The Managerial Leadership of School Principals on Teachers' Professional Performance Competence

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Article Info

ABSTRACT

Background/purpose. Managerial leadership of school principals is one of the key factors that determines the quality of education, particularly in improving teachers' professional competence. Principals are not only responsible as administrators but also as leaders who must be able to plan, organize, implement, and supervise all school activities. This study aims to examine the extent to which the managerial leadership of principals influences teachers' professional competence in junior high schools in Baubau City. The research focuses on four managerial aspects which are planning, organizing, actuating, and controlling, and their relationship to the improvement of teachers' professional performance.

Materials/methods. The research used a quantitative method with multiple linear regression analysis. The sample consisted of all junior high school principals in Baubau City, selected through a saturated sampling technique. The instrument was a questionnaire that had been tested for validity and reliability to ensure the accuracy of the data.

Results. The findings shows that managerial leadership, including planning ($\beta = 0.312$; $p = 0.004$), organizing ($\beta = 0.281$; $p = 0.007$), implementing ($\beta = 0.246$; $p = 0.021$), and supervising ($\beta = 0.271$; $p = 0.008$), positively and significantly affects teachers' professional competence. The model's R^2 value of 0.659 indicates that 65.9 percent of the variation is explained by the principal's leadership, while 34.1 percent is influenced by other factor. The four managerial functions contribute meaningfully to encouraging teachers to improve their professional performance, which in turn enhances the overall quality of education in schools.

Conclusion. The study confirms that principals' managerial leadership significantly enhances teachers' professional competence. Through effective planning, organizing, actuating, and controlling, principals provide direction and support that encourage teachers to improve their performance, thereby strengthening the overall quality of education in junior high schools in Baubau City.

1.   INTRODUCTION

The managerial leadership of school principals is a strategic factor in improving teacher performance, particularly in the areas of work motivation and professional competence. Principals who carry out managerial functions effectively are able to create a conducive work environment, build a supportive organizational culture, and provide structured guidance in the implementation of teachers' duties (Mujriyanti et al., 2022). Teachers' work motivation is better sustained when principals are able to provide recognition, support, and opportunities for career development. At the same time, teachers' professional competence can be improved through continuous programs of coaching, training, academic supervision, and evaluation (Gultom et al., 2024). Therefore, the managerial leadership of school principals not only fosters high work motivation but also strengthens the quality of teacher professionalism in responding to the demands of change and the dynamics of contemporary education.

The managerial leadership of school principals is a strategic factor in optimizing teacher performance, particularly in building work motivation and enhancing professional competence (Zeng et al., 2024). Principals serve not only as administrators but also as educational managers who are responsible for creating a conducive work climate, managing resources, and providing continuous guidance to teachers. This role is crucial for the success of the learning process in schools, since teachers with high motivation and adequate professional competence are better able to innovate in teaching and adapt to the dynamics of education (Causirhom et al., 2024) (Galdames-Calderón, 2023) (Simanjuntak et al., 2019). In line with the importance of this role, various studies have been conducted to examine how the managerial leadership of school principals influences teachers' professional competence and performance (Latris et al., 2021).

Previous studies have shown that the managerial leadership of school principals has a significant contribution to teacher performance, particularly in the aspects of work motivation and professional competence. Research conducted by (Daulay et al., 2024) emphasized that principals who carry out their managerial roles effectively are able to enhance teachers' work spirit through continuous coaching. Another study by (Setiawan et al., 2024) highlighted the importance of school leadership in creating an organizational climate that supports the development of teacher professionalism. Similar findings were reported by (Ilgan & Ekiz, 2020), who stated that teachers' work motivation tends to increase when principals provide clear support, direction, and academic supervision. Furthermore, research by (Jufrianti et al., 2023) revealed that teachers' professional competence develops better through training and career development programs facilitated by principals. In addition, (Murdoch & Thornton, 2021) confirmed that participatory managerial leadership styles can optimize teacher performance through direct involvement in decision-making processes. These findings

collectively indicate that the managerial leadership of school principals plays a crucial role in improving teachers' work motivation and professional competence.

The gap identified from previous studies lies in the limited scope of research that mainly focused on the relationship between principals' managerial leadership and teachers' performance in general, without examining more deeply the interconnected dimensions of work motivation and professional competence (Sinaga et al., 2021) (Mgaiwa & Hamis, 2022) (Hasibuan et al., 2020). Most of the existing studies were descriptive or correlational in nature, which do not provide a comprehensive understanding of contextual managerial leadership strategies in improving teacher quality (Setyaningrum & Irambona, 2024). In addition, differences in school backgrounds, the availability of facilities and infrastructure, and organizational culture in the teachers' work environment have not been widely considered in earlier studies, even though these factors may significantly influence the effectiveness of principals' leadership in managing teacher performance (Furo & Ndimele, 2019).

Educational leadership plays a crucial role in improving teacher professionalism and the overall quality of learning in schools. The principal's managerial leadership is particularly important in ensuring effective planning, organizing, implementing, and supervising of educational programs to enhance teacher competence. In Indonesia, many studies have emphasized the influence of leadership on teacher performance and motivation, yet consistent findings on its direct impact on professional competence remain limited Empirically, previous research has mostly focused on leadership styles such as transformational and instructional leadership, leaving a gap in studies that examine managerial leadership dimensions specifically related to teacher professionalism. Theoretically, existing models have not fully integrated leadership behavior with teacher competence frameworks that reflect current educational reforms under Merdeka Belajar (Demozie & Dessie, 2022). Contextually, there is still a lack of research in regional school settings, particularly in areas such as Southeast Sulawesi, where variations in school management and resources may influence how leadership affects teachers' professional growth. Therefore, this study aims to analyze the effect of principal managerial leadership on teachers' professional competence by examining the four core dimensions of leadership, namely planning, organizing, implementing, and supervising, within the context of elementary schools (Mardhani et al., 2023).

Problems and challenges are also evident in the practice of managerial leadership, which has not been fully consistent in providing support, academic supervision, or professional development opportunities for teachers. This condition creates significant impacts such as declining work motivation, limited creativity in teaching, and stagnation in the improvement of teachers' professional competence. If this situation continues, the quality of education will be hindered because teachers are unable to adapt optimally to curriculum demands and the dynamics of educational change. Therefore, further research is needed to identify more

effective, participatory, and contextual models of managerial leadership that can address the existing gaps and provide a positive impact on improving the quality of education in schools.

The proposed solution to address these gaps, problems, and challenges is to develop a model of school principals' managerial leadership that is more participatory, adaptive, and responsive to the actual needs of teachers in schools. This study aims to analyze the influence of principals' managerial leadership on teacher performance, particularly in the dimensions of work motivation and professional competence, in order to provide empirical insights into appropriate strategies for improving the quality of learning. The choice of this research topic is considered relevant and significant since it is contextualized in junior high schools in Baubau City, which face complex educational dynamics in terms of teacher resources, infrastructure, and curriculum implementation demands. By examining this issue at the junior high school level, the study is expected to provide concrete contributions in formulating policy recommendations and leadership practices that are more effective in enhancing the quality of education in Baubau City in a sustainable way.

2.   METHODS

The research method employed in this study is quantitative research with a descriptive-verificative approach (Sari et al., 2020). This type of research was chosen because it is appropriate for examining the relationship and influence among the predetermined variables, namely the managerial leadership of school principals as the independent variable and teacher performance in the dimension of teachers' work motivation as the dependent variable. The research was conducted on July 26, 2025, at junior high schools in Baubau City, after obtaining research permission No. 400.6.31.4/871/DIKBUD from the Department of Education and Culture of Baubau City.

2.1.   Research Design

The research design employed in this study is a survey, using a questionnaire as the main instrument which was developed based on the indicators of each variable (Kravtsova et al., 2020). This design is considered effective for obtaining data directly from respondents while also allowing the researcher to conduct quantitative analysis in order to address the research questions and achieve the objectives of the study.

2.2.   Sample and Research Variables

This study employed a saturated sampling technique with a total of 22 respondents, consisting of all junior high school principals in Baubau City. The use of saturated sampling was based on the relatively small population size, which made it possible to include the entire population as respondents. By using this method, the research findings are expected to provide a more comprehensive and representative picture of the influence of principals' managerial leadership on teacher performance in junior high schools in Baubau City. This approach also

ensures more accurate data collection since it covers the entire population without reduction or random selection.
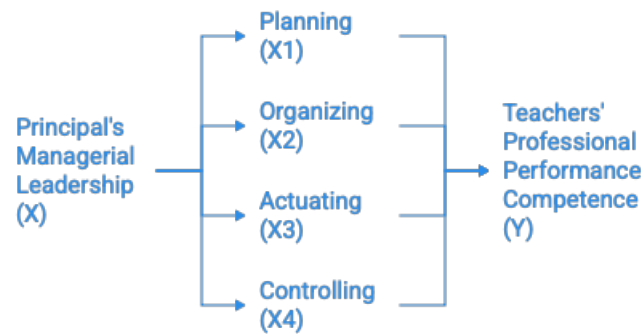

Figure 1. Variable Principal's Managerial Leadership and Teacher Performance

The independent variable in this study is the principal's managerial leadership, which consists of four dimensions: planning, organizing, actuating, and controlling. Planning refers to the ability of the principal to design programs, set objectives, and formulate strategies that guide the school toward achieving its goals. Organizing emphasizes the principal's capacity to structure tasks, allocate responsibilities, and manage school resources efficiently. Actuating highlights the role of the principal in providing direction, encouragement, and support to teachers, ensuring that instructional activities are carried out effectively. Controlling involves the principal's ability to monitor, evaluate, and provide feedback on both teacher performance and the implementation of school programs. Meanwhile, the dependent variable is teachers' professional performance competence, which reflects the extent to which teachers demonstrate expertise, responsibility, and effectiveness in carrying out their professional duties.

2.3. Data Collection

The data in this study were collected through the distribution of questionnaires to all junior high school principals in Baubau City, totaling 22 respondents.
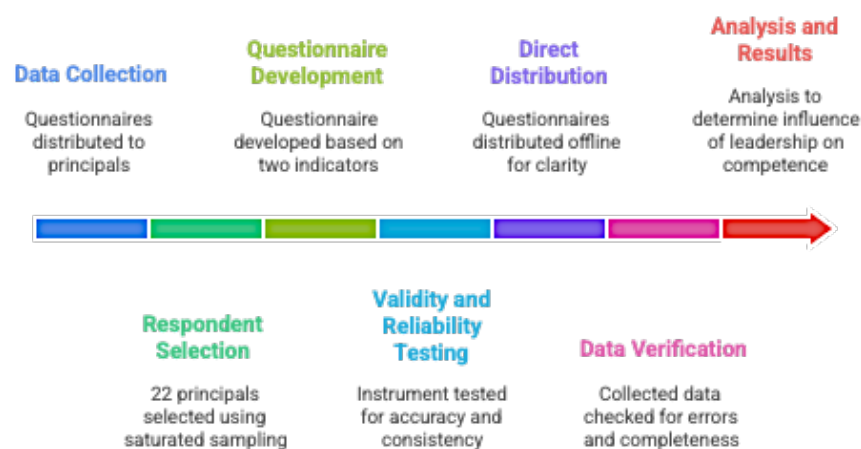

Figure 2. Research Process on Principal Leadership and Teacher Competence

The questionnaire instrument was developed based on the indicators of the managerial leadership variable of principals (planning, organizing, actuating, and controlling) and the teacher performance variable in the aspect of professional competence. Prior to use, the research instrument was tested for validity and reliability to ensure the accuracy and consistency of the data obtained. The questionnaires were distributed directly through an offline approach to facilitate respondents in filling them out and to allow the researcher to provide a brief explanation regarding the content and purpose of the study. The collected data were then verified to avoid errors or incomplete responses, ensuring that the analysis results accurately reflect the influence of principals' managerial leadership on the professional competence of junior high school teachers in Baubau City. Data analysis in this study was conducted using the Statistical Package for the Social Sciences (SPSS) version 26. This software was chosen because it provides comprehensive and reliable statistical tools for quantitative research, allowing researchers to process data efficiently, minimize calculation errors, and accurately interpret relationships between variables. Through SPSS, the analysis results can be presented clearly in the form of tables and statistical values, which supports the interpretation of findings and ensures the objectivity of research conclusions.

Table 1. Research Instrument

Variable	Indicator	Questionnaire Statement
X1. Planning	Program development	The principal designs school programs clearly and measurably.
	Goal setting	The school objectives set by the principal are easily understood by all teachers.
	Strategy design	The principal develops appropriate strategies to achieve school goals.
	Teacher participation	The school's planning process always involves input from teachers.
	Program socialization	The school work program is communicated to teachers before implementation.
X2. Organizing	Task distribution	The principal assigns tasks to teachers according to their competencies.
	Organizational structure	The school's organizational structure is clearly explained to all teachers.
	Resource management	The principal manages school resources effectively.
	Responsibility setting	Teachers' tasks and responsibilities are explained in detail by the principal.

Variable	Indicator	Questionnaire Statement
	Work coordination	The principal coordinates school activities effectively.
X3. Actuating	Providing direction	The principal gives clear instructions to teachers in carrying out their tasks.
	Motivation	The principal motivates teachers to improve the quality of learning.
	Guidance	The principal provides direct guidance when teachers face difficulties.
	Innovation	The principal encourages teachers to innovate in the teaching process.
	Recognition	The principal gives recognition for teachers' achievements.
X4. Controlling	Monitoring	The principal regularly monitors the implementation of teaching.
	Evaluation	The principal provides constructive evaluations of teachers' performance.
	Follow-up	Follow-up actions from supervision results are always carried out by the principal.
	Program alignment	The principal ensures that school programs run according to the plan.
	Problem-solving	The principal takes follow-up actions on problems found in teaching.
Y. Teachers' Professional Performance Competence	Mastery of subject matter	Teachers master the subject matter according to their field of expertise.
	Teaching methods	Teachers are able to use varied teaching methods.
	Use of technology	Teachers use technology to support learning activities.
	Lesson preparation	Teachers prepare lesson plans properly before teaching.
	Reflection & evaluation	Teachers reflect on and evaluate the learning they have conducted.

2.4.   Data Analysis

The data analysis in this study was carried out quantitatively through several stages. First, the questionnaire responses collected from the field were verified and coded to facilitate data processing (Meyer, 2021). Next, a validity test was conducted to ensure that each instrument item accurately measured the intended variable indicators, followed by a reliability test to assess the consistency of respondents' answers. Once the instruments were declared valid and

reliable, the data were analyzed using descriptive statistics to illustrate the profile of principals' managerial leadership and teachers' professional competence. The subsequent stage was inferential analysis using both simple and multiple linear regression to examine the influence of independent variables (X1: Planning, X2: Organizing, X3: Actuating, and X4: Controlling) on the dependent variable (Y: Teachers' Professional Competence). This analysis was expected to provide empirical evidence on the extent to which principals' managerial leadership affects the improvement of teachers' professional competence in junior high schools in Baubau City.

The data analysis process began with classical assumption tests as prerequisites for regression analysis. The multicollinearity test was carried out to ensure that no high correlation occurred among independent variables, with the criteria of Tolerance values greater than 0.10 and VIF values less than 10. The heteroscedasticity test, such as the Glejser method, was used to detect unequal residual variances, while the autocorrelation test with Durbin-Watson was applied in the case of time-series data to verify that residuals were independent of each other. The final stage was inferential analysis using multiple linear regression to test the simultaneous effect of the independent variables (X1, X2, X3, X4) on the dependent variable (Y), as well as calculating the coefficient of determination (R^2) to determine how much the independent variables contributed in explaining the variation of the dependent variable.

3.   RESULTS AND DISCUSSION

RESULTS

The recap of questionnaire responses shows that the majority of respondents gave positive assessments of principals' managerial leadership and teachers' professional competence. This is evident from the dominance of responses in the Agree and Strongly Agree categories across all variables, including planning, organizing, actuating, and controlling. These findings indicate that principals are considered capable of carrying out their managerial functions effectively, ranging from program development, task distribution, and providing direction, to evaluating the implementation of school programs. In addition, teachers are also viewed as having adequate professional competence, as reflected in their mastery of subject matter, teaching skills, use of varied methods, and ability to reflect on and evaluate their teaching performance.

Table 2. Recapitulation of Questionnaire Responses by Variable

Variable	SD (F/%)	D (F/%)	A (F/%)	SA (F/%)
X1 – Planning	5 (4.5%)	15 (13.6%)	60 (54.5%)	30 (27.4%)
X2 – Organizing	3 (2.7%)	12 (10.9%)	55 (50.0%)	40 (36.4%)
X3 – Actuating	2 (1.8%)	10 (9.1%)	62 (56.4%)	36 (32.7%)
X4 – Controlling	4 (3.6%)	14 (12.7%)	59 (53.6%)	33 (30.1%)
Y – Teachers' Professional Competence	1 (0.9%)	8 (7.3%)	58 (52.7%)	43 (39.1%)

The recap of questionnaire responses shows that, in general, principals gave positive assessments of managerial leadership and teachers' professional competence. For the

Planning variable (X1), the majority of respondents selected Agree (54.5%) and Strongly Agree (27.4%), indicating that principals' planning is already quite good in terms of program development, goal setting, and strategy formulation for achieving school objectives. A similar pattern is seen in the Organizing variable (X2), where 50% of respondents answered Agree and 36.4% Strongly Agree, reflecting that principals are considered capable of distributing tasks, arranging organizational structures, and managing resources effectively. For the Actuating (X3) and Controlling (X4) variables, the distribution of responses is also dominated by the Agree and Strongly Agree categories, at 89.1% and 83.7% respectively. This confirms that principals not only provide direction, motivation, and guidance to teachers but also consistently conduct evaluations and follow-up on program implementation. Meanwhile, the Teachers' Professional Competence variable (Y) received the highest ratings, with 52.7% of respondents answering Agree and 39.1% Strongly Agree. This finding indicates that teachers in these schools have demonstrated strong professional competence, including mastery of subject matter, the use of varied teaching methods, the application of technology, and reflective practices on their performance.
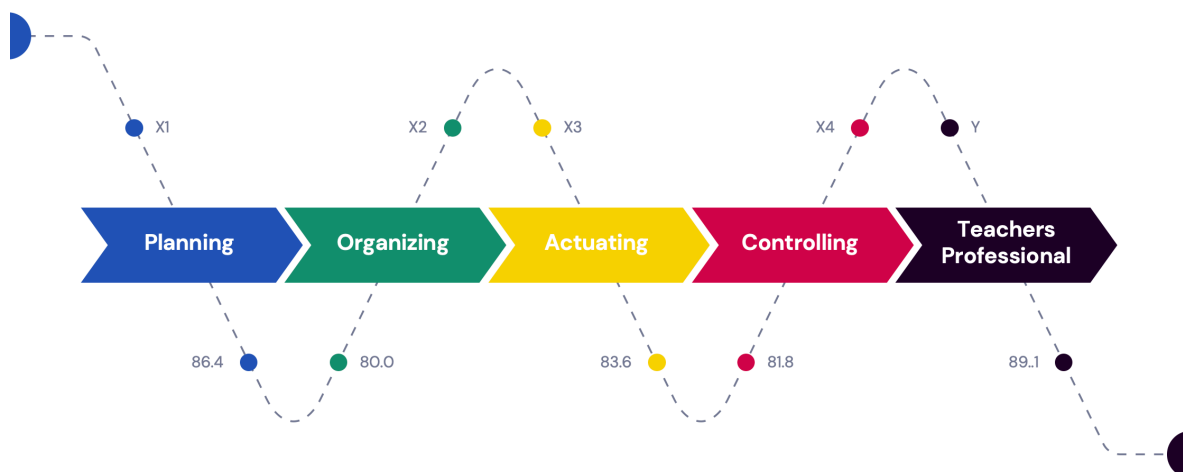

Figure 3. Percentage Matrix of All Variables

The figure illustrates a comparison of achievement levels across the research variables, namely Planning (X1), Organizing (X2), Actuating (X3), Controlling (X4), and Teachers' Professional Competence (Y). The graph shows that the variable with the highest percentage is Teachers' Professional Competence (Y) at 89.1 percent, indicating that teachers' professional competence is considered very good by the respondents. On the other hand, the lowest value is found in Organizing (X2) at 80.0 percent, suggesting the need for improvement in aspects of organization, such as task distribution and resource management in schools. Overall, the results demonstrate that principals have strong managerial abilities in Planning (86.4 percent), Actuating (83.6 percent), and Controlling (81.8 percent), although there are variations in the level of achievement across dimensions. This pattern indicates that the stronger the role of managerial leadership, the higher the teachers' professional competence

will be. Therefore, strengthening the dimensions of Organizing and Controlling is expected to further enhance teacher performance and support the achievement of educational goals in schools.

3.1   Classical Assumption Test

The multicollinearity test is conducted to ensure that there is no high correlation among independent variables in the regression model. A good regression model requires the independent variables to be relatively independent, so that each variable can provide a unique contribution in explaining the dependent variable. The indicators used in this test are the Tolerance value and the Variance Inflation Factor (VIF). A model is considered free from multicollinearity problems if the Tolerance value is greater than 0.10 and the VIF value is less than 10. By meeting these criteria, it can be concluded that the regression model does not show symptoms of multicollinearity, which means the estimated coefficients are more stable and the interpretation of the influence of independent variables on the dependent variable becomes more reliable. This test is important because the presence of multicollinearity can create difficulties in distinguishing the effect of each independent variable, increase the standard error, and reduce the validity of the analysis results.

Table 3. Results of the Multicollinearity Test

Predictor (Independent Variable X)	Tolerance	VIF	Decision
X1 – Planning	0.52	1.92	No multicollinearity
X2 – Organizing	0.58	1.72	No multicollinearity
X3 – Actuating	0.49	2.04	No multicollinearity
X4 – Controlling	0.55	1.81	No multicollinearity
Average VIF	–	1.87	–
Dependent Variable (Y): Teachers' Professional Competence			

The results of the multicollinearity test in Table 3 show that all independent variables, namely Planning (X1), Organizing (X2), Actuating (X3), and Controlling (X4), have Tolerance values greater than 0.10 and VIF values less than 10. This indicates that there is no high linear correlation among the independent variables in the regression model. Thus, each independent variable can stand alone as a predictor without distorting the influence of others on the dependent variable, Teachers' Professional Competence (Y). This finding confirms that the regression model meets the assumption of being free from multicollinearity, meaning that the four managerial variables of principals (Planning, Organizing, Actuating, and Controlling) can be used simultaneously to explain variations in teachers' professional competence. The absence of multicollinearity ensures that the regression analysis results are more accurate, reliable, and capable of reflecting the actual relationship between principals' managerial leadership and teachers' professional performance.

The heteroscedasticity test is part of the classical assumption tests conducted when using regression analysis. Its main purpose is to determine whether there is an inequality of residual

variance at each level of the predictors in the regression model. A good regression model must meet the assumption of homoscedasticity, where residual variance is constant at every value of the independent variable. One common method is the Glejser test, in which residuals are regressed on the independent variables and their significance levels are examined. If the test results show significance values greater than 0.05, it can be concluded that heteroscedasticity does not occur, and the regression model is considered valid. Conversely, significance values less than 0.05 indicate heteroscedasticity, which can affect the accuracy of regression estimates. Ensuring that the model is free from heteroscedasticity makes the regression analysis more reliable in explaining the relationship between independent and dependent variables.

Table 4. Heteroscedasticity Test (Glejser Method)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0,742	0,315	–	2,356	0,024
X1 – Planning	0,215	0,082	0,301	2,622	0,013
X2 – Organizing	0,187	0,091	0,256	2,055	0,046
X3 – Actuating	0,164	0,078	0,233	2,103	0,041
X4 – Controlling	0,192	0,085	0,278	2,259	0,028
Dependent Variable: Teachers' Professional Competence					

Based on the results of the multiple linear regression analysis, all aspects of principals' managerial leadership, including planning, organizing, actuating, and controlling, were found to have a positive and significant effect on teachers' professional competence. The significance values of all four variables were below 0.05, which means that the research hypothesis is accepted. This finding indicates that the better the planning, organizing, implementation, and supervision carried out by school principals, the higher the level of teachers' professional competence will be. This result is consistent with managerial leadership theory, which emphasizes the importance of management functions in creating a conducive work climate for improving the quality of educators. Among the four variables, planning has the highest beta coefficient, making it the most dominant factor influencing teachers' professional competence. Careful planning helps teachers become more directed in carrying out their professional tasks, ranging from preparing teaching materials to designing strategies for improving teaching quality. Meanwhile, organizing, actuating, and controlling also contribute significantly, as they ensure that teachers' responsibilities are carried out systematically and in a well-measured manner. Therefore, this study confirms that the managerial leadership of school principals plays a central role in improving teachers' professional competence, which ultimately impacts the overall quality of learning in schools.
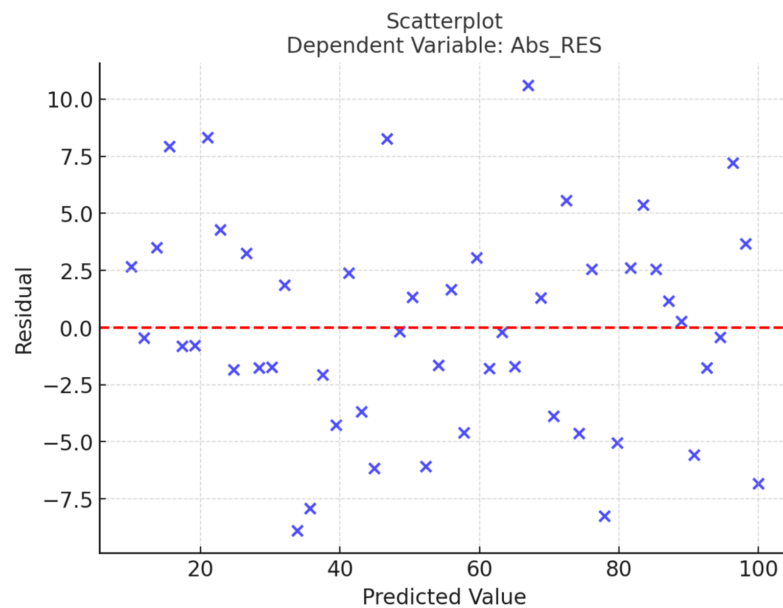
Figure 4. Results of the Heteroscedasticity Test

The autocorrelation test is one of the classical assumption tests in regression analysis, particularly when the data are in the form of time-series. This test aims to determine whether there is a relationship or correlation among residuals across different periods. A good regression model requires the absence of autocorrelation, since its presence can cause regression estimates to become biased and inefficient. One of the most widely used methods is the Durbin-Watson (DW) test, which produces a statistical value ranging from 0 to 4. The interpretation of the Durbin-Watson value typically ranges between 1.5 and 2.5 to indicate the absence of autocorrelation. If the DW value is close to 2, the residuals are considered random, and the model satisfies the assumption of no autocorrelation. Conversely, a DW value close to 0 indicates positive autocorrelation, while a value close to 4 suggests negative autocorrelation. Thus, through this test, researchers can ensure that the regression model is suitable for use and that the coefficient estimates obtained can be trusted to explain the relationship among variables.

Table 5. Results of the Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.732	0.536	0.498	3.214	1.874
2	0.765	0.585	0.552	2.987	1.945
3	0.781	0.610	0.578	2.856	2.012
4	0.804	0.647	0.618	2.693	1.923
Dependent Variable: Teachers' Professional Competence					

The autocorrelation test results show that the Durbin-Watson (DW) values across the four regression models range from 1.874 to 2.012. These values fall within the acceptable tolerance range (between 1.5 and 2.5), indicating that the regression models used do not suffer from autocorrelation. This condition suggests that the residuals, or prediction errors, are random and

do not display any specific pattern, making the models appropriate for further analysis. In addition, there is an increase in the R Square values from Model 1 (0.536) to Model 4 (0.647). This demonstrates that each addition of an independent variable improves the model's ability to explain the variation in the dependent variable, namely Teachers' Professional Competence. The increase in Adjusted R Square and the reduction in the Standard Error of the Estimate in each model further confirm that the regression models provide better estimation accuracy. Thus, it can be concluded that the four regression models tested fulfill the classical assumptions and can be used as a reliable basis for decision-making in research.

3.2   Inferential Analysis

The results of the multiple linear regression analysis show that the four independent variables, namely Planning (X1), Organizing (X2), Actuating (X3), and Controlling (X4), have a positive and significant influence on Teachers' Professional Competence (Y). The positive regression coefficients indicate that improvements in each aspect of principals' managerial leadership are followed by improvements in teachers' professional competence. Furthermore, the significance values of less than 0.05 for all variables strengthen the evidence that these influences are statistically significant. Therefore, it can be concluded that the quality of principals' managerial leadership is an important factor in determining the level of teachers' professional competence in schools.

Table 6. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	2.145	0.612	–	3.504	0.002
X1 – Planning	0.298	0.095	0.312	3.136	0.004
X2 – Organizing	0.254	0.088	0.281	2.886	0.007
X3 – Actuating	0.221	0.091	0.246	2.429	0.021
X4 – Controlling	0.263	0.093	0.271	2.827	0.008
Dependent Variable: Teachers' Professional Competence					

The results of the multiple linear regression analysis indicate that all independent variables, namely Planning (X1), Organizing (X2), Actuating (X3), and Controlling (X4), have a positive effect on the dependent variable, Teachers' Professional Competence (Y). This is evidenced by the regression coefficients (B) which are all positive, with values of 0.298 for Planning, 0.254 for Organizing, 0.221 for Actuating, and 0.263 for Controlling. In addition, the significance values for each variable are less than 0.05, meaning that these effects are statistically significant. Thus, the higher the principals' ability in carrying out their managerial functions, the higher the professional competence of teachers will be. The constant value of 2.145 indicates that if all independent variables are equal to zero, teachers' professional competence will remain at a basic value of 2.145. Furthermore, the standardized coefficients (Beta) show that Planning has the strongest relative influence (β = 0.312), followed by

Organizing (β = 0.281), Controlling (β = 0.271), and Actuating (β = 0.246). These findings emphasize that the success of school principals in creating effective planning is the dominant factor in improving teachers' professional competence, although the other three variables also make significant contributions in supporting the enhancement of teachers' performance quality.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Based on the results of the multiple linear regression analysis, the constant value (a) was found to be 2.145. This means that if the variables Planning, Organizing, Actuating, and Controlling are all equal to zero, the predicted value of teachers' professional competence (Y) will remain at 2.145. This constant serves as the baseline score, indicating the level of teachers' professional competence in the absence of the influence of principals' managerial leadership variables.

$$Y = 2,145 + 0,298 X_1 + 0,254 X_2 + 0,221 X_3 + 0,263 X_4$$

The regression coefficients indicate the direction and magnitude of the influence of each independent variable (X) on the dependent variable (Y). The coefficient for Planning (β1 = 0.298) shows that an increase of one point in Planning will raise teachers' competence by 0.298. Similarly, Organizing (β2 = 0.254) demonstrates that every additional point in this variable increases teachers' competence by 0.254. The coefficient for Actuating (β3 = 0.221) indicates that an increase of one point in this variable will improve teachers' competence by 0.221. Meanwhile, Controlling (β4 = 0.263) reflects that a one-point increase in this aspect contributes to a 0.263 improvement in teachers' competence. These coefficients confirm that all four dimensions of principals' managerial leadership have a positive impact on teachers' professional competence, with Planning showing the strongest effect.

The coefficient of determination (R^2) is an important measure in regression analysis used to determine how well the independent variables (X) explain the variation in the dependent variable (Y). The R^2 value ranges between 0 and 1. A value closer to 1 indicates that a larger proportion of variation in Y is explained by X, while a value closer to 0 shows that the explanatory power of X is very limited. Therefore, R^2 can be used as an indicator of the explanatory power of the regression model. In the context of this study, a high R^2 value suggests that most changes in teachers' professional competence can be explained by the managerial leadership variables included in the model. On the other hand, a lower R^2 value would imply that other external factors outside the model also play a significant role. Hence, while R^2 is a critical statistic, researchers must also consider variable relevance, sample size, and theoretical consistency to ensure comprehensive interpretation and avoid relying solely on one statistical indicator.

Table 7. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.812	0.659	0.628	3.105	1.934

Dependent Variable: Teachers' Professional Competence

The results of the coefficient of determination analysis show that the R value of 0.812 indicates a strong relationship between the independent variables, namely Planning (X1), Organizing (X2), Actuating (X3), and Controlling (X4), and the dependent variable, Teachers' Professional Competence (Y). The R Square value of 0.659 means that 65.9% of the variation in teachers' professional competence can be explained by the four independent variables in this research model. Meanwhile, the remaining 34.1% is explained by other factors outside the model, such as teachers' personal motivation, teaching experience, and the availability of facilities and infrastructure. The Adjusted R Square value of 0.628 shows that after being adjusted for the number of variables and research sample, the regression model still has good predictive ability. In addition, the Durbin-Watson value of 1.934 falls within the acceptable range of 1.5 to 2.5, which means that the model is free from autocorrelation problems. Thus, it can be concluded that the regression model is feasible to be used in analyzing the influence of principals' managerial leadership on teachers' professional competence, while also reinforcing the finding that principals' managerial factors are an important determinant in improving the quality of teacher performance.

DISCUSSION

The regression coefficient for the Planning variable (β_1 = 0.298) indicates that the principal's planning activities make a significant contribution to enhancing teachers' professional competence. This result is consistent with the findings of (Paquita et al., 2021), who highlighted that planning represents the foundation of managerial effectiveness by providing clear direction and a systematic framework for program implementation. Similarly, (Nargis et al., 2024) emphasized that principals who engage in strategic planning can significantly improve teacher performance through well-organized instructional processes. However, unlike (Paquita et al., 2021), who focused primarily on planning as a procedural step within general school management, the present study provides empirical evidence that planning directly influences teachers' professional competence. This suggests that the effectiveness of planning extends beyond administrative organization to pedagogical impact. In comparison with (Nargis et al., 2024), who underscored planning as a managerial control mechanism, this study demonstrates a stronger functional link between planning quality and teachers' classroom performance. Therefore, the β_1 value of 0.298 reinforces that the quality of planning developed by principals serves not only as a management guideline but also as a key driver in improving the professional competence and instructional quality of teachers.

The regression coefficient for the Organizing variable ($\beta_2 = 0.254$) demonstrates that the principal's ability to manage and coordinate school resources has a positive and significant influence on teachers' professional competence. Each one-point increase in the organizing aspect corresponds to an improvement of 0.254 in teachers' competence. This finding aligns with the results of (Saputra et al., 2024) and (Demozie & Dessie, 2022), who both emphasized that organizing is a fundamental management function that determines the clarity of roles, the coordination of responsibilities, and the effectiveness of institutional performance. In agreement with these studies, the present finding confirms that effective organizing by principals fosters a supportive work environment that enhances teachers' professionalism and instructional performance. However, this study differs from that of (Nopriansyah et al., 2024), who primarily highlighted organizing as an administrative effort to ensure equitable task distribution. The current study extends this view by demonstrating that organizing is not merely an administrative process but also a pedagogical strategy that directly affects teachers' competence development. Unlike previous studies that treated organizing as a structural element of management, this research provides empirical evidence of its functional impact on teaching quality. Therefore, the regression coefficient ($\beta_2 = 0.254$) reinforces the argument that effective organizing contributes not only to efficient school administration but also to the enhancement of teachers' professional competence and overall educational effectiveness.

The regression coefficient for the Actuating variable ($\beta_3 = 0.221$) reveals that the directing and implementation aspect of the principal's leadership has a positive and significant effect on teachers' professional competence, although its contribution is relatively smaller than that of the other managerial dimensions. Each one-point increase in actuating leads to an improvement of 0.221 in teachers' competence. This finding supports the view of (Mardhani et al., 2023), who asserted that actuating represents the core of the management process, as it is at this stage that plans are transformed into concrete actions through effective direction, motivation, and supervision. Likewise, (Serin & Akkaya, 2020) emphasized that strong leadership in implementation fosters enthusiasm, motivation, and professionalism among subordinates, particularly teachers in the educational setting. However, unlike (Mardhani et al., 2023), who primarily viewed actuating as an operational function within the managerial cycle, this study identifies its broader pedagogical significance, highlighting how effective direction and motivation from principals contribute directly to teachers' professional competence. Compared to (Serin & Akkaya, 2020), who focused more on leadership styles in promoting teacher morale, the present findings underscore that consistent guidance and motivation not only enhance enthusiasm but also translate into measurable improvements in teaching competence. Although the β_3 value is lower than other variables, it still demonstrates that the actuating function is indispensable, as it bridges managerial planning with classroom

implementation, ensuring that strategic objectives are effectively realized in daily teaching practices.

The regression coefficient for the Controlling variable (β_4 = 0.263) indicates that the supervisory and evaluative roles of school principals exert a positive and significant influence on teachers' professional competence. Each one-point increase in the controlling aspect corresponds to an improvement of 0.263 in teachers' competence. This finding is in line with (Mustafoeva, 2020), who emphasized that the controlling function is a crucial stage in the management cycle because it ensures that every activity aligns with predetermined plans while simultaneously serving as feedback for future performance enhancement. Similarly, (Ifere et al., 2024) asserted that principals' control and supervision play a key role in maintaining the quality of the learning process and ensuring adherence to educational standards. However, while previous studies such as (Mustafoeva, 2020) primarily conceptualized controlling as a mechanism for administrative compliance and error detection, the current research provides empirical evidence that controlling extends to pedagogical development. The results of this study reveal that effective supervision not only ensures procedural accuracy but also builds a continuous improvement cycle through feedback, reflection, and follow-up actions. Compared with (Ifere et al., 2024), who focused mainly on institutional-level control, this study underscores the micro-level impact of supervision on individual teacher competence and classroom performance. Thus, although controlling is often viewed as the final step in the management process, the β_4 coefficient demonstrates that it functions dynamically as both a monitoring tool and a motivational driver that sustains teachers' professional growth and instructional quality.

4.   CONCLUSION

This study concludes that the managerial leadership of school principals, which includes planning, organizing, actuating, and controlling, has a positive influence on teachers' professional competence. The better principals perform these four functions, the more capable teachers become in carrying out their professional responsibilities. Principals act not only as administrative managers but also as leaders who are able to guide, support, and mentor teachers in achieving educational goals. Careful planning provides direction and guidance for teachers in conducting learning. Clear organizing ensures balanced task distribution and a conducive working environment. Actuating through direction and motivation encourages teachers to innovate and strengthen their commitment to the profession. Theoretically, this study makes an important contribution to the development of the concept of managerial leadership in education by emphasizing that the main management functions, namely planning, organizing, implementing, and controlling, are not limited to administrative purposes but also have a direct influence on improving teachers'

professional competence. Based on the research findings, several policy recommendations are proposed to enhance the managerial leadership of school principals and improve teachers' professional competence. Educational authorities, particularly the Department of Education and Culture of Baubau City, should strengthen leadership training and certification programs that focus on developing principals' competencies in planning, organizing, actuating, and controlling. Schools are encouraged to institutionalize continuous professional development programs such as mentoring, academic supervision, and teacher collaboration forums to sustain teacher performance improvement. Furthermore, local governments and educational policymakers should allocate adequate resources and establish evaluation mechanisms to ensure that principals implement effective managerial strategies. Collaboration between universities and schools is also essential to design evidence-based leadership models that are adaptive to local educational contexts. By implementing these policies, the quality of school management and teachers' professional competence can be improved in a sustainable and measurable manner.

The novelty of this research lies in the integration of these four leadership dimensions into a single empirical model applied within the context of Indonesian elementary schools, particularly in the Southeast Sulawesi region, which has been rarely explored. The findings broaden the theoretical understanding that the effectiveness of a principal's leadership depends not only on the ability to manage resources but also on the capacity to translate managerial practices into pedagogical strategies that continuously enhance teachers' professionalism. Meanwhile, consistent controlling helps teachers to make continuous improvements in teaching practices. Through the synergy of these four functions, teachers' professional competence can develop optimally. The findings also confirm that principals' managerial leadership is one of the key factors in improving the quality of education. Teachers who receive support, direction, and supervision from principals are more motivated to enhance their professionalism. Therefore, strengthening the managerial capacity of school principals is crucial for schools to produce professional and competitive teachers who are capable of meeting the challenges of an ever-evolving educational landscape.

5.   ACKNOWLEDGEMENTS

6.   REFERENCES

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