

Influence of Training, Rewards, and Work-Life Balance on the Performance of Teachers at Sultan Agung Junior High School, Pematangsiantar

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ABSTRACT

This study examined the influence of training, rewards, and work-life balance on teacher performance at Sultan Agung Private Junior High School, Pematangsiantar. A quantitative explanatory design was employed involving all 32 teachers as research respondents through a total sampling technique. Data were collected using structured questionnaires and analyzed using multiple linear regression after the research instrument had satisfied the validity and reliability requirements. The findings revealed that training, rewards, and work-life balance positively contributed to teacher performance. The estimated regression coefficients were 0.252 for training, 0.304 for rewards, and 0.327 for work-life balance, indicating that work-life balance provided the strongest contribution among the independent variables. The regression model explained 71.7% of the variation in teacher performance ($R^2 = 0.717$), while the remaining 28.3% was associated with factors outside the proposed model. In addition, the simultaneous significance test confirmed that the three independent variables jointly influenced teacher performance ($F = 23.603$; $p < 0.001$). These findings suggest that strengthening professional development programs, implementing equitable reward practices, and fostering a supportive work environment that promotes work-life balance are important strategies for improving teacher performance and educational quality

INTRODUCTION

Education is widely recognized as a strategic foundation for social and economic development because it equips individuals with the knowledge, competencies, and values required to participate effectively in society. The success of educational systems is determined not only by curriculum design, learning facilities, or institutional policies but also by the quality of teachers who directly influence students' learning experiences. Teachers are expected to perform multiple professional roles, including designing learning activities, facilitating classroom instruction, evaluating student achievement, and supporting students' personal development. Consequently, teacher performance has become one of the most important indicators of educational effectiveness at both institutional and national levels.

In Indonesia, improving teacher performance remains a major priority in educational reform. The National Education System emphasizes that education should facilitate the comprehensive development of learners through high-quality learning processes delivered by competent educators (Law of the Republic of Indonesia Number 20 of Concerning the National Education System, 2003). Likewise, the (Director General of Teachers and Education Personnel Regulation No. 7607/B.B1/HK.03/ on the Technical Guidelines for Teacher and Principal Performance Management, 2023) reinforces the importance of continuously evaluating and improving teachers' professional performance. At the international level, the urgency of strengthening teacher quality is also reflected in UNESCO's projection that millions of additional qualified teachers will be required worldwide by 2030 to achieve Sustainable Development Goal 4 on quality education (Unesco.org, 2024). These developments demonstrate that improving teacher performance has become a global concern requiring continuous attention from educational institutions and policymakers.

Teacher performance is generally reflected in the ability to carry out professional responsibilities effectively and consistently. Teachers with high levels of performance are more capable of organizing meaningful learning activities, creating positive classroom environments, and encouraging students to achieve better academic outcomes. In contrast, limited professional competence, insufficient institutional support, or unfavorable working conditions may reduce instructional effectiveness and ultimately affect the quality of education provided by schools. For this reason, identifying organizational factors that contribute to teacher performance has become an important area of educational management research.

Sultan Agung Junior High School, Pematangsiantar, continuously strives to improve educational quality by strengthening teacher professionalism in accordance with its institutional vision and mission. However, preliminary observations conducted at the school indicate that several challenges remain. Some teachers continue to encounter difficulties related to classroom management, communication with students, and maintaining consistent performance standards in accordance with institutional expectations. These conditions suggest that improving teacher performance requires not only

individual commitment but also organizational policies that support teachers in carrying out their professional responsibilities more effectively.

One organizational factor frequently associated with improved teacher performance is training. Professional training provides opportunities for teachers to update their pedagogical knowledge, strengthen instructional competence, and adapt to curriculum changes as well as educational innovations. Continuous professional development also enables teachers to improve problem-solving skills and apply more effective teaching strategies in classroom practice. Previous studies have consistently reported that well-designed training programs contribute positively to teacher competence and work performance (Eng et al., 2024). Nevertheless, observations conducted in the present study indicate that existing training activities have not fully addressed teachers' practical needs, particularly regarding the applicability of training materials to daily teaching practices.

Professional performance, however, is not influenced solely by competency development. Another organizational practice that may shape teachers' effectiveness is the provision of appropriate rewards. Reward systems represent an institution's appreciation of employees' contributions and achievements through both financial and non-financial forms of recognition. Fair and transparent rewards are expected to strengthen teachers' motivation, increase job satisfaction, and reinforce their commitment to achieving school objectives. Previous studies have shown that recognition and reward practices contribute positively to employee performance by encouraging greater engagement and organizational commitment (Balakrishnan et al., 2022). Despite these potential benefits, preliminary observations at Sultan Agung Junior High School suggest that some teachers perceive the existing reward system as insufficient to fully acknowledge their performance and professional contributions.

Besides training and rewards, maintaining a healthy work-life balance has become increasingly important in the teaching profession. Teachers are expected to fulfill various responsibilities that extend beyond classroom instruction, including lesson preparation, student assessment, administrative duties, and extracurricular activities. Excessive workloads may reduce teachers' well-being, increase occupational stress, and ultimately affect their professional performance. Conversely, teachers who are able to balance work responsibilities with their personal and family lives are generally more productive, experience higher job satisfaction, and demonstrate stronger professional commitment. (Cho et al., 2025) reported that work-life balance positively influences both teachers' job satisfaction and their overall performance. Nevertheless, observations conducted in the present study indicate that several teachers continue to experience challenges in managing work demands alongside their personal responsibilities, limiting their ability to perform at their full potential.

Although numerous studies have examined the relationship between training, rewards, or work-life balance and employee performance, these variables are frequently investigated independently or within organizational settings outside the education sector. Empirical evidence that simultaneously examines the combined contribution of training, rewards, and work-life balance to teacher performance in private junior high schools remains relatively limited. Furthermore, differences in organizational characteristics, management practices, and institutional policies between private and public schools may produce different patterns of employee performance. These conditions highlight the need for further investigation within the context of private educational institutions.

Based on these considerations, this study aims to analyze the influence of training, rewards, and work-life balance on teacher performance at Sultan Agung Junior High School, Pematangsiantar. The findings are expected to contribute to the development of educational management literature while providing practical insights for school leaders in designing human resource management strategies that support teachers' professional performance and improve the overall quality of education.

LITERATURE REVIEW

Teacher Performance

Teacher performance represents the extent to which teachers effectively carry out their professional responsibilities and contribute to the achievement of educational objectives. It reflects not only the quality of instructional delivery but also teachers' ability to plan learning activities, assess student progress, manage classrooms, and participate in school development initiatives. In educational institutions, teacher performance is regarded as a key indicator of instructional effectiveness because it directly influences students' learning experiences and academic achievement. In Indonesia, teacher performance is formally evaluated through the Teacher and Principal Performance Management Guidelines issued by the Directorate General of Teachers and Education Personnel, which emphasize measurable work outcomes and professional behavior (Director General of Teachers and Education Personnel Regulation No. 7607/B.B1/HK.03/ on the Technical Guidelines for Teacher and Principal Performance Management, 2023). Furthermore, (Toropova et al., 2021) argued that teacher performance is influenced not only by individual competence but also by organizational conditions, including institutional support, job satisfaction, and the working environment.

Training

Training is recognized as an essential component of human resource development because it enables employees to acquire new knowledge, strengthen professional competencies, and improve job-related skills. Within educational settings, professional training provides teachers with opportunities to update pedagogical knowledge, adapt to curriculum changes, and apply innovative instructional approaches in classroom practice. Continuous participation in professional development programs enhances teachers' confidence and their ability to respond to evolving educational demands.

(Darling-hammond et al., 2017) emphasized that effective professional learning contributes to improvements in instructional quality by strengthening teachers' pedagogical competence and professional capacity. Consequently, training should be viewed as a long-term organizational investment that supports sustainable improvements in teacher performance rather than merely as a routine administrative activity.

Reward

Reward systems play an important role in encouraging employees to maintain high levels of performance and organizational commitment. Rewards may be provided in monetary forms, such as salaries, incentives, and bonuses, or through non-financial recognition, including appreciation, career advancement opportunities, and professional acknowledgment. A well-designed reward system creates positive perceptions of organizational fairness and motivates employees to perform their responsibilities more effectively. According to (Ali & Anwar, 2021), employees are more likely to demonstrate higher levels of motivation and productivity when their contributions receive appropriate recognition. Within educational institutions, effective reward practices encourage teachers to maintain professional standards while strengthening their commitment to achieving school goals.

Work-Life Balance

Work-life balance refers to an individual's ability to allocate sufficient time, energy, and attention to both professional responsibilities and personal life without creating excessive conflict between the two domains. For teachers, maintaining this balance is particularly important because their responsibilities frequently extend beyond classroom teaching to include lesson preparation, assessment, administrative duties, and extracurricular activities. When teachers successfully balance these competing demands, they are more likely to experience greater psychological well-being, lower occupational stress, and higher job satisfaction. (Haar et al., 2014) reported that work-life balance positively influences employee well-being and organizational outcomes by improving motivation and reducing work-related pressure. Accordingly, educational institutions that support work-life balance create conditions that enable teachers to sustain productivity and maintain consistent professional performance.

Relationship Between Training, Reward, Work-Life Balance, and Teacher Performance

Teacher performance is shaped by the interaction of organizational practices that enhance competence, strengthen motivation, and promote employee well-being. Training improves teachers' professional knowledge and instructional capabilities, enabling them to deliver more effective learning experiences and adapt to educational developments (König et al., 2021). Reward systems complement these improvements by encouraging teachers to maintain motivation, organizational commitment, and positive work attitudes through appropriate recognition of their contributions (Mahato & Kaur, 2023).

At the same time, work-life balance enables teachers to manage professional and personal responsibilities more effectively, reducing work-related stress while supporting long-term productivity and job satisfaction (Sherly et al., 2026). Collectively, these factors provide a comprehensive explanation of how organizational support can enhance teacher performance. Therefore, this study proposes that training, rewards, and work-life balance are significant predictors of teacher performance at Sultan Agung Junior High School, Pematangsiantar.

RESEARCH METHOD

This research employed a quantitative explanatory design to examine the relationships between training, rewards, work-life balance, and teacher performance. The quantitative approach was selected because the study sought to evaluate the proposed hypotheses using numerical data processed through statistical analysis. As explained by (Creswell & Creswell, 2017), quantitative research enables researchers to investigate relationships among measurable variables using standardized instruments and objective statistical procedures.

The study examined four variables. Teacher performance was specified as the dependent variable (Y), while training (X_1), rewards (X_2), and work-life balance (X_3) were treated as the independent variables. The research was conducted at Sultan Agung Junior High School, Pematangsiantar, where all teachers were included as research participants. Since the school employed only 32 teachers, the study applied a total sampling technique, allowing every member of the population to participate. (Sugiono, 2019) stated that total sampling is appropriate when the number of population members is relatively limited, making it possible to include all individuals in the study.

Primary data were obtained using a structured questionnaire consisting of statements representing each research variable. Respondents evaluated each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. This measurement scale is widely applied in behavioral and management research because it allows respondents to express their perceptions and attitudes in a systematic manner (Sekaran & Bougie, 2016).

Before testing the proposed hypotheses, the quality of the research instrument was assessed through validity and reliability testing. Item validity was evaluated by examining the corrected item-total correlation coefficients, with values greater than 0.30 indicating that each statement adequately represented the intended construct (Taherdoost et al., 2014). Reliability was subsequently assessed using Cronbach's Alpha, where coefficients exceeding 0.70 indicated satisfactory internal consistency among the questionnaire items (Eisingerich & Rubera, 2010). These procedures ensured that the measurement instrument generated accurate and consistent data suitable for further statistical analysis.

Data analysis was performed using IBM SPSS Statistics. Multiple linear regression analysis was employed to estimate the contribution of training, rewards, and work-life balance to teacher performance. The proposed regression model is expressed as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$, where Y represents teacher

performance, β_0 denotes the intercept, β_1 – β_3 represent the regression coefficients, X_1 refers to training, X_2 represents rewards, X_3 denotes work-life balance, and ε is the random error term (Uyanık & Güler, 2013).

To evaluate the proposed model, the analysis included the coefficient of determination (R^2) to assess the proportion of variance in teacher performance explained by the independent variables. In addition, the simultaneous significance test (F-test) was conducted to determine whether training, rewards, and work-life balance jointly influenced teacher performance. (Hair et al., 2022) suggested that these analytical procedures are appropriate for examining the combined effect of multiple predictors on a single dependent variable and for evaluating the explanatory capability of a regression model.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1: Characteristics of the Research Respondents

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	12	37,50
	Female	20	62,50
Age	21–30 years old	5	15,62
	31–40 years old	10	31,25
	41–50 years old	5	15,63
	>50 years old	12	37,50
Highest Level of Education	S1	27	84,38
	Master's Degree	5	15,62
Length of Service	1–5 years	6	18,75
	5–10 years	5	15,63
	10–15 years	4	12,50
	>15 years	17	53,12

Source: Results of questionnaire data processing (2026)

The study involved 32 teachers from Sultan Agung Junior High School, Pematangsiantar, all of whom participated in the survey because a total sampling technique was adopted. Table 1 summarizes the demographic profile of the respondents according to gender, age, educational attainment, and years of service.

Female teachers represented the majority of the respondents, accounting for 62.50% (20 teachers), while 37.50% (12 teachers) were male. This distribution reflects the gender composition of the teaching staff at the school. Regarding age, teachers aged over 50 years constituted the largest group (37.50%), followed by those between 31 and 40 years (31.25%). Respondents aged 21–30 years and 41–50 years each represented approximately 16% of the sample. These findings indicate that the school employs a relatively experienced teaching workforce.

Most respondents possessed a Bachelor's degree (84.38%), whereas 15.62% had completed a Master's degree. This educational profile demonstrates that the majority of teachers satisfy the minimum academic qualifications required for the teaching profession, while a proportion have pursued advanced academic studies.

Years of service also reveal substantial professional experience among respondents. More than half (53.12%) had served the institution for over 15 years, whereas the remaining respondents had between one and fifteen years of teaching experience. Such a distribution suggests that the school benefits from a stable workforce with considerable institutional knowledge and teaching experience.

Validity Test

Table 2: Validity Test

Variable	Number of Items	Range of Correlation Coefficient	Cut-off Value	Conclusion
Training (X_1)	15	0.444 – 0.772	≥ 0.30	Valid
Reward (X_2)	11	0.452 – 0.663	≥ 0.30	Valid
Work-Life Balance (X_3)	13	0.341 – 0.638	≥ 0.30	Valid
Teacher Performance (Y)	12	0.387 – 0.681	≥ 0.30	Valid

Source: Data processing results using SPSS (2026).

The validity assessment was conducted to determine whether every questionnaire item adequately represented its corresponding construct. A corrected item-total correlation coefficient of 0.30 was established as the minimum acceptable criterion for item validity.

As presented in Table 2, all measurement items satisfied this requirement. The training scale produced correlation coefficients ranging from 0.444 to 0.772, the reward scale ranged from 0.452 to 0.663, work-life balance recorded coefficients between 0.341 and 0.638, and teacher performance ranged from 0.387 to 0.681. Since every coefficient exceeded the predetermined cut-off value, all questionnaire items were retained for subsequent statistical analysis.

Reability Test

Table 3: Reability Test

Variable	Number of Items	Cronbach's Alpha Range	Cronbach's Alpha Standard	Conclusion
Training (X_1)	15	0.951 – 0.953	≥ 0.70	Reliable
Reward (X_2)	11	0.952 – 0.953	≥ 0.70	Reliable
Work-Life Balance (X_3)	13	0.952 – 0.953	≥ 0.70	Reliable
Teacher Performance (Y)	12	0.952 – 0.953	≥ 0.70	Reliable

Source: Data processing results using SPSS (2026).

Internal consistency was evaluated using Cronbach's Alpha to determine the reliability of each measurement scale. An Alpha coefficient greater than 0.70 indicates that an instrument consistently measures the intended construct.

The reliability analysis demonstrates that every variable exceeded the recommended threshold. Cronbach's Alpha values ranged from 0.951 to 0.953 for the training variable, 0.952 to 0.953 for rewards, 0.952 to 0.953 for work-life balance, and 0.952 to 0.953 for teacher performance. These results indicate excellent internal consistency, confirming that the research instrument was sufficiently reliable for hypothesis testing.

Multiple Linear Regression Analysis

Table 4: Multiple Linear Regression
Coefficients^a

Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>
	B	Std. Error	Beta
1 (Constant)	2,947	5,050	
Traning	,252	,100	,319
Reward	,304	,118	,339
Work Life Balance	,327	,104	,373

a. *Dependent Variable:* Teacher Performance

Multiple linear regression analysis was performed to estimate the influence of training, rewards, and work-life balance on teacher performance. The estimated regression model obtained from the analysis is expressed as follows: $Y = 2.947 + 0.252X_1 + 0.304X_2 + 0.327X_3$. The regression equation indicates that all independent variables contribute positively to teacher performance. Holding the remaining variables constant, an increase in the training score is associated with an increase of 0.252 units in teacher performance.

Likewise, improvements in the reward system correspond to an increase of 0.304 units, whereas work-life balance contributes an increase of 0.327 units. Among the predictors, work-life balance recorded the highest standardized coefficient ($\beta = 0.373$), followed by rewards ($\beta = 0.339$) and training ($\beta = 0.319$), suggesting that work-life balance provides the strongest relative contribution within the proposed model.

Simultaneous Effect (F-Test)

Table 5: Simultaneous Effect (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	823,760	3	274,587	23,603	.000 ^b
Residual	325,740	28	11,634		
Total	1149,500	31			

a. *Dependent Variable:* Teacher Performanceb. *Predictors: (Constant), Training, Reward, Work.Life.Balance,*

The simultaneous significance test was conducted to examine whether the independent variables jointly explain variations in teacher performance. The ANOVA results show an **F-statistic of 23.603** with a **significance value of 0.000**, which is below the 0.05 significance level. Therefore, the regression model is statistically significant, indicating that training, rewards, and work-life balance collectively influence teacher performance. These findings support the proposed research model and confirm that the three independent variables jointly explain changes in teachers' performance.

Coefficient of DeterminationTable 6: Coefficient of Determination (R²)**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.686	3,41080

The explanatory capability of the regression model was evaluated using the coefficient of determination. The analysis produced an R value of 0.847, indicating a strong relationship between the independent variables and teacher performance. Furthermore, the R Square value of 0.717 shows that 71.7% of the variation in teacher performance can be explained by training, rewards, and work-life balance. The remaining 28.3% is attributable to factors beyond the scope of the present study.

The Adjusted R Square value of 0.686 further indicates that, after considering the number of predictors included in the model, the independent variables continue to explain a substantial proportion of the variance in teacher performance. This finding demonstrates that the regression model possesses satisfactory explanatory power for the phenomenon under investigation.

DISCUSSION

The findings demonstrate that teacher performance at Sultan Agung Junior High School, Pematangsiantar, is influenced by the combined contribution of training, rewards, and work-life balance. The regression analysis indicates that improvements in these organizational practices are associated with better teacher performance, suggesting that educational institutions should not rely on a single human resource strategy but instead adopt an integrated approach to teacher development. The relatively high coefficient of determination further indicates

that these three variables account for a substantial proportion of the variation in teacher performance, emphasizing their strategic importance in educational management.

Training and Teacher Performance

The positive regression coefficient obtained for training indicates that professional development activities contribute to improved teacher performance. This finding suggests that teachers benefit from opportunities to strengthen their pedagogical knowledge, instructional techniques, and professional competencies through structured learning activities. Training also enables teachers to adapt more effectively to curriculum changes, technological developments, and evolving classroom challenges. As teachers become more competent in carrying out instructional responsibilities, they are better positioned to deliver effective learning experiences and achieve institutional performance standards.

These findings support the perspective of Opfer & Pedder, (2011), who argued that professional learning enhances teachers' instructional competence through continuous knowledge development and reflective practice. Likewise, (Avalos, 2011) emphasized that sustained professional development is essential for maintaining teachers' effectiveness throughout their careers. The present findings therefore reinforce the argument that investment in teacher training should be viewed as a continuous institutional strategy rather than as an occasional administrative requirement.

Rewards and Teacher Performance

The results also demonstrate that rewards positively contribute to teacher performance. Appropriate recognition encourages teachers to maintain motivation, strengthen organizational commitment, and perform their responsibilities with greater dedication. Rewards extend beyond financial incentives, encompassing professional appreciation, career advancement opportunities, and acknowledgment of individual achievements. Such recognition creates positive perceptions of organizational fairness and increases teachers' willingness to contribute to institutional success.

This finding is consistent with (Cerasoli et al., 2014), who concluded that employee performance improves when reward systems acknowledge individual contributions in meaningful ways. Within educational institutions, fair reward practices not only motivate teachers to maintain high performance but also encourage greater participation in activities that support school development. Consequently, school management should establish transparent reward policies that recognize both instructional excellence and broader professional contributions.

Work-Life Balance and Teacher Performance

Among the variables examined, work-life balance recorded the largest standardized regression coefficient, indicating that it represents the strongest predictor within the proposed regression model. This result highlights the importance of maintaining equilibrium between professional responsibilities and personal life in sustaining teachers' effectiveness. Teachers who are able to manage work demands without excessive conflict with their family or personal

responsibilities are more likely to experience lower stress levels, better psychological well-being, and greater job satisfaction.

The present findings are consistent with (Guest, 2002), who identified work-life balance as an essential determinant of employee well-being and organizational effectiveness. Similarly, (Greenhaus et al., 2003) argued that employees who successfully integrate work and personal responsibilities tend to demonstrate higher commitment, stronger motivation, and more favorable performance outcomes. For teachers, achieving this balance is particularly important because teaching responsibilities frequently extend beyond classroom activities, including lesson preparation, student assessment, and administrative duties. Schools that implement policies supporting work-life balance therefore create conditions that enable teachers to sustain high performance over the long term.

Managerial Implications

Taken together, the findings indicate that improving teacher performance requires a comprehensive human resource management strategy. Training strengthens teachers' competencies, rewards reinforce motivation and organizational commitment, while work-life balance supports psychological well-being and long-term productivity. These three elements should therefore be implemented simultaneously rather than independently. For Sultan Agung Junior High School, practical efforts may include providing continuous competency-based training, introducing transparent and performance-oriented reward mechanisms, and developing organizational policies that help teachers balance professional obligations with their personal lives. Such initiatives are expected not only to improve individual teacher performance but also to enhance institutional effectiveness and educational quality as a whole.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study examined the influence of training, rewards, and work-life balance on teacher performance at Sultan Agung Private Junior High School, Pematangsiantar. The findings confirm that these three organizational factors collectively contribute to improving teacher performance. The regression analysis indicates that each independent variable has a positive relationship with teacher performance, suggesting that improvements in professional development, employee recognition, and work-life balance are associated with higher levels of teacher effectiveness.

Among the variables investigated, work-life balance demonstrated the strongest contribution within the regression model. This finding highlights the importance of creating working conditions that enable teachers to balance professional responsibilities with their personal lives. Teachers who experience a healthier balance are more likely to maintain motivation, psychological well-being, and consistent performance in carrying out their educational responsibilities.

Overall, the study demonstrates that strengthening teacher performance requires an integrated human resource management approach. Rather than emphasizing a single intervention, schools should combine competency

development, fair recognition systems, and supportive workplace policies to achieve sustainable improvements in teacher performance and educational quality.

Recommendations

Based on the research findings, several practical recommendations can be proposed. First, school management should provide continuous professional development programs that are aligned with teachers' instructional needs and current educational developments. Training activities should emphasize practical classroom applications to ensure that newly acquired knowledge can be effectively implemented in teaching practice.

Second, schools are encouraged to establish transparent and equitable reward systems that recognize teachers' achievements, professional contributions, and commitment. Recognition should include both financial and non-financial forms of appreciation to strengthen teachers' motivation and organizational commitment.

Third, school leaders should implement policies that promote work-life balance by maintaining reasonable workloads, encouraging effective time management, and creating a supportive working environment. Such initiatives are expected to reduce occupational stress while improving teachers' well-being and long-term performance.

FURTHER STUDY

Although this study provides empirical evidence regarding the influence of training, rewards, and work-life balance on teacher performance, several limitations should be acknowledged. The research was conducted in only one private junior high school with a relatively small number of respondents. Consequently, the findings should be interpreted within the context of the institution where the study was undertaken. Future studies are encouraged to investigate teacher performance by incorporating additional organizational and individual factors, such as leadership style, organizational culture, work motivation, organizational commitment, job satisfaction, or teacher competence. Expanding the research model may provide a broader understanding of the factors that shape teacher performance in educational institutions.

Furthermore, future researchers are advised to involve larger samples drawn from different regions and educational levels, including both public and private schools. Comparative studies across institutions may generate more comprehensive evidence regarding the effectiveness of human resource management practices in improving teacher performance and educational outcomes.

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