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The Effect of Self-Efficacy and Locus of Control on Teacher Performance Mediated by Organizational Culture at Buddhist Manjusri School, Pematang Siantar

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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 examines the effects of self-efficacy and locus of control on teacher performance, with organizational culture as a proposed mediating variable at Buddhist Manjusri School, Pematang Siantar. Using a quantitative approach, data were analyzed through multiple regression and mediation testing involving 45 teachers. The results indicate that self-efficacy was positively and significantly associated with teacher performance ($\beta = 0.455$, $p = 0.009$) and organizational culture ($\beta = 0.476$, $p = 0.002$). Locus of control was also positively associated with organizational culture ($\beta = 0.438$, $p = 0.004$), but its association with teacher performance was not statistically significant ($p = 0.192$). Organizational culture did not show a significant independent association with teacher performance in the full model ($p = 0.123$). Furthermore, preliminary Sobel tests did not support significant mediating effects of organizational culture. The findings highlight the importance of self-efficacy in understanding teacher performance, while further research is needed to clarify the roles of locus of control and organizational culture

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INTRODUCTION

Teacher performance is an important factor in educational quality because teachers are responsible for planning, implementing, and evaluating learning activities. Their performance may be influenced by individual psychological characteristics as well as the organizational environment in which they work. Understanding these factors is particularly important for schools that must adapt to changes in educational practices while maintaining effective teaching and learning. A meta-analysis by (Klassen & Tze, 2014) identified a positive association between teachers' self-efficacy and evaluated teaching performance, highlighting the relevance of teachers' beliefs about their professional capabilities. Self-efficacy refers to an individual's belief in their ability to organize and perform the actions necessary to achieve specific goals. In the teaching profession, self-efficacy may influence teachers' confidence in managing classrooms, addressing instructional challenges, and maintaining effort when difficulties arise. (Duan et al., 2024), through a systematic review and meta-analysis, identified teacher-, classroom-, and school-level factors associated with teachers' classroom-management self-efficacy. These findings suggest that teachers' confidence in their capabilities should be considered alongside the conditions in which they perform their professional responsibilities.

Another factor potentially associated with teacher performance is locus of control, which concerns individuals' beliefs about whether outcomes are influenced primarily by their own actions or by external circumstances. Teachers' perceptions of personal control may be relevant to how they approach professional responsibilities, respond to challenges, and evaluate the outcomes of their work. (Ng et al., 2006) conducted a meta-analysis of locus of control in the workplace and found that an internal locus of control was associated with favorable work outcomes, including greater job motivation. This provides a theoretical basis for investigating the relationship between locus of control and teacher performance. Beyond individual psychological factors, organizational culture may shape how teachers interact, collaborate, and carry out their responsibilities. Organizational culture encompasses shared values, norms, and practices that influence behavior within an institution. In the Indonesian education sector, (Ferine et al., 2021) examined organizational culture alongside leadership, conflict, and work ethic in relation to work performance. Their findings provide relevant context for investigating organizational factors in educational institutions, although the relationships identified in one setting should not automatically be assumed to apply to every school.

Organizational culture is also relevant to the school environment because shared expectations and working practices may influence professional cooperation and teachers' commitment to institutional goals. (Raharja et al., 2022) examined the relationship between principals' transformational leadership, organizational culture, and teacher performance. In a related study, (Akmalia et al., 2023) investigated self-efficacy and organizational culture in relation to the performance of Madrasah Aliyah teachers. Together, these studies provide a basis for considering individual beliefs and organizational conditions when examining teacher performance in an educational setting.

The relationships among self-efficacy, organizational culture, and performance have also been examined in research on learning organizations. Song et al. (2018) investigated learning-organization culture, self-efficacy, work engagement, and job performance among teachers in workforce-education institutions. Their findings highlight the relevance of both individual and organizational factors to professional outcomes. However, whether organizational culture mediates the relationships between self-efficacy, locus of control, and teacher performance requires direct empirical testing in the context of the present study. Research focusing more directly on teacher performance and locus of control also provides a relevant comparison. Virgana and Lapasau (2024) examined locus of control alongside leadership style, environmental factors, and work motivation in relation to teacher performance. This research reinforces the importance of investigating teacher performance through multiple individual and contextual factors. Nevertheless, further evidence is needed to understand how self-efficacy and locus of control operate together with organizational culture in a specific school setting.

At Buddhist Manjusri School in Pematang Siantar, teacher performance is the central concern of this study. The thesis identifies several issues relevant to the school context, including teachers' confidence in using instructional technology, adaptation to changes in teaching practices, willingness to innovate, and cooperation among colleagues. These issues provide a practical rationale for examining self-efficacy, locus of control, and organizational culture together rather than considering teacher performance solely as an individual outcome. Accordingly, this study aims to examine the effects of self-efficacy and locus of control on teacher performance, with organizational culture considered as a mediating variable at Buddhist Manjusri School, Pematang Siantar. Specifically, it investigates the relationships of self-efficacy and locus of control with organizational culture and teacher performance, as well as the potential indirect relationships between these individual factors and teacher performance through organizational culture. The study is expected to provide context-specific evidence that may contribute to research on teacher performance and inform school-level efforts to support teachers' professional responsibilities.

LITERATURE REVIEW

Self-Efficacy

Self-efficacy refers to an individual's belief in their capacity to perform the actions necessary to achieve specific goals. In an educational context, teachers' self-efficacy may influence their confidence in planning lessons, managing classrooms, adapting instructional methods, and addressing students' learning needs. Teachers who believe they can perform these tasks effectively may be more willing to persist when facing instructional difficulties. Self-efficacy is also relevant to teachers' responses to changes in educational practices and technology. A study by (Suprihatin et al., 2025) examined teacher self-efficacy, academic supervision, and organizational culture in relation to vocational school teacher performance. Their findings indicated positive relationships between these factors and teacher performance, providing a relevant basis for examining self-efficacy in the present study. Based on this perspective, self-efficacy is

expected to be positively associated with teacher performance and organizational culture. Teachers' confidence in their abilities may also relate to how they participate in school activities and respond to shared organizational expectations.

H1: *Self-efficacy has a positive effect on teacher performance.*

H2: *Self-efficacy has a positive effect on organizational culture.*

Locus of Control

Locus of control describes an individual's beliefs concerning the extent to which outcomes are influenced by personal actions or external circumstances. Individuals with a more internal orientation tend to associate outcomes with their own decisions and efforts, whereas those with a more external orientation may attribute outcomes to circumstances beyond their personal control. In a school environment, locus of control may be relevant to teachers' perceptions of responsibility, their responses to professional challenges, and their beliefs about their ability to influence work outcomes. However, the relationship between locus of control and teacher performance may depend on other individual and organizational factors. (Wahyuni et al., 2025) examined organizational culture characteristics, locus of control, and work discipline in relation to teacher performance in several high schools in Lhokseumawe. Their results indicated that locus of control was not a statistically significant individual predictor of teacher performance in their model. This finding suggests that the role of locus of control should be examined empirically rather than assumed to be consistently significant across educational settings.

H3: *Locus of control has a positive effect on teacher performance.*

H4: *Locus of control has a positive effect on organizational culture.*

Organizational Culture

Organizational culture comprises shared values, norms, expectations, and practices that influence behavior within an organization. In schools, it may be reflected in teacher collaboration, communication, leadership practices, opportunities for professional development, and collective commitment to educational objectives. A supportive organizational culture may encourage teachers to exchange knowledge, coordinate instructional activities, and work toward common goals. Conversely, limited collaboration and unclear shared expectations may make it more difficult for teachers to coordinate their responsibilities. Organizational culture is therefore a relevant factor to consider when examining differences in teacher performance. (Ulum et al., 2024) investigated organizational culture and compensation in relation to teacher performance. Their research provides additional context for examining organizational culture as one of the organizational factors associated with teachers' work outcomes. However, the strength of this relationship must be evaluated within the particular setting and analytical model used in each study.

H5: *Organizational culture has a positive effect on teacher performance.*

Organizational Culture as a Mediating Variable

The proposed mediating role of organizational culture is based on the possibility that individual beliefs and the organizational environment are related to one another and that organizational conditions may, in turn, be associated with teacher performance. Teachers' confidence in their professional abilities and

their perceptions of personal control may influence how they engage with colleagues, respond to institutional expectations, and participate in school activities. These experiences may be related to their perceptions of organizational culture. Research in educational settings has examined organizational culture as a mediating mechanism in models of teacher performance, providing a basis for investigating its potential role in the present study) (Usman et al., 2025).

Nevertheless, a mediating relationship cannot be established solely because self-efficacy or locus of control is associated with organizational culture, or because organizational culture is associated with performance. Mediation requires a direct statistical assessment of the indirect effect of each independent variable on teacher performance through organizational culture. Bootstrapping is one commonly used approach to estimating indirect effects and their confidence intervals (Hayes, 2009). The present study therefore examines organizational culture as a potential mediator rather than presuming that mediation exists. The indirect effects should be assessed using an appropriate mediation procedure, preferably with bootstrapped confidence intervals.

H6: *Organizational culture mediates the relationship between self-efficacy and teacher performance.*

H7*: Organizational culture mediates the relationship between locus of control and teacher performance.*

Conceptual Framework

The proposed conceptual framework positions self-efficacy and locus of control as independent variables, organizational culture as the proposed mediating variable, and teacher performance as the dependent variable. The framework examines both the direct relationships between the independent variables and teacher performance and the potential indirect relationships through organizational culture. The framework is intended to test whether organizational culture helps explain the relationships between teachers' individual characteristics and their performance at Buddhist Manjusri School, Pematang Siantar. The proposed relationships are hypotheses to be evaluated using the study's empirical data.

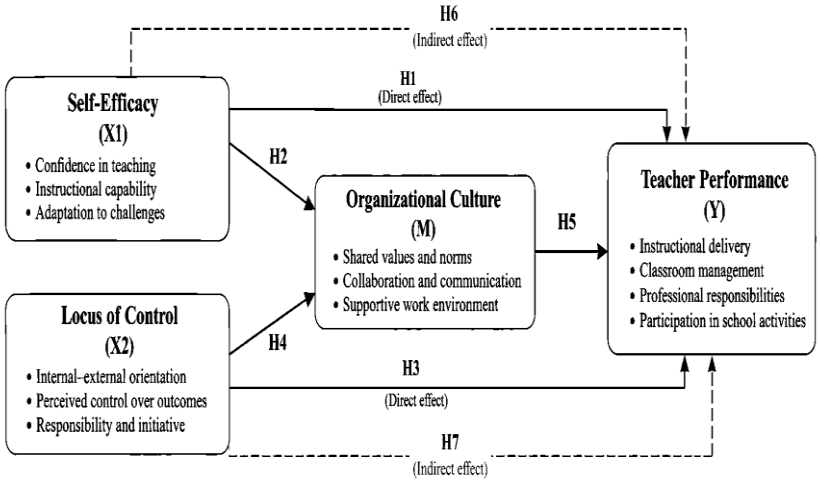


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This study employed a quantitative research approach to examine the relationships among self-efficacy, locus of control, organizational culture, and teacher performance at Buddhist Manjusri School, Pematang Siantar, Indonesia. The study population consisted of 45 teachers, all of whom were included as respondents using a saturated sampling technique. Data were collected primarily through questionnaires using a five-point Likert scale, supported by interviews and documentation. The data were analyzed using IBM SPSS Statistics version 26. The analytical procedures included instrument validity and reliability testing, normality testing, descriptive statistical analysis, multiple linear regression, and coefficient-of-determination analysis. These procedures are consistent with established approaches to statistical analysis and regression modeling (Field, 2024; Tabachnick & Fidell, 2013) .

Two regression models were used: the first examined the relationships of self-efficacy and locus of control with organizational culture, while the second examined the relationships of self-efficacy, locus of control, and organizational culture with teacher performance. Organizational culture was further examined as a potential mediating variable. Mediation analysis requires direct assessment of the indirect effect rather than conclusions based solely on the significance of individual regression paths (Hayes, 2009; Preacher & Hayes, 2008). Accordingly, the mediating role of organizational culture should be concluded only if supported by an appropriate statistical test of the indirect effect.

RESULTS

Normality and Reliability Tests

Table 1. Normality Test Results

Variable	N	K–S Statistic	Sig.
Self-efficacy	45	0.086	0.200
Locus of control	45	0.103	0.200
Organizational culture	45	0.099	0.200
Teacher performance	45	0.107	0.200

Note. K–S = Kolmogorov–Smirnov. The reported significance values are lower bounds as indicated in the Excel output.

The normality test yielded a significance value of 0.200 for all four variables: self-efficacy, locus of control, organizational culture, and teacher performance. As all values exceeded the 0.05 significance threshold, the test did not indicate a statistically significant departure from normality for these variables. Nevertheless, this finding should be interpreted as an absence of evidence against normality rather than definitive confirmation that the normality assumption has been fully satisfied. The reliability analysis produced a Cronbach's alpha coefficient of 0.964 across 78 items, based on 40 valid cases in the instrument-testing sample. This coefficient indicates high internal consistency among the questionnaire items within that sample. However, the reliability-testing sample of 40 respondents should be distinguished from the

main study sample of 45 teachers. Furthermore, internal consistency alone does not establish the validity of the instrument or confirm that all items measure a single construct.

Regression Model Summary

Table 2. Model Summary

Dependent variable	Predictors	R	R^2	Adjusted R^2
Organizational culture	Self-efficacy, locus of control	0.881	0.777	0.766
Teacher performance	Self-efficacy, locus of control, organizational culture	0.877	0.769	0.752

Note. N = 45. Values are reported from the Excel analysis worksheets.

The regression analysis showed that the first model, with self-efficacy and locus of control as predictors, explained 77.7% of the variance in organizational culture ($R^2 = 0.777$). Meanwhile, the second model, which included self-efficacy, locus of control, and organizational culture as predictors, explained 76.9% of the variance in teacher performance ($R^2 = 0.769$). These findings indicate that both models demonstrated substantial explanatory capacity within the study sample. However, the coefficients of determination alone do not establish causal relationships or confirm the mediating role of organizational culture; such conclusions require additional analyses appropriate to the proposed relationships.

Regression Coefficients

Table 3. Regression Results for Organizational Culture

Predictor	B	SE	β	t	p
Self-efficacy	0.456	0.136	0.476	3.352	0.002
Locus of control	0.335	0.108	0.438	3.086	0.004

Note. Dependent variable: organizational culture. B = unstandardized coefficient; SE = standard error; β = standardized coefficient.

The regression analysis revealed that both self-efficacy ($\beta = 0.476$, $p = 0.002$) and locus of control ($\beta = 0.438$, $p = 0.004$) were positively and statistically significantly associated with organizational culture. These findings indicate that higher levels of self-efficacy and locus of control were associated with higher organizational culture scores when both predictors were included in the same model. The overall regression model was also statistically significant ($F(2, 42) = 72.967$, $p < 0.001$), explaining 77.7% of the variance in organizational culture ($R^2 = 0.777$). Although self-efficacy had a slightly larger standardized coefficient than locus of control, this difference was not formally tested for statistical significance.

Table 4. Regression Results for Teacher Performance

Predictor	B	SE	β	t	p
Self-efficacy	0.511	0.185	0.455	2.761	0.009
Locus of control	0.192	0.145	0.215	1.327	0.192
Organizational culture	0.294	0.186	0.251	1.576	0.123

Note. Dependent variable: teacher performance. B = unstandardized coefficient; SE = standard error; β = standardized coefficient.

In the full regression model, self-efficacy demonstrated a positive and statistically significant association with teacher performance (β = 0.455, p = 0.009). In contrast, locus of control (β = 0.215, p = 0.192) and organizational culture (β = 0.251, p = 0.123) had positive coefficients but did not reach statistical significance at the 0.05 level. The overall model was statistically significant ($F(3, 41) = 45.403$, $p < 0.001$), with an R^2 of 0.769, indicating that the three predictors jointly explained 76.9% of the variance in teacher performance. These findings suggest that self-efficacy contributed a statistically significant unique association with teacher performance after controlling for the other variables, whereas the independent contributions of locus of control and organizational culture were not statistically significant in this model.

Overall Regression Tests

Table 5. ANOVA Results for the Regression Models

Dependent variable	F	df	p
Organizational culture	72.967	2, 42	< 0.001
Teacher performance	45.403	3, 41	< 0.001

Note. The F-tests assess the overall statistical significance of each regression model.

The overall regression tests demonstrated that both models were statistically significant. The model predicting organizational culture yielded an F-statistic of 72.967 ($F(2, 42)$, $p < 0.001$), while the full model predicting teacher performance yielded an F-statistic of 45.403 ($F(3, 41)$, $p < 0.001$). These results indicate that the predictors, when considered jointly, explained a statistically significant proportion of the variance in their respective dependent variables. However, overall model significance does not imply that every predictor makes an individually significant contribution, as reflected in the coefficient results for the full teacher performance model.

Summary of Direct-Effect Hypotheses

Table 6. Summary of Direct-Effect Findings

Relationship	β	p	Result at α = 0.05
Self-efficacy → Organizational culture	0.476	0.002	Significant
Locus of control → Organizational culture	0.438	0.004	Significant
Self-efficacy → Teacher performance*	0.574	< 0.001	Significant

Locus of control → Teacher performance*	0.325	0.035	Significant
Self-efficacy → Teacher performance	0.455	0.009	Significant
Locus of control → Teacher performance	0.215	0.192	Not significant
Organizational culture → Teacher performance	0.251	0.123	Not significant

Note. The first two teacher-performance results are from the regression model containing self-efficacy and locus of control only. †The latter three results are from the full model including organizational culture. Standardized coefficients are reported.

The findings presented in Table 6 demonstrate that the statistical significance of the relationships varied across regression model specifications. Self-efficacy and locus of control were both positively and significantly associated with teacher performance in the model that included these two predictors only ($\beta = 0.574$, $p < 0.001$; $\beta = 0.325$, $p = 0.035$, respectively). However, when organizational culture was incorporated into the full model, only self-efficacy remained statistically significant ($\beta = 0.455$, $p = 0.009$). The coefficients for locus of control ($\beta = 0.215$, $p = 0.192$) and organizational culture ($\beta = 0.251$, $p = 0.123$) were positive but not statistically significant at the 0.05 level.

This variation indicates that the observed associations between the predictors and teacher performance depend on the variables included in the regression model. In particular, the loss of statistical significance for locus of control in the full model suggests that its unique contribution was not statistically distinguishable from zero after controlling for self-efficacy and organizational culture. Similarly, the positive coefficient for organizational culture does not provide sufficient evidence of an independent association with teacher performance in the full model. Nevertheless, these findings alone do not establish the absence of a relationship or determine whether organizational culture mediates the effects of self-efficacy and locus of control; a formal indirect-effect analysis is required to evaluate the proposed mediation.

Mediation Analysis

The regression results do not provide sufficient evidence to determine whether organizational culture mediates the relationships between self-efficacy and teacher performance or between locus of control and teacher performance. Although the Excel analysis includes path-coefficient calculations, the significance of the indirect effects has not been established through a verified statistical test. Therefore, the mediation hypotheses remain inconclusive pending further analysis of the indirect effects and their confidence intervals.

Table 7. Sobel Test Results for Indirect Effects

Hypothesis	Indirect Effect (B)	Sobel z	p-value	Decision (α = 0.05)
H6: Self-Efficacy → Organizational Culture → Teacher Performance	0.134	1.427	0.154	Not significant
H7: Locus of Control → Organizational Culture → Teacher Performance	0.098	1.404	0.160	Not significant

As shown in Table 7, the indirect effect of self-efficacy on teacher performance through organizational culture was not statistically significant (B =

0.134, z = 1.427, p = 0.154). Similarly, the indirect effect of locus of control on teacher performance through organizational culture was not statistically significant (B = 0.098, z = 1.404, p = 0.160). Therefore, the Sobel test did not provide sufficient evidence to support the proposed mediating effects of organizational culture. These findings should be interpreted cautiously, and bootstrap confidence intervals are recommended for further evaluation of the indirect effects.

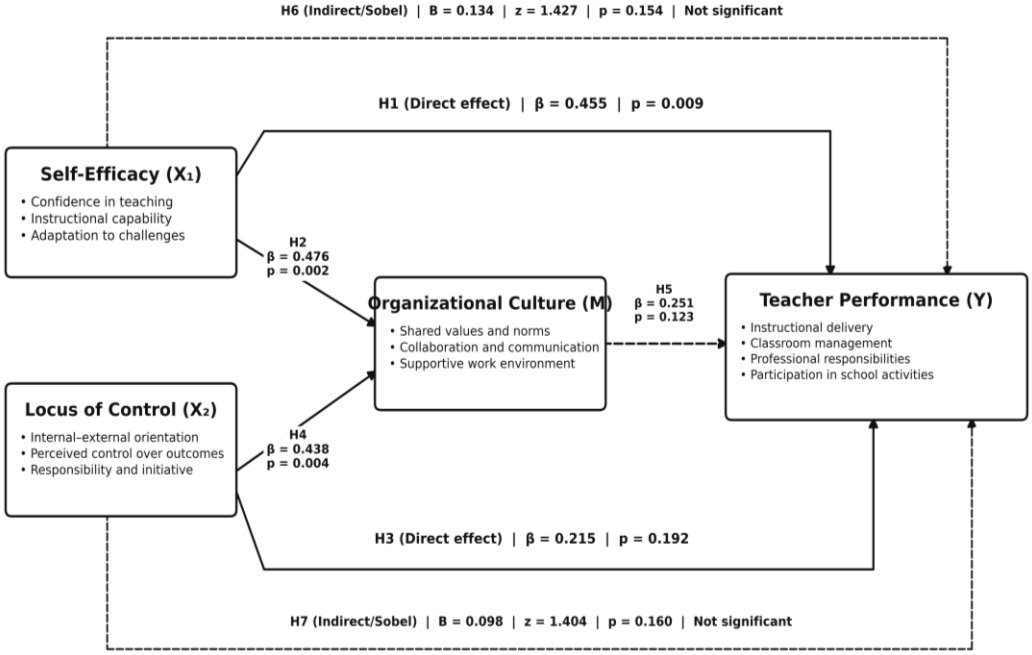


Figure 2. Results of Direct-Effect and Preliminary Mediation Analyses

DISCUSSION

The Effect of Self-Efficacy on Teacher Performance

The findings demonstrate that self-efficacy had a positive and statistically significant association with teacher performance in the full regression model (β = 0.455, p = 0.009). This result suggests that teachers with stronger beliefs in their professional capabilities tended to report or demonstrate higher performance scores, after controlling for locus of control and organizational culture. The finding is consistent with the conceptualization of teacher efficacy as a professional belief associated with teachers' persistence, instructional behavior, enthusiasm, and commitment to teaching (Tschannen-Moran & Hoy, 2001). Similarly, a synthesis of four decades of research identified positive associations between teacher self-efficacy and classroom processes, instructional practices, and teachers' professional well-being (Zee & Koomen, 2016).

In the context of Buddhist Manjusri School, Pematang Siantar, teachers' confidence in their ability to organize learning activities, select appropriate instructional strategies, and respond to classroom challenges may be relevant to their professional performance. Teachers who perceive themselves as capable may be more willing to sustain effort when instructional difficulties arise and to seek solutions to professional challenges. However, these mechanisms were not directly examined in this study and should therefore be regarded as plausible

interpretations rather than confirmed causal explanations. The coefficient for self-efficacy was larger in the model containing only self-efficacy and locus of control ($\beta = 0.574$, $p < 0.001$) than in the full model ($\beta = 0.455$, $p = 0.009$). This difference indicates that the estimated association depends on the predictors included in the regression model. Although shared explanatory variance may contribute to this change, the coefficient comparison alone does not establish mediation. Overall, the statistically significant coefficient in the full model provides support for H1, while the observational nature of the data precludes a definitive causal conclusion.

The Effects of Self-Efficacy and Locus of Control on Organizational Culture

Self-efficacy was positively and significantly associated with organizational culture ($\beta = 0.476$, $p = 0.002$). This finding indicates that teachers' beliefs about their professional capabilities were associated with their organizational culture scores. One possible explanation is that teachers who feel capable of fulfilling their responsibilities may be more willing to participate in collaborative activities, contribute ideas, and engage in collective problem-solving. Nevertheless, the present study did not directly measure these behavioral processes, so their role remains interpretive. Locus of control also demonstrated a positive and statistically significant association with organizational culture ($\beta = 0.438$, $p = 0.004$). Research on locus of control in organizational settings has linked this individual characteristic to work-related behaviors, motivation, effort, job perceptions, and performance, providing a theoretical basis for examining its relationship with organizational experiences (Spector, 1982). In addition, organizational culture research emphasizes that shared values, assumptions, and meanings are important features of organizational life and must be considered when interpreting employees' experiences within a workplace (Schneider et al., 2013).

Taken together, these results suggest that both self-efficacy and locus of control were relevant statistical predictors of organizational culture in the study sample. The standardized coefficient for self-efficacy ($\beta = 0.476$) was slightly larger than that for locus of control ($\beta = 0.438$). However, because the difference between the coefficients was not formally tested, it cannot be concluded that self-efficacy had a statistically stronger association with organizational culture. The findings support H2 and H4 at the level of statistical association, but they do not establish that individual beliefs cause changes in organizational culture.

The Effect of Locus of Control on Teacher Performance

In the full regression model, locus of control had a positive but statistically nonsignificant association with teacher performance ($\beta = 0.215$, $p = 0.192$). Thus, after controlling for self-efficacy and organizational culture, the analysis did not provide sufficient evidence that locus of control made an independent contribution to teacher performance at the 0.05 significance level. This result should not be interpreted as proof that locus of control is irrelevant to professional behavior; rather, its unique coefficient was not statistically distinguishable from zero in the specified model.

The result differs from the broader evidence on personality-related characteristics and work outcomes. (Spector, 1982) reviewed evidence linking locus of control to organizational behaviors, including motivation, effort, and

performance. Similarly,(Judge & Bono, 2001) found positive associations between internal locus of control and job performance in their meta-analysis of core self-evaluation traits. These findings provide a reason to investigate locus of control as a potential correlate of teacher performance, but they do not require that its coefficient be significant in every occupational setting or regression specification. An important distinction emerges when the full model is compared with the model containing only self-efficacy and locus of control. In the reduced model, locus of control was positively and significantly associated with teacher performance ($\beta = 0.325$, $p = 0.035$). When organizational culture was included, the coefficient decreased to $\beta = 0.215$ and was no longer statistically significant. This change may reflect overlap in the variance explained by the predictors or a change in the precision of the coefficient estimate. The multicollinearity diagnostics also indicate that shared variance among predictors should be considered when interpreting the model. Consequently, H3 was not supported by the full-model coefficient, although the reduced model showed a significant association.

The Effect of Organizational Culture on Teacher Performance

Organizational culture had a positive but statistically nonsignificant coefficient in the full regression model ($\beta = 0.251$, $p = 0.123$). Therefore, the analysis did not establish a statistically significant independent association between organizational culture and teacher performance after controlling for self-efficacy and locus of control. The positive coefficient indicates the direction of the estimated association, but the p-value does not provide sufficient evidence to reject the null hypothesis of a zero conditional coefficient at $\alpha = 0.05$. This finding needs to be interpreted in relation to the different regression models. When organizational culture was entered as the sole predictor, the model explained approximately 67.2% of the variance in teacher performance ($R^2 = 0.672$). In contrast, its unique coefficient was nonsignificant in the full model. These results are not necessarily contradictory because the explanatory power of a single-predictor model includes variation that may overlap with other predictors, whereas the coefficient in the full model estimates the association conditional on those additional variables.

Previous research among public high school teachers in Medan reported a positive role for organizational culture in explaining teacher job performance (Hutabarat, 2017). A more recent study of public elementary school teachers in East Jakarta also reported a positive, statistically significant direct association between organizational culture and teacher performance (Maili et al., 2025). Although these findings differ from the nonsignificant coefficient in the present full model, the studies vary in their samples, settings, and model specifications. The difference should therefore be viewed as a reason for further investigation rather than proof that one set of results is incorrect. For school management, the current findings do not justify treating organizational culture as the sole or automatically decisive determinant of teacher performance. Organizational culture may remain important as part of the broader school environment, but its unique statistical contribution should be evaluated alongside individual and

contextual predictors. On the basis of the full-model coefficient, H5 was not supported at the 0.05 significance level.

The Mediating Role of Organizational Culture

The proposed mediation model suggests that organizational culture may transmit part of the association between self-efficacy and teacher performance and between locus of control and teacher performance. The preliminary Sobel calculation yielded an indirect effect of B = 0.134 for self-efficacy, with z = 1.427 and p = 0.154. For locus of control, the estimated indirect effect was B = 0.098, with z = 1.404 and p = 0.160. Both p-values exceeded the 0.05 threshold. Therefore, the preliminary Sobel tests did not provide sufficient statistical evidence to support the proposed indirect effects, and H6 and H7 were not supported by these preliminary tests. The findings require careful interpretation because mediation must be evaluated by testing the indirect effect itself, rather than by relying solely on the statistical significance of individual regression paths. (MacKinnon et al., 2011) demonstrated that alternative methods for testing mediation can differ in statistical power and inferential performance. (Hayes & Scharkow, 2013) further compared procedures for testing indirect effects and recommended confidence-interval approaches, including bootstrapping or other methods that account for the sampling distribution of indirect effects.

Accordingly, the Sobel results should be regarded as preliminary rather than definitive. Before H6 and H7 are classified conclusively, the indirect effects should be verified using consistent underlying regression coefficients and standard errors, followed by an appropriate confidence-interval procedure, preferably bootstrapping. This verification is particularly important because the available Excel workbook contains a discrepancy between the 40 cases in the data sheet and the 45 cases reported in the regression output. The current evidence therefore does not establish organizational culture as a statistically significant mediator of either relationship. Significant associations between self-efficacy or locus of control and organizational culture do not, by themselves, demonstrate that organizational culture transmits those associations to teacher performance. Final conclusions concerning H6 and H7 should be made only after the analysis sample and indirect-effect estimates have been verified.

Overall Implications and Limitations

Taken together, the findings indicate that self-efficacy was the only predictor with a statistically significant coefficient in the full model of teacher performance. Both self-efficacy and locus of control were significantly associated with organizational culture, whereas the conditional coefficients for locus of control and organizational culture in the full teacher-performance model were nonsignificant. These results underscore the importance of distinguishing individual coefficient tests from overall model significance and from the indirect effects proposed in mediation analysis. The results suggest that supporting teachers' confidence in their instructional capabilities may be a relevant consideration for school development. Professional learning, peer collaboration, and opportunities to strengthen instructional skills are plausible practical directions, although their effectiveness was not directly tested in the present study. In addition, organizational culture and locus of control warrant further

investigation in larger and more diverse teacher samples to determine whether their associations with performance vary across educational contexts.

Several limitations should be acknowledged. First, the study involved 45 teachers from a single school, limiting the extent to which the findings can be generalized to other educational institutions. Second, the regression estimates describe statistical associations and do not independently establish causal relationships. Third, questionnaire-based research may be vulnerable to common method bias when predictors and outcomes are obtained using similar methods or sources; this issue should be considered when interpreting the results (Podsakoff et al., 2003). Finally, cross-sectional mediation estimates may not accurately represent processes that unfold over time, making cautious interpretation and stronger longitudinal designs important for future research (Maxwell & Cole, 2007). Future studies should examine these relationships with larger samples involving multiple schools, verify the measurement properties of the constructs, and use longitudinal or otherwise stronger research designs where feasible. Formal indirect-effect testing with bootstrap confidence intervals would also strengthen the evaluation of the proposed mediation model. Overall, the present study provides evidence of a significant association between self-efficacy and teacher performance, together with significant associations of self-efficacy and locus of control with organizational culture. However, the mediating role of organizational culture remains unconfirmed by the preliminary Sobel tests.

CONCLUSIONS AND RECOMMENDATIONS

This study found that self-efficacy significantly influenced teacher performance ($\beta = 0.455$, $p = 0.009$) and organizational culture ($\beta = 0.476$, $p = 0.002$). Locus of control was also significantly associated with organizational culture ($\beta = 0.438$, $p = 0.004$), but its relationship with teacher performance was not significant in the full model. Organizational culture did not significantly predict teacher performance, and its mediating effects were not statistically supported. The school is recommended to strengthen teachers' self-efficacy through professional development, collaboration, and constructive feedback while continuing to foster a positive organizational culture. Future research should involve more schools and larger samples, verify data consistency, and use bootstrap analysis to examine the proposed mediation effects.

FURTHER STUDY

Future studies should involve larger samples from multiple schools to improve the generalizability of the findings. Researchers are also encouraged to examine other variables that may influence teacher performance and use bootstrapping methods to verify the mediating role of organizational culture. Longitudinal research may provide further insights into the relationships among self-efficacy, locus of control, organizational culture, and teacher performance.

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