

Teacher Performance in Public Elementary Schools in Koronadal City: An In-Depth Examination Under the Lens of Performance and Expectancy Theories

Article History:

Received: 28 December 2024

Accepted: 30 December 2024

Published: 27 January 2025

Jenelyn D. Magracia, ORCID No. 0009-0007-7807-2847

Teacher III, KaKub Elementary School, Purok Proper, Barangay Cacub, Koronadal City, Philippines

Abstract

This research examines employee performance in public elementary schools in Koronadal City, Philippines, focusing on instructional effectiveness, professional competence, work ethic, and contributions to student achievement. It addresses the challenges teachers face in resource-constrained contexts and the lack of region-specific performance data, which limits tailored interventions and educational development. Examined under the lens of Campbell's Performance Theory (1990) and Vroom's Expectancy Theory (1964), the study employs a descriptive approach and a full enumeration sample to analyze the performance of 80 teachers across six schools. Findings indicated high instructional efficiency, professional competence, and dedication, with teachers demonstrating flexibility, innovative strategies, and collaboration. These results align with global studies that highlight work satisfaction, engagement, and organizational support as key determinants of teacher effectiveness. However, the study also emphasizes the resilience of Koronadal educators despite infrastructural limitations, underscoring localized attributes such as community involvement and strong leadership. The research underscores the need for targeted programs to enhance teacher effectiveness, particularly in resource allocation and professional development. It concludes by recommending longitudinal and mixed-method studies to deepen understanding and sustain educational excellence.

Keywords: teacher performance, instructional effectiveness, professional competence, Koronadal City, public elementary schools



Copyright © 2024. The Author/s. Published by VMC Analytik's Multidisciplinary Journal News Publishing Services. Teacher Performance in Public Elementary Schools in Koronadal City: An In-Depth Examination Under the Lens of Performance and Expectancy Theories © 2024 by Jenelyn D. Magracia is licensed under [Creative Commons Attribution \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Employee performance at educational institutions significantly impact on defining the quality of education delivered to students and the overall effectiveness of schools in achieving their academic and social objectives. This research analyzes the nuanced dynamics of employee performance and its implications for educational attainment in the Philippines. Public elementary schools in Koronadal City, like those in other resource-limited regions, faced several challenges, including inadequate facilities, increasing educational demands, and unreliable support networks. Addressing these challenges requires an evidence-based understanding of the factors influencing employee success to enable ongoing improvement and adaptability in a constantly changing educational landscape.

While global research identifies key determinants of teacher performance, including motivation, job satisfaction, and engagement (Marlina et al., 2023; Putro et al., 2023), there remains a significant lack of studies addressing unique contexts such as Koronadal City. Tackling this gap is vital, as insight from these overlooked areas may enrich the global discourse on educational development. Despite the growing body of evidence on teacher effectiveness, challenges continue to plague public education systems worldwide. Studies show that teachers commonly experience burnout, decrease motivation, and limited access to professional development, all of which hinder their ability to perform effectively (Gyimah, 2020; Aulia et al., 2023). In the Philippines, these issues are exacerbated by structural constraints such as overcrowded classrooms, inadequate teaching resources,

and low remuneration, which further obstruct teachers' productivity and student learning outcomes (Yusoff & Ismail, 2021). Public elementary schools in Koronadal City are not exempt from these broader structural challenges. Furthermore, they faced specific issues, including inequitable resource distribution and a lack of appropriate performance monitoring methods.

Recent studies emphasize the need for tailored strategies to address these gaps. For example, Marlina et al. (2023) found that job satisfaction and organizational support significantly influence teacher performance; however, these factors remain underexplored in Koronadal City, leaving critical questions unresolved regarding how to effectively support educators in this area. The fundamental challenge addressed by this research is the lack of comprehensive, region-specific data on employee performance measures in public elementary schools in Koronadal City. National policies and initiatives aim to standardize employee performance evaluations, yet the distinct socio-economic and cultural realities of individual region necessitate unique approaches. Existing research, such as that by Koomson et al. (2022) and Limanta (2023), underscore the importance of aligning performance indicators with local context; nonetheless, these studies generally focus on urban or economically developed areas. Schools in rural or semi-urban contexts, like Koronadal City, are often overlooked, leading broad solutions that fail to address local issues. This gap hinders the development of effective indicators to enhance teacher effectiveness and, ultimately, student outcomes. As the Philippine education system continues to evolve, understanding these contextual differences becomes increasingly crucial.

Previous research has studied several elements of teacher effectiveness, with an emphasis on attributes such as transformational leadership, workplace happiness, and job engagement (Guavis et al., 2023; Subandi et al., 2021). For instance, Yuda et al. (2023) have demonstrated that transformational leadership enhances teacher

cooperation and creativity, creating favorable conditions for professional advancement. However, most of these studies highlight leadership as the key driver of success, leaving gaps in understanding how other variables, such as resource availability and institutional support, interact with teacher effectiveness. This research provides a broader perspective by considering the personal, organizational, and environmental components of employee performance. By focusing on the specific context of Koronadal District, it intends to enrich the existing body of knowledge while addressing the significant gaps that have practical repercussions for policy and practice.

Failure to improve employee performance in public elementary schools may have far-reaching effects. Ineffective teacher performance not only degrades the quality of education but also fosters inequality as learners from disadvantaged communities are disproportionately impacted by inadequate teaching. Furthermore, without localized data to guide interventions, authorities risk imposing one-size-fits-all solutions that fail to address the particular challenges facing schools in Koronadal City. This may lead to wasted resources and a lost opportunity to achieve breakthroughs in educational achievement. It is vital to address this challenge to ensure public elementary schools accomplish their goal of providing quality education to every child, regardless of their socio-economic status.

In response to these issues, this research seeks to answer the following questions: What is the extent of employee performance in public elementary schools in Koronadal District? By addressing this question, the research aims to present a comprehensive assessment of employee performance in public elementary schools, bridging existing information gaps and providing realistic suggestions for improvement. Ultimately, the findings will aid in the establishment of policies and practices that support educators in delivering high-quality education, securing a brighter future for the students of Koronadal City and beyond.

Theoretical Framework. This study is grounded in Campbell's (1990) performance theory and Vroom's (1964) expectancy theory. Performance Theory emphasizes that employee performance is determined by three key variables: declarative knowledge (what workers know), procedural knowledge and competence (how they use what they know), and motivation (their desire to perform into action). This theory aligns well with the research focus as it examines various measures of performance influenced by individual, organizational, and environmental variables. Additionally, the study can incorporate elements of the Expectancy Theory by Vroom's (1964), which highlights that performance is driven by an individual's expectation that their effort will lead to desired outcomes, the value they assign to those outcomes, and their belief in the connection between effort, performance, and rewards. This theory supports the exploration of workplace happiness, job engagement, and the role of organizational support in influencing teacher performance, making it a suitable paradigm for understanding and analyzing the dynamics of employee performance in public elementary schools.

Statement of the Problem. Generally, the study aims to examine employee performance in public elementary schools in Koronadal City. Specifically, the study seeks to answer the questions below:

1. To what extent is employee performance evident in public elementary schools in the Koronadal District in terms of:
 - 1.1 Instructional Effectiveness;
 - 1.2 Professional Competence;
 - 1.3 Work Ethics; and,
 - 1.4 Contribution to Student Achievement?

Significance of the Study. The study will generate important insights into the elements impacting teacher effectiveness and their effects on educational outcomes. It will also contribute to a clearer understanding of the link between job satisfaction, work engagement, organizational support, and environmental infrastructure in influencing employee performance. The findings will serve as a

platform for policymakers, school administrators, and stakeholders to design evidence-based strategies for enhancing teacher performance and maintaining a conducive learning environment. Hopefully, the study will offer practical proposals to eliminate performance disparities, boost professional development programs, and optimize resource allocation in public primary schools. Through this research, educators and students alike will become aware of the significance of performance indicators in achieving exceptional education and sustained school success.

LITERATURES

Personnel performance in public elementary schools is vital for providing high-quality education and promoting student progress. Educators, as the cornerstone of the educational structure, affect not only academic achievement but also the development of lasting abilities in students. This literature research investigates the multiple aspects impacting employee performance in public elementary schools, specifically focusing on Koronadal City.

Factors Influencing Teacher Performance. Through thematic approach, the study assesses teacher performance, engagement, and satisfaction alongside the influence of organizational and environmental support systems. This study synthesizes concepts from numerous studies to highlight the interplay of these aspects and their contribution to improving the educational environment and outcomes. Determinants of teacher performance are a vital component of educational achievement, determined by a mix of qualities, including job satisfaction, work engagement, and their consequent effect on students' academic results. Research consistently underscores the interdependence and significance of these characteristics in developing a high-quality educational environment. Job satisfaction is a critical aspect of teacher performance, with satisfied instructors displaying greater motivation that directly influences their classroom management, adoption of innovative teaching

approaches, and meaningful student involvement. For instance, research conducted in Papua, Indonesia, indicated that teachers who were pleased with their work environment and salary significantly exhibited greater performance levels (Wolomasi et al., 2019). This result underscores the necessity for governments to support teacher well-being by providing competitive salaries, fostering professional development, and establishing a welcoming school environment. Such indicators not only increase job satisfaction but also serve as an incentive for improved educational results.

Another integral factor influencing teacher performance is work engagement, characterized by the physical, emotional, and cognitive investment teachers bring to their roles. Research in the Philippines highlights a strong correlation between engagement levels and key aspects of educational delivery, such as curriculum planning and community involvement (Raralio, 2023). Motivation and compensation play a vital role in determining work engagement, underscoring the significance of recognizing and rewarding teachers' accomplishments. By fostering an environment where instructors feel valued and encouraged, schools may enhance both engagement and performance, ultimately benefiting the entire educational ecosystem.

The impact of teacher performance is likely most evident in its effect on student academic achievements, as competent instructors create dynamic and supportive learning environments, leading to higher student outcomes. For example, research suggests that teacher performance accounts for roughly 11.6% of the variation in student academic achievement in elementary schools (Fadlun & Fatmawati, 2023). These findings underscore the significance of ongoing professional development, mentoring, and classroom-focused training to strengthen teaching abilities. Addressing teacher satisfaction and engagement holistically not only enhances individual performance but also has major consequences for student achievement and the overall efficacy of educational institutions.

In summary, the interconnected dimensions of job satisfaction, work engagement, and their influence on student outcomes form a robust foundation for understanding and enhancing teacher performance. Policymakers and educators must adopt comprehensive strategies that address these factors to achieve sustained improvements in educational quality.

Organizational and Environmental Support Systems. The organizational and environmental context within which teachers operate plays a crucial role in shaping their performance, as effective leadership, structured supervision, and resource availability are key determinants of a teacher's ability to perform optimally. The organizational climate, characterized by collaboration, support, and structured supervision, is integral to enhancing teacher satisfaction and performance. Effective supervision practices—such as clear evaluation mechanisms and constructive feedback—ensure that teachers receive the guidance needed to excel. For example, a study conducted in North Bengkulu found that supervisors who actively engage in evaluation, reporting, and executing improvement plans contribute considerably to teacher development and system performance (Sugimin & Sumarsih, 2020). Moreover, maintaining a healthy organizational climate fosters collaboration and collegiality among personnel, enabling teachers to discuss best practices and handle challenges together. This culture of collaboration promotes both individual and group performance, ultimately improving the overall educational environment.

Infrastructure quality and resource availability may directly impact the teaching and learning experience. Teachers at schools with appropriate facilities, access to instructional materials, and well-maintained physical surroundings are better positioned to deliver effective classes. Research suggests that stakeholder engagement in resource management, including infrastructure renovations, considerably increases educational achievements (Kamaludin, 2023). However, schools in disadvantaged areas

typically faced resource restrictions that impede performance and imaginative solutions—such as cooperation with local governments and community stakeholders—are crucial to bridging these gaps. Practical assistance, such as obtaining transportation allowances for instructors in remote regions, exemplifies methods that enhance continual teacher availability and enthusiasm (Ting & Arcelao, 2023).

Leadership also plays a vital role in developing a favorable atmosphere for teacher effectiveness. Leaders who actively address teacher concerns, foster professional growth and promote participatory decision-making to boost trust and motivation among staff. By integrating institutional goals with teacher needs, administrators may overcome performance gaps and develop a high-quality education delivery system. Addressing deficiencies in supervision, infrastructure, and leadership generates an enabling atmosphere that empowers teachers to reach their full potential and significantly enhances student performance (Sugimin & Sumarsih, 2020).

The synthesis of the researched literature reveals that employee performance in public elementary schools is determined by the convergence of individual motivation, organizational support, and environmental infrastructure. Job satisfaction and job engagement emerge as key drivers of teacher effectiveness, directly affecting student achievements, while supervision, leadership, and infrastructure create an enabling environment for teachers to flourish. Addressing these interconnected concerns holistically may lead to considerable advances in both teacher effectiveness and educational quality in public primary schools. These findings provide practical lessons for policymakers and stakeholders to strengthen education systems, promising ongoing development and success for schools in Koronadal City and beyond.

METHODS

Research Design. This study employed a descriptive research approach to assess and

appraise employee performance in public elementary schools within the Koronadal District. This design was adopted since it effectively facilitates the methodical description and investigation of performance-related aspects, offering a thorough picture of the current condition, characteristics, and trends impacting employee performance. The descriptive method enables the discovery of important trends and insights, establishing the foundation for ideas directed toward enhancing the quality of education in the district.

Population and Sampling. The study was conducted in six (6) public elementary schools in the Koronadal District, Koronadal City, Philippines. These included one (1) medium-sized school and five (5) small schools. Due to ethical considerations, the specific names of these schools were not disclosed in this study. This focused scope allowed for an in-depth understanding of the educational contexts influencing employee performance within these specific public elementary schools. A complete enumeration sampling method was employed, ensuring the inclusion of all teachers within the selected schools as respondents. This method created a comprehensive representation of the population, eliminating sampling bias and allowing a full investigation of the study's key issues. There were eighty teachers from selected public elementary schools in Koronadal District, Koronadal City, Philippines who participated in the study: forty-two (42) from medium-sized school and thirty-eight (38) from five (5) small schools.

Instrumentation. The study utilized a validated five-point Likert-scale (Pimentel, 2010) survey questionnaire adapted according to the context of the research. The instrument was checked and validated by the adviser and an expert in research writing with a PhD degree. The survey measured one (1) primary aspect – the employee performance of the respondents. The questions assessed the perceived teachers' performance in instructional effectiveness, professional competence, work ethics, and contributions to student achievement within public elementary schools in Koronadal District.

Table 1
5 - Point Likert Scale (Pimentel, 2010)

Legend	Qualitative Interpretation
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neither Agree nor Disagree
3.40 – 4.19	Agree
4.20 – 5.00	Strongly Agree

Data Analysis. Appropriate statistical procedures were used to assess the data obtained in this inquiry. Descriptive statistics, including means and standard deviations, were applied to identify the extent of employee performance levels. These evaluations provided a quantitative view of critical performance factors such as instructional effectiveness, professional competence, work ethics, and contributions to student achievements within public primary schools in the Koronadal District. The application of these statistical methods enables a precise and reliable analysis of the performance data, facilitating the discovery of trends and patterns essential to the study's aims.

RESULTS

Table 2
Descriptive Analysis of Employee Performance in terms of Instructional Effectiveness

Indicators	Mean	SD	Interpretation
Q1: I successfully construct and deliver courses that align with curricular standards and learning goals.	3.56	0.499	Agree
Q2: I construct class plans that are exciting and inclusive of varied student demands.	4.49	0.551	Strongly Agree
Q3: I promote active engagement and sustain student interest throughout learning activities.	4.00	0.000	Agree
Q4: I utilize innovative teaching tactics, such as technology integration and collaborative learning approaches, to boost student learning.	4.08	0.52	Agree
Q5: I display variety in their teaching techniques to match the different demands and learning styles of their students.	4.11	0.390	Agree
Q6: I effectively identify and solve problems by applying a systematic approach to problem-solving.	4.49	0.503	Strongly Agree
Grand Mean	4.12	0.231	Agree

The interpretation of the responses regarding leadership strategies in terms of instructional effectiveness is shown in Table 2. The scores of three indicators fall within the range of “agree,” while Q2 and Q6 fall within the range of “strongly agree.” The overall mean of 4.12 (SD = 0.231) indicates a general consensus that teachers meet the major requirements of instructional effectiveness, demonstrating

consistently excellent performance across all categories. The results show a generally high degree of instructional efficiency among teachers, with strengths in various teaching approaches and problem-solving, which are essential for modern education.

Table 3
Descriptive Analysis of Employee Performance in terms of Professional Competence

Indicators	Mean	SD	Interpretation
Q1: I display a considerable degree of mastery of the material in their subject areas.	3.94	0.431	Agree
Q2: I successfully maintain an ordered and suitable classroom space for learning.	4.50	0.528	Strongly Agree
Q3: I am responsive to changes in curriculum and educational policy.	4.00	0.000	Agree
Q4: I display diversity in fulfilling the different learning demands of their pupils.	4.08	0.522	Agree
Q5: I regularly utilize professional knowledge to promote teaching effectiveness and student learning outcomes.	4.08	0.522	Agree
Grand Mean	4.12	0.280	Strongly Agree

The interpretation of the responses in leadership strategies in terms of professional competence is shown in Table 3. The scores of four indicators fall within the range of “agree,” while Q2 falls in the “strongly agree” range. The grand mean of 4.12 (SD = 0.280) indicates a substantial agreement on teachers' professional competence across all examined parameters. The results demonstrate a high level of professional competence among teachers, with particular strengths in classroom management and conducive learning environment.

Table 4
Descriptive Analysis of Employee Performance in terms of Work Ethics

Indicators	Mean	SD	Interpretation
Q1: I routinely display timeliness and regular attendance for school events, including teaching and administrative duties.	3.56	0.499	Agree
Q2: I exhibit attention to student success by addressing their intellectual, emotional, and social needs beyond statutory instructional requirements.	4.49	0.503	Strongly Agree
Q3: I actively engage in team activities such as co-teaching, resource sharing, and collaborative problem-solving.	4.00	0.000	Agree
Q4: I display tremendous responsibility and dependability in performing professional tasks.	4.08	0.522	Agree
Q5: I contribute significantly to building a collaborative and supportive school environment	4.11	0.539	Agree
Grand Mean	4.05	0.223	Agree

The interpretation of the responses regarding leadership strategies in terms of work ethics is

shown in Table 4. The scores of four indicators fall within the range of “agree,” while Q2 falls within the range of “strongly agree.” The overall mean of 4.05 (SD = 0.223) indicates a high level of agreement, showcasing a strong sense of dedication and work ethic among teachers. The results suggest that teachers exhibit exceptional dedication and work ethics, particularly in meeting their intellectual, emotional, and social needs.

Table 5
Descriptive Analysis of Employee Performance in terms of Contribution to Student Achievement

Indicators	Mean	SD	Interpretation
Q1: I successfully contribute to student advancement via quantifiable performance results in tests, projects, and overall learning successes.	4.01	0.606	Agree
Q2: I actively foster the holistic development of students by satisfying their emotional, social, and intellectual demands.	4.15	0.424	Agree
Q3: I uncover and repair learning gaps via remedial efforts according to students' requirements.	4.09	0.396	Agree
Q4: I give enrichment possibilities to promote the growth of advanced learners.	4.08	0.497	Agree
Q5: I frequently construct a pleasant and supportive learning environment that increases overall student accomplishment.	4.15	0.393	Agree
Grand Mean	4.09	0.246	Agree

The interpretation of the responses regarding leadership strategies in terms of their contribution to student achievement is shown in Table 5. The scores of five indicators come within the range of “agree” with a grand mean score across all the criteria of 4.09 (SD=0.246). The result demonstrates a consistent level of agreement across all variables, confirming teachers' significant contributions to student achievements. Teachers make substantial contributions to student success, particularly in promoting growth and creating enjoyable learning environments.

DISCUSSION

The research revealed a high degree of professional dedication among teachers and its positive impact on educational performance, characterized by their ability to engage students, adapt teaching strategies, and create an enjoyable learning environment. These findings indicate that teachers in Koronadal City consistently exhibit excellence in their profession, significantly contributing to the

quality of education and student development. The results emphasize the crucial role of job satisfaction, engagement, and organizational support in enhancing teacher effectiveness. For instance, Wolomasi et al. (2019) demonstrated a strong correlation between job satisfaction and teacher performance, a relationship mirrored in the high levels of teacher effectiveness observed in this study. Similarly, Raralio (2023) highlighted the importance of job engagement in fostering effective educational delivery, a characteristic evident in the dynamic teaching methods and holistic contributions of teachers in Koronadal City.

Interestingly, while global research, such as that by Gyimah (2020), identifies burnout and resource constraints as significant barriers to teacher effectiveness, this study shows that teachers in Koronadal City maintain their efficacy despite potential infrastructure challenges. This resilience may be attributed to localized factors, such as strong community involvement and competent leadership, which help mitigate these obstacles and bolster teacher performance. Additionally, access to professional development and a collaborative organizational culture appears to play a crucial role in sustaining high levels of teacher effectiveness.

These findings align with Sugimin and Sumarsih's (2020) assertion regarding importance of supervision and collegiality in enhancing teacher performance. Similarly, Kamaludin (2023) highlighted the critical role of infrastructure in shaping the teaching and learning environment. Despite resource limitations in Koronadal City, the resilience and adaptability of teachers suggest that institutional support and professional collaboration may compensate for these challenges. Despite these positive findings, the study has notable limitations. Its concentration on a single geographic location hinders the generalizability of the conclusions to other regions with diverse socio-economic or cultural contexts. Furthermore, focusing on self-reported statistics amplifies the risk of response bias because individuals may have overstated their performance. The absence of

longitudinal data also restricts the ability to observe trends over time, which could provide deeper insights into the factors influencing teacher performance.

The findings carry both theoretical and practical implications. Theoretically, the results highlight the utility of localized performance indicators in assessing teacher effectiveness across diverse educational contexts. Practically, the study underscores the need for coordinated governmental efforts to support and further enhance teacher effectiveness. These efforts might include increased investment in resources, structured feedback systems, and partnerships with community stakeholders to address contextual challenges and sustain high levels of performance. Future research should examine the factors influencing teacher effectiveness across multiple geographic regions to determine whether the patterns identified in this study are consistent across varied settings. Longitudinal studies would provide valuable insights into changes in performance over time, while mixed-method approaches could offer a more comprehensive understanding by combining quantitative findings with qualitative insights into teachers' experiences and challenges. These methodologies could further illuminate how educators navigate the complexities of their roles and maintain their effectiveness in different contexts.

Building on the outcomes of this research, it is vital to emphasize professional development according to the individual requirements of educators. Providing opportunities for continuous learning, especially in new teaching strategies and student-centered practices, would help teachers sustain and develop their instructional effectiveness. Addressing resource restrictions through enhanced infrastructure and equitable distribution of instructional materials will create a more favorable climate for both instructors and students. Additionally, fostering a collaborative organizational culture through participatory decision-making and continuous feedback mechanisms could enhance job satisfaction and engagement, as suggested by Sugimin and

Sumarsih (2020). These measures have the potential to strengthen the educational system in Koronadal City, ensuring its continued delivery of high-quality education and fostering the development of both teachers and students.

REFERENCES

- Aulia, N., Aslamiah, A., & Sulistiyana, S. (2023). The Relationship Between Transformational Leadership of School Principals, Work Climate, Job Satisfaction and Professionalism of Public Elementary School Teachers in Karang Intan District, Banjar Regency. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v6-i6-34>.
- Campbell, J. P. (1990). *Performance theory: Understanding behavior in organizations*. Academic Press.
- Fadlun, F., & Fatmawati, E. (2023). The Effect Of Teacher Performance On Academic Achievement Of Elementary School. *An-Nidzam: Jurnal Manajemen Pendidikan dan Studi Islam*. <https://doi.org/10.33507/an-nidzam.v10i1.1128>
- Guavis, A., Mala, Y., & Nettie, N. (2023). Transformational Leadership: A Pathway To Teacher's Growth Mindset. *JUPE: Jurnal Pendidikan Mandala*. <https://doi.org/10.58258/jupe.v8i3.5924>.
- Gyimah, C. (2020). School Performance and Leadership Styles Nexus: Exploring the Mediation Effect of Teacher Job Satisfaction in the Public Senior High Schools in Ghana. *Journal of Education and Practice*, 11, 92-104. <https://doi.org/10.7176/jep/11-15-12>
- Kamaludin, K. (2023). How to Improve the Performance of Public Elementary Schools? an Empirical Evidence from Indonesia. *Jurnal Prima Edukasia*. <https://doi.org/10.21831/jpe.v11i2.60290>.

- Koomson, G., Tetteh, E., & Bosamtwi, E. (2022). The Impact of Transformational Leadership on Motivation and Performance in Selected Public Sector Organizations. *Advances in Social Sciences Research Journal*. <https://doi.org/10.14738/assrj.96.12298>.
- Limanta, E. (2023). The Effect of Transformational Leadership and Organizational Commitment on Employee Performance through Organizational Behavior as Intervening Variables. *JENIUS (Jurnal Ilmiah Manajemen Sumber Daya Manusia)*. <https://doi.org/10.32493/jjsdm.v6i3.29913>.
- Marlina, E., Aslamiah, A., & Ngadimun, N. (2023). The Effect of Transformational Leadership, Motivation, Work Ethic with Teacher Performance at Public Elementary School in Kertak Hanyar District, Banjar Regency. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v6-i3-76>
- Pimentel, J. (2010). A note on the usage of Likert Scaling for research data analysis. University of Southern Mindanao Research and Development,
- Putro, H., A., & Sujianto, A. (2023). Transformational leadership: A strategy for building the image of elementary education institutions. *International Journal of Educational Studies in Social Sciences*. <https://doi.org/10.53402/ijesss.v3i2.306>.
- Raralio, J. (2023). Work Engagement, Job Satisfaction, and Teaching Performance of Elementary Teachers in the New Normal. *AIDE Interdisciplinary Research Journal*. <https://doi.org/10.56648/aide-irj.v2i1.32>.
- Subandi., Thoyib, M., & Fauzan, A. (2021). Pesantren-based Transformational Leadership: Strategies toward International Superior Madrasah in Indonesia. *Webology*. <https://doi.org/10.14704/web/v18si05/web18279>.
- Sugimin, S., & Sumarsih, S. (2020). Evaluation of Supervisor Performance in The Implementation Aspect of Academic System in Elementary School. *Journal of Educational Management and Leadership*. <https://doi.org/10.33369/jeml.1.1.11-13>.
- Ting, F., & Arcelao, N. (2023). Work Environment and Work Performance of Public Elementary Teachers in Zone 2, Division of Zambales, Philippines. *East African Scholars Journal of Education, Humanities and Literature*. <https://doi.org/10.36349/easjehl.2023.v06i11.002>.
- Vroom, V. H. (1964). *Work and motivation*. Wiley. <https://doi.org/10.1037/10371-000>
- Wolomasi, A., Asaloei, S., & Werang, B. (2019). Job Satisfaction and performance of elementary school teachers. *International Journal of Evaluation and Research in Education*, 8, 575-580. <https://doi.org/10.11591/IJERE.V8I4.20264>.
- Yuda, M., Rachmawati, I., & Sugihartto, S. (2023). Transformational Leadership Style of Principals in Primary Schools. *International Journal of Economics (IJEC)*. <https://doi.org/10.55299/ijec.v2i2.444>.
- Yusoff, M., & Ismail, S. (2021). Transformational Leadership, School Climate and Teacher Job Satisfaction. *International Journal of Education, Psychology and Counseling*. <https://doi.org/10.35631/ijepc.642041>.