



## Examining the Role of Principal Leadership Style and Educator Performance in Shaping Student Wellbeing

Ersari<sup>1</sup>, Hardiansyah<sup>2</sup>, Muhammad Iqbal<sup>3</sup>

<sup>1,2,3</sup> Educational Administration Departement, Mandalika University of Education,  
Mataram, Indonesia.

Email: [ayuersari13@gmail.com](mailto:ayuersari13@gmail.com) [hardiansyah@undikma.ac.id](mailto:hardiansyah@undikma.ac.id)

Corresponding Author: [muhammadiqbal@undikma.ac.id](mailto:muhammadiqbal@undikma.ac.id)

**Abstract:** This study aims to examine the influence of principal leadership style and educator performance on students' wellbeing at SMPN 1 Bayan. This research employed a quantitative associative approach involving 100 students from grades 7 and 8 selected through proportional random sampling. Data were collected using questionnaires for three variables with 10 items each, which had been validated and tested for reliability. The data analysis technique used descriptive statistical analysis followed by multiple linear regression analysis. The results showed that simultaneously (F test), both variables are significant predictors of student wellbeing ( $F = 18.458$ ,  $\text{sig} = 0.001$ ). Partially (t test), principal leadership style significantly influences student wellbeing ( $b = 0.675$ ,  $\text{sig} = 0.001$ ), while educator performance does not show significant influence ( $b = 0.156$ ,  $\text{sig} = 0.180$ ). The coefficient of determination ( $R^2$ ) is 0.276, indicating that both variables explain 27.6% of the variance in student wellbeing. These findings suggest that principal leadership plays a more crucial role in creating student wellbeing compared to direct educator performance.

**Key Words:** Principal Leadership Style, Educator Performance, Student Wellbeing.

**Abstrak:** Penelitian ini bertujuan untuk mengkaji pengaruh gaya kepemimpinan kepala sekolah dan kinerja pendidik terhadap students wellbeing di SMPN 1 Bayan. Penelitian ini menggunakan pendekatan kuantitatif asosiatif yang melibatkan 100 siswa kelas 7 dan 8 yang dipilih melalui proportional random sampling. Data dikumpulkan menggunakan angket untuk tiga variabel dengan masing-masing 10 butir yang telah divalidasi dan diuji reliabilitasnya. Teknik analisis data menggunakan analisis statistik deskriptif dilanjutkan dengan analisis regresi linier berganda. Hasil penelitian menunjukkan bahwa secara simultan (uji F), kedua variabel merupakan prediktor signifikan terhadap student wellbeing ( $F = 18,458$ ,  $\text{sig} = 0,001$ ). Secara parsial (uji t), gaya kepemimpinan kepala sekolah berpengaruh signifikan terhadap student wellbeing ( $b = 0,675$ ,  $\text{sig} = 0,001$ ), sedangkan kinerja pendidik tidak menunjukkan pengaruh signifikan ( $b = 0,156$ ,  $\text{sig} = 0,180$ ). Koefisien determinasi ( $R^2$ ) sebesar 0,276 menunjukkan bahwa kedua variabel menjelaskan 27,6% varians dalam student wellbeing. Temuan ini mengindikasikan bahwa kepemimpinan kepala sekolah memiliki peran yang lebih krusial dalam menciptakan kesejahteraan siswa dibandingkan kinerja pendidik secara langsung.

**Kata Kunci:** Gaya Kepemimpinan Kepala Sekolah, Kinerja Pendidik, Kesejahteraan Siswa.

### Introduction

Student wellbeing has become a primary focus in contemporary education. This concept encompasses not only academic achievement but also students' emotional, social, physical, and psychological wellbeing (Gadernann et al., 2010). In the Indonesian educational context, attention to student wellbeing has increased alongside growing awareness that effective learning requires healthy mental and emotional conditions. Previous research has shown that school leadership factors have significant influence on student wellbeing. School principals, as the highest leaders in schools, have strategic roles in creating conducive environments for the wellbeing of all school community members (Hallinger & Heck, 2010; Leithwood & Jantzi, 2009). Transformational and participatory leadership styles have been proven to enhance



student satisfaction and wellbeing through the creation of positive school cultures (Robinson et al., 2008).

On the other hand, educator performance is also an important factor that directly interacts with students in daily learning processes. The quality of teacher-student interactions, motivational teaching strategies, and emotional support provided by teachers are predicted to significantly contribute to student wellbeing (Hattie, 2012; Jennings & Greenberg, 2009). Research by Reyes et al. (2012) shows that teacher support for students' basic psychological needs correlates positively with academic and emotional wellbeing. However, the relationship between educator performance and student wellbeing in the context of secondary education in Indonesia still requires further research.

SMPN 1 Bayan, as one of the state junior high schools in North Lombok, presents an interesting context for study. This school has unique characteristics with diverse students from various socioeconomic backgrounds and distances to school. This condition presents particular challenges in efforts to create optimal student wellbeing. Based on this background, this research aims to analyze the influence of principal leadership style and educator performance on student wellbeing at SMPN 1 Bayan, and to provide empirical contributions to understanding factors that influence student wellbeing in junior high schools.

## Theory

### 1. Student Wellbeing

Student wellbeing is defined as the optimal condition of students' psychological and social functioning encompassing emotional, social, academic, physical, and psychological dimensions (Gadermann et al., 2010). This concept developed from positive psychology perspectives that emphasize positive aspects in individual lives, not merely the absence of problems or disorders (Seligman & Csikszentmihalyi, 2000). In school contexts, student wellbeing encompasses feelings of safety, acceptance, support, and engagement in learning environments (Suldo et al., 2006). The emotional dimension includes feelings of happiness, satisfaction, and optimism. The social dimension relates to positive interpersonal relationships with peers and adults at school. The academic dimension includes learning motivation, academic self-efficacy, and engagement in learning (Antaramian et al., 2010).

### 2. Principal Leadership Style

Principal leadership style refers to how principals influence, motivate, and direct school communities to achieve educational goals (Northouse, 2019). In the context of student wellbeing, effective leadership styles are those capable of creating school environments that support optimal student development. Transformational leadership has been proven to have positive influence on school climate and student wellbeing (Bass & Riggio, 2006). Principals with this leadership style are able to inspire shared visions, provide individual attention, and create positive school cultures. Research by Day et al. (2016) shows that school leadership focused on learning and student wellbeing has sustained positive effects. Principal involvement in school life, concern for student wellbeing, and open communication become important indicators in leadership focused on student wellbeing (Tschannen-Moran & Gareis, 2015).



### 3. Educator Performance

Educator performance is defined as teachers' ability to carry out learning and educational tasks to achieve predetermined goals (Danielson, 2014). In the context of student wellbeing, educator performance is measured not only from pedagogical aspects but also from teachers' ability to build positive relationships with students and provide emotional support. The quality of teacher-student interactions is a strong predictor of student wellbeing (Pianta et al., 2012). Teachers who can create conducive learning environments, provide constructive feedback, and understand individual student needs tend to contribute positively to student wellbeing. Research by Klassen & Chiu (2010) shows that teacher self-efficacy in classroom management and providing emotional support correlates with student stress levels and wellbeing. However, the direct influence of teacher performance on student wellbeing can be mediated by other factors in the school system (Skaalvik & Skaalvik, 2011).

### Method

This research used a quantitative approach with associative research type aimed at determining the influence between variables (Iqbal & Syahrir, 2021). The dependent variable in this research is Student Wellbeing, while the independent variables are Principal Leadership Style and Educator Performance. The research population consisted of all SMPN 1 Bayan students in grades 7 and 8, totaling 484 students. Grade 9 was not included as they were in the graduation preparation period. The sample was determined using the Isaac & Michael formula with a 10% proportion (Isaac & Michael, 1995), obtaining 80 students which was then rounded to 100 students. Sample selection was conducted through proportional random sampling to ensure each class was proportionally represented.

Data collection techniques used questionnaires for the three variables with 10 statement items each. Student Wellbeing was measured using an adaptation of the Student Wellbeing Questionnaire from Gadermann et al. (2010) which includes indicators of emotional, social, academic, physical, and psychological wellbeing. Principal Leadership Style was measured through students' perceptions of principal involvement in school life, concern for student wellbeing, open communication, creation of safe environments, and support for teacher performance. Educator Performance was measured through indicators of teacher-student interaction quality, motivating teaching strategies, conducive learning environments, provision of constructive feedback, and support for student wellbeing.

Before use, instruments were validated through expert judgment and empirical validation with pilot testing. Pilot data was analyzed using corrected item-total correlation and reliability was determined using Cronbach Alpha. Results showed that all instruments were valid and reliable. Data analysis used descriptive statistics to describe respondent characteristics and research variables, as well as multiple linear regression analysis to test research hypotheses. Before regression analysis, assumption tests were conducted including normality, autocorrelation, multicollinearity, and heteroscedasticity (Iqbal et al., 2021).

### Results and Discussion

#### 1. Respondent Characteristics

Descriptive analysis results showed that of 100 respondents, 55% were male and 45% female. Class distribution was fairly even with 25-26% representation from each

selected class (VII.1, VII.3, VIII.1, and VIII.3). By age, the majority of respondents were 14 years old (46%) and 15 years old (44%), which corresponds to their grade levels.

Geographic characteristics showed that the majority of students lived 500m-2km from school (76%), with 39% living 1-2km away and 37% living 500m-1km away. This indicates that most students require particular effort to reach school. Regarding family structure, 49% of students had 1-2 siblings and 29% had 3-4 siblings. The majority of students brought pocket money of Rp.10,000-20,000 (46%) or less than Rp.10,000 (41%), reflecting lower-middle socioeconomic conditions.

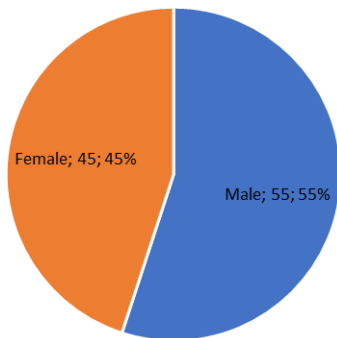


Figure 1. Sample Distribution Based on Gender

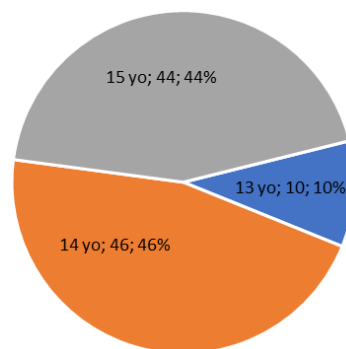


Figure 2. Sample Distribution Based on Age

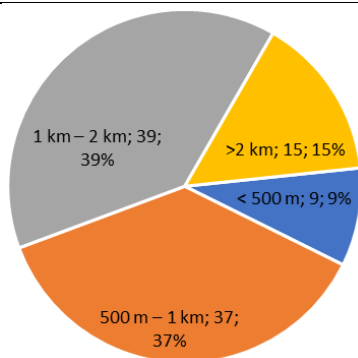


Figure 3. Sample Distribution Based on School – Home Distance

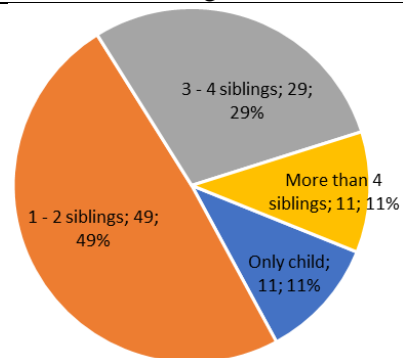


Figure 4. Sample Distribution Based on Siblings

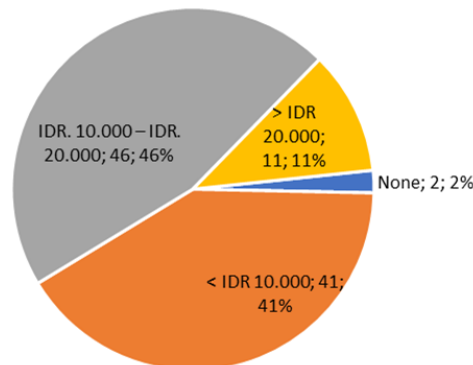


Figure 5. Sample Distribution Based on Allowance Amount

## 2. Assumption Test Results

Normality tests using Q-Q Plot graphs showed that data were normally distributed, with data points following the diagonal line. Multicollinearity tests showed no multicollinearity problems with Tolerance values  $> 0.1$  and VIF  $< 10$  for both independent variables (Leadership Style: Tolerance = 0.692, VIF = 1.445; Educator Performance: Tolerance = 0.692, VIF = 1.445). Heteroscedasticity tests using scatterplots showed no clear patterns, indicating no heteroscedasticity problems.

## 3. Regression Analysis

The regression equation obtained was:  $Y = 11.088 + 0.675(X_1) + 0.156(X_2)$ . Simultaneous test results (F test) showed that both independent variables together significantly influenced student wellbeing with calculated  $-F = 18.458$  and  $\text{sig} = 0.001 < 0.05$ . This indicates that the regression model is suitable for use in prediction. Partial test results (t test) showed that principal leadership style significantly influenced student wellbeing with a regression coefficient of 0.675 and  $\text{sig} = 0.001 < 0.05$ . Conversely, educator performance did not significantly influence student wellbeing with a regression coefficient of 0.156 and  $\text{sig} = 0.180 > 0.05$ . The coefficient of determination ( $R^2$ ) of 0.276 indicates that 27.6% of variation in student wellbeing can be explained by both independent variables, while 72.4% is explained by other factors not studied.

Table 1. Regression Model Summary (F-Test and Coefficient of Determination)

Statistic	Value	(Sig.)	Interpretation
F-value	18.458	0.001	The regression model is suitable for use (significant).
R Square ( $R^2$ )	0.276	-	27.6% of the variation in Student Wellbeing is explained.

Table 2: Results of Partial Hypothesis Test (t-test) and Regression Coefficients

Variable	Regression Coefficient	(Sig.)	Result
(Constant)	11.088	-	-
Principal Leadership Style ( $X_1$ )	0.675	0.001	Significant
Educator Performance ( $X_2$ )	0.156	0.180	Not Significant

*Dependent Variable: Student Wellbeing (Y)*

## 4. Discussion

### a. Simultaneous Influence of Principal Leadership Style and Educator Performance

Simultaneous test results (F test) showed that principal leadership style and educator performance together significantly influenced student wellbeing with calculated  $-F = 18.458$  and  $\text{sig} = 0.001 < 0.05$ . This finding indicates that both independent variables have meaningful collective contributions in explaining variations in student wellbeing at SMPN 1 Bayan. The significance of this simultaneous influence can be understood through the perspective of school systems as complex and interconnected organizations. Although partially educator performance is not significantly influential, its presence still contributes to the student wellbeing prediction model when combined with principal leadership style. This aligns with systems theory stating that educational organization effectiveness results

from interactions of various components, not just individual component performance (Hoy & Miskel, 2012).

The coefficient of determination ( $R^2$ ) of 0.276 shows that both variables together can explain 27.6% of variation in student wellbeing. Although this percentage is moderate, it is quite substantial in educational research contexts, where student wellbeing is influenced by multitude factors both internal and external to schools. Research by Cohen et al. (2009) shows that in social sciences, 25-30% contribution from predictor variables can be considered practically meaningful influence.

This significant simultaneous influence also indicates synergistic effects between principal leadership and educator performance. Effective principals can create conditions that enable teachers to perform optimally, which in turn contributes to student wellbeing through indirect mechanisms. In the context of SMPN 1 Bayan, where the majority of students come from lower-middle socioeconomic backgrounds and have considerable distances to school, coordination between school leadership and teacher performance becomes crucial for creating supportive and compensatory school environments for limitations students might experience at home.

b. Significant Influence of Principal Leadership Style

Research results show that principal leadership style significantly influences student wellbeing at SMPN 1 Bayan. This finding aligns with research by Leithwood et al. (2004) which confirms that school leadership has indirect but substantial effects on student learning and wellbeing. This significant influence can be explained through several mechanisms. First, principals have strategic roles in creating visions and school cultures focused on student wellbeing. Based on student characteristic data showing diversity in socioeconomic backgrounds and considerable distances to school, strong leadership is needed to create feelings of safety and inclusivity. Principals who can create safe school environments free from bullying, as measured in research instruments, will have direct impacts on students' emotional and social wellbeing.

Second, open and participatory communication by principals can enhance students' sense of belonging to school. In the context of SMPN 1 Bayan where the majority of students are aged 14-15 years (90%), the need to be heard and have their opinions valued becomes very important for their psychological development. Principals who are open to student input and frequently engage in dialogue will create democratic and supportive school climates. Third, principal involvement in learning activities and extracurriculars sends strong signals to the entire school community that student wellbeing and development are top priorities. This creates positive modeling effects and encourages all school community members to orient toward student wellbeing.

c. Non-Significant Influence of Educator Performance

Research results showing that educator performance does not significantly influence student wellbeing is an interesting finding requiring in-depth analysis. This phenomenon can be explained through several theoretical and empirical perspectives. *First*, from Bronfenbrenner's ecological systems perspective (2009), teacher influence on students is at the microsystem level, while principal leadership is at the mesosystem level with broader reach. In school contexts, principals influence entire school systems which then impact students' overall experiences, while teacher influence is more localized to specific classroom interactions.





*Second*, research respondent characteristics with the majority aged 14-15 years show that they are at developmental stages where peer relationships and overall school climate become more important than relationships with individual teachers (Eccles & Roeser, 2011). At this stage, students are more sensitive to macro school climates created by school leadership than individual teaching quality.

*Third*, in Indonesian collective culture contexts, the highest authority figure (principal) has strong symbolic influence on students' perceptions about school quality and care. Research by Hofstede (2001) shows that in cultures with high power distance, leader figures have greater influence on subordinates' perceptions and attitudes. *Fourth*, the possibility of ceiling effects in educator performance needs consideration. If all teachers at SMPN 1 Bayan have relatively homogeneous performance at adequate levels, then variation in educator performance becomes insignificant in influencing student wellbeing. In this condition, differentiating factors become aspects outside classrooms, such as school leadership. *Fifth*, from self-determination theory perspective (Deci & Ryan, 2000), student wellbeing is more influenced by fulfillment of autonomy, competence, and relatedness needs at system levels than individual interactions. Principal leadership that creates school structures and cultures supporting fulfillment of these three needs will have stronger influence than fragmented teacher-student interactions.

*Sixth*, respondent geographic characteristics with the majority living considerable distances from school (76% live more than 500m away) indicate that school becomes a "second home" for them. In this context, overall school climate created by leadership becomes more important than individual teaching quality, as students spend considerable time at school and require comprehensive feelings of safety and comfort.

*Seventh*, from organizational behavior perspectives, principals have broader spans of control and can create systemic changes impacting all aspects of student experiences at school. While teachers have deeper but limited influence on learning aspects and classroom interactions, principals can influence school policies, resource allocation, and organizational climate impacting student wellbeing comprehensively (Fullan, 2014).

## 5. Research Findings Implications

These research findings have important implications for school leadership practice and educational policy. First, the importance of investing in principal leadership competency development, particularly in aspects related to creating school climates supporting student wellbeing. Principal development programs need to emphasize soft skills such as communication, empathy, and ability to build positive school cultures. Second, the need for reorientation of school performance evaluations that focus not only on academic achievement but also on student wellbeing indicators. Principals need space and support to implement programs supporting holistic student wellbeing. Third, although educator performance is not directly significantly influential, this does not mean teacher performance is unimportant. Conversely, this finding indicates the need for systemic approaches in improving student wellbeing, where teacher performance needs support from strong leadership and conducive school systems.

## Conclusion

Based on research results and discussion, it can be concluded that principal leadership style has significant influence on student wellbeing at SMPN 1 Bayan, while educator performance does



not have significant influence. Simultaneously, both variables can explain 27.6% of variation in student wellbeing. This finding indicates that in junior high school contexts, school leadership focused on creating positive, safe, and inclusive school climates has more crucial roles in influencing student wellbeing compared to individual educator performance. This research recommends the importance of developing principal leadership competencies focused on student wellbeing, implementing school policies supporting positive school climates, and systemic approaches in improving educational quality that focus not only on academic achievement but also on holistic student wellbeing.

## References

- Antaramian, S. P., Huebner, E. S., Hills, K. J., & Valois, R. F. (2010). A dual-factor model of mental health: Toward a more comprehensive understanding of youth functioning. *American Journal of Orthopsychiatry*, 80(4), 462–472. <https://doi.org/10.1111/j.1939-0025.2010.01049.x>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership*. Psychology Press. <https://doi.org/10.4324/9781410617095>
- Bronfenbrenner, Urie. (2009). *Ecology of Human Development : Experiments by Nature and Design*. Harvard University Press.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. *Teachers College Record: The Voice of Scholarship in Education*, 111(1), 180–213. <https://doi.org/10.1177/016146810911100108>
- Danielson, Charlotte. (2014). *The framework for teaching: evaluation instrument*. Danielson Group.
- Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Eccles, J. S., & Roeser, R. W. (2011). Schools as Developmental Contexts During Adolescence. *Journal of Research on Adolescence*, 21(1), 225–241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
- Fullan, Michael. (2014). *The principal: three keys to maximizing impact*. Jossey-Bass.
- Gadernann, A. M., Schonert-Reichl, K. A., & Zumbo, B. D. (2010). Investigating Validity Evidence of the Satisfaction with Life Scale Adapted for Children. *Social Indicators Research*, 96(2), 229–247. <https://doi.org/10.1007/s11205-009-9474-1>
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95–110. <https://doi.org/10.1080/13632431003663214>
- Hattie, John. (2012). *Visible learning for teachers: maximizing impact on learning*. Routledge.
- Hofstede, G. (2001). Culture’s consequences: Comparing values, behaviors, institutions, and organizations across nations. *Behaviour Research and Therapy*, 41(7), 861–862. [https://doi.org/10.1016/S0005-7967\(02\)00184-5](https://doi.org/10.1016/S0005-7967(02)00184-5)
- Hoy, W., & Miskel, C. (2012). *Educational administration: theory, research, and practice*. MCGRAW-HILL US HIGHER ED.
- Iqbal, M., Suhardi, M., & Muslim, A. (2021). *Bahan Ajar Mata Kuliah Statistik*. Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Iqbal, M., & Syahrir. (2021). *Metode Penelitian Kuantitatif*. Lembaga Penelitian dan Pendidikan (LPP) Mandala.





- Isaac, Stephen., & Michael, W. Burton. (1995). *Handbook in research and evaluation: a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences* (3rd ed.). EdITS.
- Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
- Leithwood, K., & Jantzi, D. (2009). A Review of Empirical Evidence About School Size Effects: A Policy Perspective. *Review of Educational Research*, 79(1), 464–490. <https://doi.org/10.3102/0034654308326158>
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. <https://www.researchgate.net/publication/246390375>
- Northouse, P. G. . (2019). *Leadership: theory and practice*. SAGE Publications, Inc.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. In *Handbook of Research on Student Engagement* (pp. 365–386). Springer US. [https://doi.org/10.1007/978-1-4614-2018-7\\_17](https://doi.org/10.1007/978-1-4614-2018-7_17)
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700–712. <https://doi.org/10.1037/a0027268>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Suldo, S. M., Riley, K. N., & Shaffer, E. J. (2006). Academic Correlates of Children and Adolescents' Life Satisfaction. *School Psychology International*, 27(5), 567–582. <https://doi.org/10.1177/0143034306073411>
- Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: an essential ingredient in high-performing schools. *Journal of Educational Administration*, 53(1), 66–92. <https://doi.org/10.1108/JEA-02-2014-0024>