacity to organize and execute the actions necessary to achieve specific objectives [14]. In education, teacher self-efficacy affects lesson planning, classroom management, problem-solving, and evaluation of learning outcomes. Teachers with high self-efficacy are generally more confident and more willing to experiment with new teaching strategies [14], while those with low self-efficacy may avoid challenging tasks, experience stress more readily, and show less creativity in their instruction. Given its significance, self-efficacy may help explain why organizational climate and transformational leadership do or do not translate into improved teacher performance.

Empirical evidence supports the role of self-efficacy as a mediator between work environment variables and performance outcomes. A positive organizational climate can increase teacher self-efficacy, thereby enhancing performance [15]. Transformational leadership in schools also fosters self-efficacy by cultivating trust and recognizing teacher abilities [16]. However, the mediating effect of self-efficacy is not always significant, especially in contexts where external constraints such as inadequate facilities or excessive administrative burdens are more influential [17]. This suggests the need for context-specific research to determine the extent of self-efficacy's mediating role at SMK Negeri 3 Sukawati.

Despite the wealth of studies examining organizational climate, transformational leadership, self-efficacy, and teacher performance, several research gaps remain. First, most existing studies focus on primary or secondary schools, with relatively limited attention to vocational high schools, even though the complexity of vocational subjects may result in distinctive teacher characteristics. Second, few investigations have assessed organizational

climate and transformational leadership together in a single analytical model, incorporating self-efficacy as a mediating variable. Third, inconsistencies in prior findings regarding the significance of these relationships suggest the influence of contextual factors. This study therefore aims to contribute fresh empirical insights.

SMK Negeri 3 Sukawati is a vocational high school in Gianyar Regency, Bali, known for its strengths in the arts and crafts disciplines. The school's teaching staff possesses diverse expertise, ranging from fine arts and crafts to information technology. Preliminary observations indicate that while the school is adequately staffed, overall teacher performance has not yet reached its full potential. Some teachers exhibit high dedication and creativity, whereas others tend to work routinely with limited innovation. These variations raise important questions about the influence of organizational climate, principal leadership style, and teacher self-efficacy on performance.

This research is significant because it seeks to provide a comprehensive understanding of how workplace environment and psychological factors interact to shape teacher performance in vocational high schools. The findings are expected to inform principals and education policymakers in designing targeted strategies for performance improvement. Moreover, the study aims to enrich the academic discourse on the mediating role of self-efficacy in vocational education, a topic that has received relatively little scholarly attention.

The purpose of this study is to analyze the influence of organizational climate and transformational leadership on teacher performance, with self-efficacy serving as a mediating variable at SMK Negeri 3 Sukawati. Specifically, it examines the direct effects of organizational climate and transformational leadership on teacher performance, the effects of both factors on self-efficacy, and the mediating role of self-efficacy in linking organizational climate and transformational leadership to teacher performance. The results are expected to make theoretical contributions to the field of educational management and offer practical policy recommendations for schools and local governments aiming to achieve sustainable improvements in teacher performance.

2. Proposed Method

To address the research objectives, this study employed a mixed-methods framework, integrating qualitative insights with quantitative analysis. The population and sample comprised all teachers at SMK Negeri 3 Sukawati, with the sample selected using purposive sampling, resulting in a total of 55 respondents. Data were collected through questionnaires, interviews, and documentation, while the analysis was conducted using path analysis.

3. Results and Discussion

In this study, hypothesis testing encompasses the analysis of both direct and indirect relationships. To examine the proposed hypotheses, the outcomes derived from data processing using SmartPLS 3.0 are presented in a graphical illustration, as depicted in Figure 1 below.

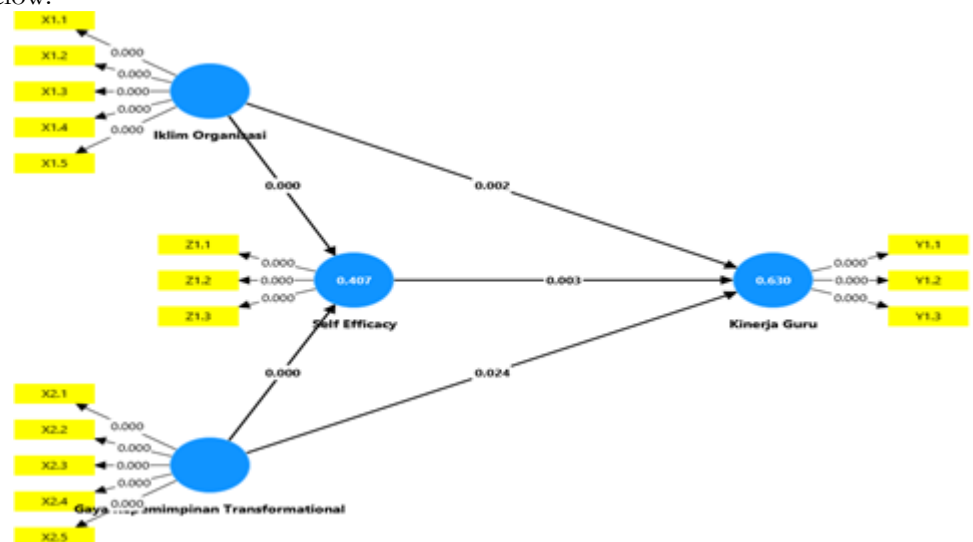


Figure 1. Path Diagram of the Relationship Between Variables

In accordance with the data analysis performed using the SmartPLS 3.0 software, Figure 1 presents the visual output of the model, from which the interrelationships among the variables have been derived and are further detailed in Table 2.

Table 1. Relationship Between Variables

Path Relationship	Original Sample	T Statistics	P Values	Hypothesis	Description
Organizational Climate → Teacher Performance	0.350	3.120	0.002	H1	Accepted
Transformational Leadership Style → Teacher Performance	0.279	2.263	0.024	H2	Accepted
Organizational Climate → Self-Efficacy	0.344	3.555	0.000	H3	Accepted
Transformational Leadership Style → Self-Efficacy	0.407	4.559	0.000	H4	Accepted
Self-Efficacy → Teacher Performance	0.339	2.941	0.003	H5	Accepted
Organizational Climate → Self-Efficacy → Teacher Performance	0.117	2.171	0.030	H6	Accepted
Transformational Leadership Style → Self-Efficacy → Teacher Performance	0.138	2.333	0.020	H7	Accepted

Source: Processed data, (2025)

Based on the table above, the testing of the relationships between variables can be described as follows:

1. H1: Organizational climate affects teacher performance
The first hypothesis tests the direct effect of organizational climate on teacher performance. Based on the data analysis results, the original sample value is 0.350, the t-statistics value is 3.120 (> 1.960), and the p-value is 0.002 (< 0.05). This indicates a significant effect of organizational climate on teacher performance. Thus, H1 is accepted.
2. H2: Transformational leadership style affects teacher performance
The second hypothesis tests the direct effect of transformational leadership style on teacher performance. The test results show an original sample value of 0.279, a t-statistics value of 2.263 (> 1.960), and a p-value of 0.024 (< 0.05), indicating a significant relationship. Therefore, H2 is accepted.
3. H3: Organizational climate affects self-efficacy
The third hypothesis aims to test the effect of organizational climate on teachers' self-efficacy. The results show an original sample value of 0.344, a t-statistics value of 3.555, and a p-value of 0.000, indicating high significance. Therefore, H3 is accepted.
4. H4: Transformational leadership style affects self-efficacy
The fourth hypothesis tests the effect of transformational leadership style on self-efficacy. The results indicate an original sample value of 0.407, a t-statistics value of 4.559, and a p-value of 0.000, showing that the relationship is significant. Thus, H4 is accepted.
5. H5: Self-efficacy affects teacher performance
The fifth hypothesis tests the direct effect of self-efficacy on teacher performance. The results show an original sample value of 0.339, a t-statistics value of 2.941, and a p-value of 0.003, indicating a significant effect. Therefore, H5 is accepted.
6. H6: Organizational climate affects teacher performance through self-efficacy (indirect effect)
The sixth hypothesis tests the indirect effect of organizational climate on teacher performance through self-efficacy. The results show an original sample value of 0.117, a t-statistics value of 2.171, and a p-value of 0.030, indicating a significant effect. Thus, H6 is accepted.
7. H7: Transformational leadership style affects teacher performance through self-efficacy (indirect effect)
The seventh hypothesis tests the indirect effect of transformational leadership style on teacher performance through self-efficacy. The results show an original sample value of 0.138, a t-statistics value of 2.333, and a p-value of 0.020, indicating significance. Therefore, H7 is accepted.

4. Conclusions

The findings of the study at SMK 3 Sukawati indicate that organizational climate and transformational leadership have a positive and significant effect on teacher performance, both directly and through the mediation of self-efficacy. Furthermore, organizational climate and transformational leadership also positively and significantly influence teachers' self-efficacy, which in turn contributes significantly to enhancing teacher performance. These results reinforce the argument that fostering a conducive organizational climate and

implementing effective transformational leadership can serve as key strategies for improving self-efficacy and teacher performance, thereby contributing to the development of human resource quality within the educational environment.

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