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The Influence of Organizational Culture and School Principals' Competence on Teacher Performance with Work–Life Balance as a Moderating Variable at Sultan Agung Educational Foundation, Pematangsiantar

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A R T I C L E I N F O

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A B S T R A C T

This study investigates whether organizational culture and principal competence are associated with teacher performance and whether work–life balance changes these relationships at Sultan Agung Educational Foundation, Pematangsiantar, Indonesia. Questionnaire data from 89 teachers were analyzed using multiple regression and the absolute-difference procedure in SPSS 21. Organizational culture (B = 0.357, p = 0.003) and principal competence (B = 0.687, p < 0.001) were positively associated with teacher performance. The main model accounted for 45.5% of its variance (R^2 = 0.455). Work–life balance had a positive coefficient in the moderation model (B = 1.954, p < 0.001), but neither moderation term was significant: p = 0.713 for organizational culture and p = 0.605 for principal competence. The results therefore support the two direct relationships but do not support the proposed moderating effects

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INTRODUCTION

Teacher performance is an important consideration in educational quality because teachers translate curriculum and institutional priorities into classroom practice. Their work is shaped not only by individual skills but also by the environment in which teaching takes place. In this study, two organizational factors—school culture and principal competence—are examined together. Earlier work in Indonesian schools has also considered culture and leadership in relation to teacher performance (Raharja et al., 2022), providing a relevant starting point for the present investigation. Teacher performance is not a single activity but a combination of work outcomes and professional behaviors. In a school setting, it may be reflected in preparation, instructional delivery, assessment, cooperation, and the completion of responsibilities assigned by the institution. These activities occur within an organizational context, meaning that individual effort and the conditions created by school management should be considered together. The present study therefore treats organizational culture and principal competence as distinct but potentially complementary predictors.

Within a school, organizational culture is reflected in the values and expectations that guide everyday decisions and interactions. These shared expectations can influence how staff cooperate, follow school procedures, and respond to change. Where expectations are understood and applied consistently, teachers may find it easier to coordinate their work and pursue common educational goals. Because schools differ in their routines and working conditions, the relationship between culture and performance should also be examined in specific institutional settings (Raharja et al., 2022). The importance of examining culture at the institutional level is that formal rules alone do not fully describe how a school operates. Daily practices also communicate what behavior is expected, how decisions are made, and whether staff members can rely on one another. When expectations are unclear or applied inconsistently, teachers may experience difficulty coordinating tasks and understanding priorities. These are plausible explanations for why culture may be associated with performance, rather than mechanisms directly established by the present regression analysis.

Principals coordinate school activities, manage resources, and support teachers' professional work. The present study focuses on principal competence across personal, social, and professional dimensions rather than treating competence as synonymous with leadership style. (Hardiyana, 2025) considered leadership, culture, motivation, and competence in relation to teacher performance and student achievement. Building on this broader discussion, the current study tests whether principal competence is associated with teacher performance in the Sultan Agung Educational Foundation. Competence is considered separately from leadership style because it concerns the capabilities needed to fulfil the principal's role, whereas leadership can refer to the manner in which influence is exercised. Personal competence may relate to integrity and responsibility, social competence to communication and collaboration, and professional competence to the management of educational processes and

resources. The present analysis tests the overall principal-competence measure; it does not estimate a separate regression coefficient for each dimension.

Teachers often balance classroom duties with lesson preparation, assessment, administrative tasks, and responsibilities outside school. Work–life balance is therefore relevant when considering their working experiences and performance. (Johari et al., 2018) examined workload, autonomy, work–life balance, and job performance among teachers, while (Li & Albattat, 2025) considered work–life balance in relation to teacher performance in China. These studies provide context for including work–life balance in the present research, although their findings should not be assumed to establish a moderating effect in this study. The inclusion of work–life balance also reflects the particular structure of teachers' work. Some responsibilities occur outside scheduled classroom hours, and personal commitments may coincide with periods of high school workload. (Johari et al., 2018) provide a relevant teacher-focused comparison by examining autonomy, workload, work–life balance, and job performance. (Li & Albattat, 2025) also considered work–life balance in relation to teacher performance. These studies justify treating balance as a relevant research variable, but their findings should be interpreted according to their own samples and analytical models.

A moderator is a variable that may change the strength or direction of a relationship between two other variables. In this research, work–life balance is tested as a possible moderator of the links between organizational culture and teacher performance, and between principal competence and teacher performance. (Cho et al., 2025) examined work–leisure conflict in relation to teachers' work outcomes, highlighting the relevance of interactions between work and personal life. Whether work–life balance changes the two relationships tested here, however, must be determined from the present data. A direct association and a moderation effect answer different questions. A significant coefficient for work–life balance in a regression model indicates that it is associated with the outcome after accounting for the other terms included. A moderation effect, by contrast, requires evidence that the relationship between a predictor and the outcome varies according to the moderator. This distinction is central to the present study because the coefficient for work–life balance is significant, while the two reported moderation terms are not.

The study took place at Sultan Agung Educational Foundation in Pematangsiantar, Indonesia. Preliminary observations and interviews described in the thesis pointed to issues involving compliance with school rules, the working environment, openness to change, recognition of teachers, professional development, and the management of work-related stress and personal responsibilities. Previous research has addressed culture, leadership, and work–life balance in relation to teacher or employee outcomes (Cho et al., 2025; Johari et al., 2018; Raharja et al., 2022). The present study addresses the specific combination of organizational culture, principal competence, teacher performance, and work–life balance within this foundation. The preliminary issues reported in the thesis provide the practical motivation for examining these variables together. They point to everyday management questions: how

consistently school expectations are followed, how teachers' contributions are recognized, how professional development is supported, and how staff manage work demands alongside personal responsibilities. These observations establish the local relevance of the research question; they should not be interpreted as formal evidence of the direction or magnitude of statistical relationships.

Accordingly, this study tests the relationships of organizational culture and principal competence with teacher performance and examines whether work–life balance moderates either relationship. By investigating these variables in one model, the research provides institution-specific evidence that may inform school management and identify questions for further study. The study's contribution is therefore primarily contextual and empirical. It evaluates two organizational predictors in the same main regression model and then examines whether work–life balance changes either relationship. This design allows the analysis to distinguish the direct statistical relationships from the proposed moderation effects. Because the sample is drawn from one foundation, the results are most directly informative about the institution studied and should be generalized to other schools with caution.

LITERATURE REVIEW

Organizational Culture and Teacher Performance

Organizational culture in this study concerns the shared values and norms that shape how teachers approach their duties and cooperate with colleagues. Clear expectations and collective responsibility may help coordinate work across a school. Previous studies have discussed organizational culture as a factor related to teacher performance (Santosa, 2022; Syaputra & Santosa, 2022) . On this basis, the first hypothesis is: The concept is particularly relevant in education because teachers work toward shared institutional goals while retaining responsibility for their own classrooms. A culture that communicates expectations clearly may support coordination across teaching, assessment, and school activities. However, culture should not be reduced to written rules alone; the consistency between formal expectations and everyday practice is also important. Prior work cited in this study has addressed organizational culture and teacher performance (Santosa, 2022; Syaputra & Santosa, 2022) providing a basis for testing the first hypothesis in the present setting.

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

Principal Competence and Teacher Performance

Principal competence refers here to the personal, social, and professional capabilities required to guide school activities and support teachers. These capabilities may be reflected in communication, coordination, and the management of school improvement. Marhamah et al. (2025) reported relationships between principals' personality, social, and professional competencies and teacher performance. The second hypothesis is therefore: In practice, principal competence can be expressed through the ability to make decisions, communicate expectations, manage school resources, and support teachers' work. The dimensions are related but not interchangeable: strong professional management does not automatically guarantee strong interpersonal

collaboration, and vice versa. (Marhamah et al., 2025) reported that principals' personality, social, and professional competencies were associated with teacher performance. The present study tests the overall construct as measured by its questionnaire and does not assume that each dimension has an identical relationship with performance.

H2: Principal competence has a positive and significant effect on teacher performance.

Work–Life Balance as a Moderating Variable

Work–life balance concerns how individuals manage responsibilities at work alongside personal commitments. For teachers, lesson preparation, administration, and family responsibilities may compete for time and attention. (Gitonga et al., 2022) studied work–life balance as a moderator of the relationship between teaching competence standards and teacher performance in Kenyan public primary schools, reporting a moderating effect in that context. The current study tests whether a similar role is present for organizational culture and principal competence: The moderator is included because the same organizational conditions may not be experienced identically by all teachers. Differences in the ability to manage work and personal commitments could potentially alter how teachers respond to school expectations or managerial support. (Gitonga et al., 2022) reported a moderating role for work–life balance in the relationship between teaching competence standards and teacher performance in Kenyan public primary schools. That finding offers a rationale for testing moderation, but it does not predetermine the result for organizational culture or principal competence in the present institution. (Gitonga et al., 2022) examined work–life balance as a moderator between teaching competence standards and teacher performance in public primary schools in Kenya. Their findings indicated a significant moderating effect, suggesting that work–life balance may influence the relationship between professional requirements and performance. However, whether work–life balance moderates the relationships between organizational culture, principal competence, and teacher performance in the Sultan Agung Educational Foundation remains an empirical question. Accordingly, this study proposes:

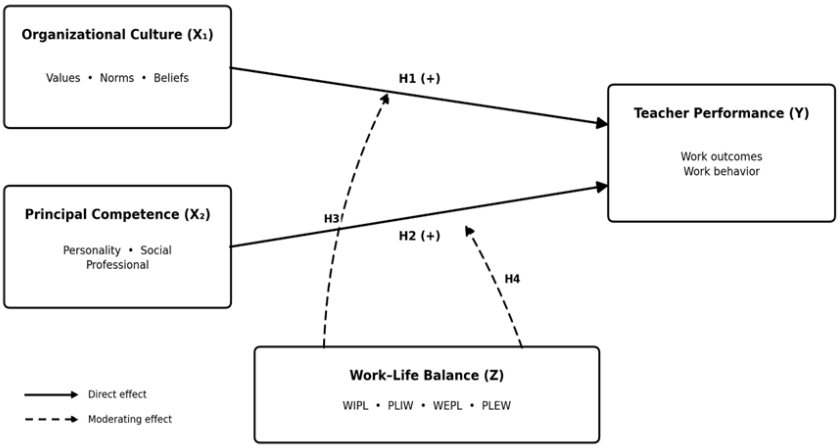
H3: Work–life balance moderates the relationship between organizational culture and teacher performance.

H4: Work–life balance moderates the relationship between principal competence and teacher performance.

Conceptual Framework of The Study

The framework tests two direct paths to teacher performance—from organizational culture and from principal competence—and two proposed moderation effects involving work–life balance. These relationships are evaluated empirically rather than assumed to hold. The proposed framework contains two direct relationships and two moderation hypotheses. Organizational culture and principal competence are each expected to be positively related to teacher performance. Work–life balance is then tested as a possible moderator for each path. The hypotheses are evaluated using the

observed data; consequently, the framework represents the propositions to be tested rather than a statement that all proposed effects have been established.



Frame 1: Conceptual Framework

METHODOLOGY

A quantitative questionnaire survey was conducted at Sultan Agung Educational Foundation in Pematangsiantar, Indonesia. The instrument used a five-point Likert response scale to measure organizational culture, principal competence, work–life balance, and teacher performance. The main study included 89 teachers. The five-point response format provided a consistent structure for recording respondents' perceptions across the four constructs. The main sample consisted of 89 teachers at the foundation. The analysis focuses on the variables and procedures reported in the thesis, and the results should be interpreted with reference to this sample and the institution in which data were collected. The instrument was piloted with 30 respondents at Methodist Private School in Pematangsiantar. Item validity was evaluated using item–total correlations, with 0.30 used as the threshold. The validity concept follows (Cronbach & Meehl, 1955); internal consistency was assessed using Cronbach's alpha, with 0.70 as the reference threshold (Cronbach, 1951).

The pilot test was conducted separately from the main sample and was intended to assess the questionnaire before its use in the principal analysis. The item–total correlation threshold of 0.30 was used as the stated decision rule for validity, while Cronbach's alpha was assessed against a 0.70 reference value. (Cronbach & Meehl, 1955) discuss validity in relation to the interpretation of measures, while (Cronbach, 1951) introduced the alpha coefficient as an index of internal consistency. These references support the measurement discussion; they do not substitute for reporting the actual coefficients obtained in this study. Analyses were performed in SPSS version 21 and included descriptive statistics, multiple regression, model fit, and hypothesis tests. The thesis specifies an absolute-difference procedure for the moderation analysis. Because the interpretation of difference scores depends on how they are constructed, the calculation of Moderat1 and Moderat2 should be explicitly documented and checked against the original SPSS output (Edwards, 1994).

The absolute-difference approach is the moderation procedure identified in the thesis, so the results are reported using the original labels Moderat1 and Moderat2. For reproducibility, the manuscript should specify exactly how each difference term was calculated and which variables were standardized or transformed before calculation. Edwards (1994) discusses interpretive issues associated with difference scores, making it important not to treat the procedure as interchangeable with a conventional product-term interaction without checking the original analysis. The reported significance values are presented as obtained, but the model specification should be verified against the original SPSS output before submission.

RESULTS

Validity and Reliability Test Results

Table 1. Validity and Reliability Test Results

Variable	Item	r_{hitung}	Validity	Cronbach's Alpha	Reliability
Organizational Culture	10	0.376–0.793	Valid	0.760	Reliable
Principal Competence	9	0.474–0.865	Valid	0.896	Reliable
Work–Life Balance	12	0.426–0.874	Valid	0.934	Reliable
Teacher Performance	12	0.375–0.895	Valid	0.862	Reliable

All reported item–total correlations exceeded 0.30. Cronbach's alpha was 0.760 for organizational culture, 0.896 for principal competence, 0.934 for work–life balance, and 0.862 for teacher performance. These values exceed the study's stated 0.70 criterion and indicate acceptable internal consistency for the subsequent analyses. The reliability coefficients indicate that the four scales exceeded the threshold specified for this study. The highest alpha was observed for work–life balance (0.934), followed by principal competence (0.896), teacher performance (0.862), and organizational culture (0.760). These values support the internal-consistency criterion used by the researchers. Reliability alone, however, does not prove that a scale captures every aspect of a construct; the validity evidence and the theoretical definitions of the variables remain important when interpreting the results.

Multiple Linear Regression Analysis

Multiple regression was used to estimate the relationships of organizational culture and principal competence with teacher performance for the 89 respondents. The coefficient estimates are reported in Table 2. The main regression model estimates the unique association of each predictor with teacher performance while accounting for the other predictor in the same equation. This is useful because organizational culture and principal competence may be related in practice, yet the model evaluates their coefficients conditional on their simultaneous inclusion. The coefficients should therefore be read as model-based estimates for this sample rather than as proof of causality.

Table 2. Multiple Linear Regression Analysis Results

Variable	B	Std. Error	Standardized Beta (β)	t-value	Sig.
Constant	8.407	4.696	—	—	—
Organizational Culture	0.357	0.118	0.246	3.034	0.003
Principal Competence	0.687	0.095	0.586	7.239	0.000

Table 3. Model Summary and Overall Regression Test

Statistic	Value
Multiple Correlation (R)	0.674
Coefficient of Determination (R^2)	0.455
Adjusted (R^2)	0.442
(F) statistic	35.846
Significance	$p < 0.001$
Sample Size (N)	89

The overall regression was statistically significant, $F = 35.846$, $p < 0.001$. The model's R^2 was 0.455 and adjusted R^2 was 0.442, meaning that the two predictors accounted for 45.5% of the observed variance in teacher performance in this sample. The remaining variance was not explained by these predictors and may reflect other influences or random variation. The R^2 value indicates the proportion of sample variation explained by the two predictors together, whereas adjusted R^2 accounts for the number of predictors relative to sample size. The adjusted value of 0.442 is slightly lower than the unadjusted value of 0.455, as expected when the model is adjusted for its predictors. Although the model is statistically significant, the unexplained proportion should not be assigned to any particular factor without additional analysis. Variables such as motivation, job satisfaction, organizational commitment, workload, or other contextual conditions could be investigated in future studies, but they were not tested as predictors in the current main model.

Moderation Analysis

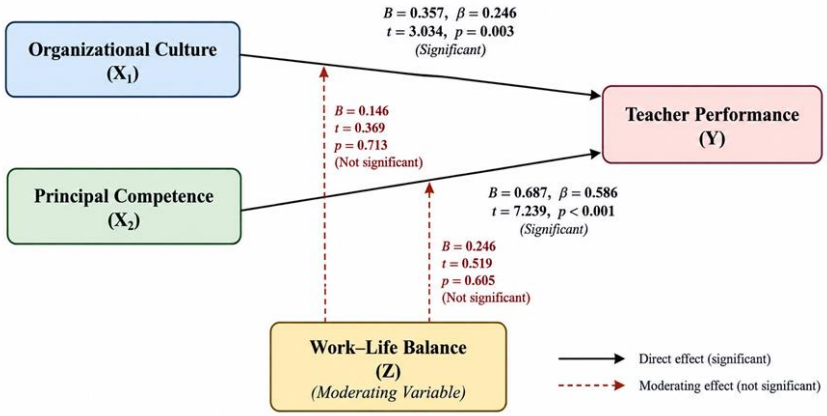
The moderation analysis evaluated whether work–life balance changed the relationships of organizational culture and principal competence with teacher performance. The reported coefficients are shown in Table 4.

The moderation analysis is intended to assess whether the relationships identified in the main model differ depending on work–life balance. This is a separate question from whether work–life balance itself has a statistically significant coefficient. The table reports the main terms alongside Moderat1 and Moderat2; because the labels alone do not reveal the exact mathematical construction, the calculation should be described in the methods and checked against the original output.

Table 4. Moderation Analysis Results

Variable	B	Std. Error	t-value	Sig.
Constant	42.824	0.615	69.645	<0.001
Organizational Culture	0.926	0.290	3.194	0.002
Principal Competence	1.355	0.335	4.050	<0.001
Work–Life Balance	1.954	0.331	5.912	<0.001
Moderat1	0.146	0.397	0.369	0.713
Moderat2	0.246	0.473	0.519	0.605

Note: The moderation terms are reported using the labels Moderat1 and Moderat2 from the thesis output. Their operational calculation should be specified in the Methods section. Dependent variable: Teacher Performance.



Frame 2: Research Conceptual Framework and Moderation Results

In the reported model, work–life balance had a positive coefficient (B = 1.954, t = 5.912, p < 0.001). This coefficient indicates a positive association conditional on the other terms included in that model. The positive coefficient should be interpreted in relation to the coding and scale of the variables used in the reported model. It indicates that work–life balance has a positive conditional association with teacher performance under that specification. The coefficient does not establish that work–life balance strengthens the organizational-culture or principal-competence relationship, because that claim depends on the moderation terms rather than the main coefficient alone. Neither reported moderation term was statistically significant. Moderat1 had B = 0.146 and p = 0.713, while Moderat2 had B = 0.246 and p = 0.605. The results therefore do not provide statistical support for either proposed moderation effect. The p-values for both moderation terms are above the conventional 0.05 significance threshold. Accordingly, the analysis does not provide sufficient evidence to reject the null hypotheses for these terms. This conclusion does not prove that moderation is impossible in every school context; it means that the present sample and reported model do not demonstrate statistically significant moderation for the two relationships tested.

The significant work–life balance coefficient and the non-significant moderation terms represent different findings: the former concerns its coefficient in the fitted model, whereas the latter test whether the specified relationships change with work–life balance. For clarity, the findings should be reported in two parts: first, the positive and significant coefficient for work–life balance in the fitted model; second, the lack of statistical significance for Moderat1 and Moderat2. Combining these results into a general statement that work–life balance 'moderates' teacher performance would overstate the evidence. The discussion therefore treats work–life balance as positively associated with the outcome in this model, while acknowledging that the proposed moderating role was not supported.

DISCUSSION

The Effect of Organizational Culture on Teacher Performance

Organizational culture was positively associated with teacher performance (B = 0.357, t = 3.034, p = 0.003). In the context of the foundation, the result is consistent with the view that shared expectations and day-to-day norms are relevant to how teachers carry out their work. The association should be interpreted within the scope of the study rather than as proof that every cultural practice independently causes better performance. One possible interpretation is that shared expectations and predictable routines help teachers understand institutional priorities and coordinate their responsibilities. When norms are communicated and applied consistently, teachers may be better able to align individual work with school objectives. This interpretation is plausible in light of the construct being measured, but the present study did not separately test the mechanisms linking culture to performance. The significant coefficient should thus remain the central empirical finding, while explanations are presented as interpretations rather than additional statistical results.

(Raharja et al., 2022) examined organizational culture and principals' transformational leadership in relation to teacher performance. Their work offers a useful comparison because it considers organizational conditions in schools, although its leadership construct is not identical to principal competence as measured here. Hardiyana (2025) likewise examined several school-level factors in relation to teacher performance and student achievement; differences in measures and settings should be considered when comparing results. (Raharja et al., 2022) offer a school-based comparison because their work addresses organizational culture and principals' transformational leadership in relation to teacher performance. The comparison is relevant at the level of the broad relationship between school conditions and teacher outcomes, but transformational leadership is not the same construct as principal competence. (Hardiyana, 2025) also considered several organizational and managerial factors in relation to teacher performance and student achievement. These studies provide context for the discussion, while differences in variables, samples, and model specification limit direct equivalence with the present estimates. The overall mean for organizational culture was 3.50, while adherence to school rules had a mean of 3.03. This descriptive pattern identifies consistency in applying school rules as a possible area for management attention. It does not, by itself,

establish a separate causal effect for that indicator. The relatively lower score for compliance with school rules suggests a practical question for management: whether rules are communicated clearly, applied consistently, and understood similarly by teachers. The descriptive result can guide discussion with staff and inform improvement planning. It should not be interpreted as evidence that this single indicator produced the regression coefficient, because the model tested the broader organizational-culture measure rather than estimating a separate effect for every indicator.

The Effect of Principal Competence on Teacher Performance

Principal competence was also positively associated with teacher performance (B = 0.687, t = 7.239, $p < 0.001$). Its standardized coefficient ($\beta = 0.586$) exceeded the coefficient for organizational culture ($\beta = 0.246$), indicating the stronger association of the two predictors in this particular regression model. The larger standardized coefficient suggests that, within the fitted model, principal competence has a stronger statistical relationship with teacher performance than organizational culture. Standardized coefficients allow the relative associations to be compared on a common scale, but they do not establish that changes in principal competence would necessarily produce a larger causal improvement. The result should be understood within the measured constructs, the sample, and the assumptions of the regression model. (Satata et al., 2022) considered principal leadership, organizational culture, organizational commitment, and teacher competence in relation to teacher performance. This work is relevant as a comparison concerning school leadership and performance, but teacher competence should not be equated with principal competence. The present result specifically concerns the principal-competence measure used in this study. (Satata et al., 2022) provide related evidence by examining principal leadership and teacher performance alongside organizational and competence-related variables. The distinction between teacher competence and principal competence remains important: one refers to teachers' own capabilities, while the other concerns the capabilities of the school principal. The cited study can therefore inform the broader discussion of leadership and school performance, but should not be presented as a direct replication of the exact principal-competence relationship tested here.

Among the descriptive indicators, professional competence related to effective and accountable resource management scored 3.82, while social competence related to collaboration for quality improvement scored 3.15. The foundation may use this difference to identify areas for professional development, especially communication and collaboration. These suggestions follow from the descriptive results and were not separately tested as causal effects. The difference between the descriptive scores may help identify professional-development priorities. The comparatively lower social-competence score points to collaboration and communication as areas worth discussing with teachers and school leaders, while the higher professional-management score suggests a strength to maintain. Since these are descriptive findings, the recommendations should be treated as practical directions for

consideration rather than as interventions whose effectiveness has already been demonstrated by the regression analysis.

The Moderating Role of Work-Life Balance

The moderation terms were not statistically significant for organizational culture (B = 0.146, p = 0.713) or principal competence (B = 0.246, p = 0.605). Thus, neither proposed moderation hypothesis is supported by the reported individual tests. The non-significant interaction terms mean that the study did not establish a statistically detectable change in either predictor–outcome relationship across work–life balance levels. The result is specific to the model, measures, and sample used. It should not be described as proof that work–life balance is unimportant; rather, its role as a moderator was not supported by these tests, even though its own coefficient was positive and significant in the fitted model. (Utaminingsih, 2025) examined organizational culture, work–life balance, and occupational health in relation to teacher performance. That work is relevant to the possible association between work–life balance and teacher outcomes, but it addresses direct relationships rather than the same moderation hypotheses tested here. It therefore cannot establish whether work–life balance moderates either relationship in the current study. (Utaminingsih, 2025) examined organizational culture, work–life balance, and occupational health in relation to teacher performance, making the topic relevant to the current study. However, evidence of a direct relationship between work–life balance and performance is not equivalent to evidence that work–life balance moderates the effect of another predictor. The present study's contribution lies in testing those specific moderation terms, which were not statistically significant in the reported analysis.

Work–life balance had a positive coefficient in the moderation model (B = 1.954, t = 5.912, p < 0.001). This result should not be confused with evidence of moderation: both reported moderation terms remained non-significant. The findings suggest an association with teacher performance in the fitted model, but do not show that work–life balance changes the effects of organizational culture or principal competence. This distinction has implications for both theory and practice. The positive coefficient supports considering work–life balance as one factor associated with teachers' reported performance, but the non-significant interaction terms do not justify claiming that it amplifies or weakens the contribution of organizational culture or principal competence. Further research could test alternative model specifications with clearly defined interaction terms and samples from multiple institutions to determine whether moderation appears under other conditions.

Overall Implications

The main regression model accounted for 45.5% of the variance in teacher performance ($R^2 = 0.455$). Both organizational culture and principal competence were significant positive predictors, and principal competence had the larger standardized coefficient. The proportion not explained by these predictors indicates that additional factors may warrant investigation. The model's explanatory power is meaningful but incomplete. The 45.5% explained variance indicates that organizational culture and principal competence account for a substantial portion of the observed variation in this sample, while the remaining

portion is outside the model. It would be inappropriate to attribute the unexplained variance to a single cause without additional variables and analysis. The result instead provides a rationale for future work on other personal, professional, and organizational predictors. For school management, the results point to two practical areas: consistent application of school norms and continued development of principals' social and collaborative competencies. Work–life balance may also be considered in teacher-support initiatives, while recognizing that its proposed moderating effects were not supported by the present tests. The first practical implication is to make school norms visible and consistently applied, including through clear communication and fair implementation. The second is to support principal development in areas where the descriptive findings suggest room for improvement, particularly collaboration and social interaction. Work–life balance can be addressed through reasonable workload planning and attention to the demands teachers manage outside school, but these measures should be framed as supportive management practices rather than as responses to a proven moderation effect.

The study adds evidence from one private educational foundation by testing organizational culture and principal competence together and examining work–life balance as a moderator. The direct relationships were statistically significant, whereas neither moderation term reached significance. These conclusions should be considered in light of the single-institution sample and the need to verify the specification of the moderation model. The study's contribution should be stated with appropriate boundaries. It brings organizational culture and principal competence into the same model and tests work–life balance as a potential moderator in one private educational foundation. Both direct predictors were statistically significant, while the proposed moderation terms were not. Generalization beyond this institution requires further evidence, and the moderation results should be confirmed after checking the operational calculation of the terms in the original SPSS output.

CONCLUSIONS AND RECOMMENDATIONS

In this sample, organizational culture and principal competence were positively and significantly associated with teacher performance. Principal competence had the larger standardized coefficient, and the main model explained 45.5% of the outcome variance. Work–life balance had a positive coefficient in the moderation model, but neither interaction term was significant; consequently, the proposed moderating effects were not supported. The findings support the importance of organizational and managerial factors in understanding teacher performance at the studied foundation. The positive coefficients indicate that organizational culture and principal competence are significant predictors in the main model, with principal competence having the larger standardized association. Work–life balance was positively associated with teacher performance in the moderation model, but neither proposed moderation effect reached statistical significance. These conclusions are limited to the data and model reported in this study.

The foundation could reinforce shared values and apply school rules consistently while continuing to develop principals' social skills, communication, and collaboration with teachers. Teacher-support policies may also address workload and the balance between professional and personal responsibilities, without assuming a moderating effect that was not demonstrated. Future studies should use broader samples and report the construction and testing of moderation terms transparently. For the foundation, a reasonable response is to maintain professional management practices while strengthening the consistency of school norms and the collaborative dimensions of principal competence. Work–life balance may be considered in teacher-support arrangements, including workload distribution and communication about responsibilities. These recommendations should be evaluated over time rather than assumed to improve performance automatically. Future studies should use larger and more diverse samples, describe the measurement process transparently, and report the exact calculation of moderation terms.

FURTHER STUDY

Further research could assess additional predictors of teacher performance, including motivation, job satisfaction, organizational commitment, and workload. Sampling across several public and private schools would help establish whether the present findings extend to other settings. Researchers should also specify the moderation terms clearly and use an appropriate interaction-based analysis to test whether work–life balance changes the relationships between organizational culture, principal competence, and teacher performance. A multi-institution design would allow future researchers to compare whether the relationships differ across school ownership, size, location, or management structure. It would also improve the basis for generalizing beyond one foundation. In addition, future analyses should state the mathematical form of each interaction term, report the complete regression model, and check relevant assumptions before interpreting moderation. These steps would make the evidence easier to reproduce and help distinguish a direct association from a genuine conditional effect.

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