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# PLS-SEM Model: Explore Factors Affecting Teacher Performance

**J Suhayat**
Corresponding author, Faculty of Pascasarjana, Universitas Negeri Jakarta, Jakarta, Indonesia, *jajangsuhayat.92@gmail.com*

**S Suwatno**
Prof., Faculty of Economics and Business Educationni, Uversitas Pendidikan Indonesia, Bandung, Indonesia, *suwatno@upi.edu*

**A D Buchdadi**
Ph.D., Faculty of Pascasarjana, Universitas Negeri Jakarta, Jakarta, Indonesia, *abuchdadi@unj.ac.id*

A strong performance is depicted by the way teachers perform their professional roles and functions. Hence, this research used a quantitative approach to examine various variables affecting teacher performance, including multicultural leadership and the role played by the school board, as dependent variables. At the same time, organizational climate acted as an intervening variable. The sample population involving 170 teachers and 30 school principals was drawn from State Senior High School in Tangerang District, Banten Province. Additionally, the research utilized two units of analysis; teachers and principals. Where the two units of analysis assess each research variable, namely multicultural leadership, the role of the school board, organizational climate and teacher performance. Quantitative data analysis was performed using variant-based Structural Equation Modeling (SEM), with Partial Least Square (PLS) or PLS-SEM. The results indicated that direct and indirect variables impact the performance of teachers. Also, the results revealed that teachers and principals have two opposing perspectives.

Keywords: teacher performance, multicultural leadership, organizational climate, role of school boards, eachers

## INTRODUCTION

Teacher performance is one of the core pillars in the provision of quality education. Teachers are considered to be good performers when they professionally carry out their functions and roles. Fundamentally, teacher performance is shown by the way teachers manage classes (Bailey & Michaels, 2019). Skills are generally recognized as the knowledge and attitudes necessary for all teachers (Sluijsmans, 2004).

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The quality of a country's education can be measured in various ways. One practical way involves comparing the quality of education of a country with the rest of the world. For instance, Indonesia participated in The Trends in International Mathematics and Science Study (TIMSS) survey, The Progress in International Reading Literacy Study (PIRLS), and the Program for International Student Assessment (PISA).

| Country | Mean | Percentiles | | | | | |
|---|---|---|---|---|---|---|---|
| | | 5th | 10th | 25th | 75th | 90th | 95th |
| Indonesia | 371 | 260 | 284 | 324 | 416 | 462 | 493 |
| **OECD average** | **496** | **343** | **376** | **433** | **560** | **613** | **643** |
| Australia | 514 | 357 | 392 | 451 | 580 | 634 | 665 |
| Finland | 541 | 399 | 431 | 487 | 599 | 644 | 669 |
| Hong Kong-China | 555 | 390 | 428 | 492 | 622 | 673 | 703 |
| Japan | 529 | 370 | 407 | 468 | 595 | 648 | 677 |
| Thailand | 419 | 295 | 321 | 365 | 469 | 522 | 554 |

Figure 1
PISA 2018 score (PISA, 2018)

According to the survey, Indonesia's 2018 PISA score was lower compared with the 2015 PISA score. The 2018 research evaluated 600,000 15-year-olds pupils in 79 countries for a period of three years by comparing each child's performance in math, reading, and science. Indonesia was ranked number 74 or 6th from the bottom in reading proficiency. This raised concerns about the quality of education offered in the Indonesian learning institutions. According to a survey conducted by PERC (Political Economic Risk Consultant), the country ranks 12th out of the twelve Asian countries in terms of quality education provision. According to the World Economic Forum in Sweden (2000), Indonesia has low competitiveness, ranking number 37th out of 57 countries globally. The research by UNESCO (2000) indicated that the human development index comprised of education, health, and per capita income continues to decline over the years. The country's ranking, according to statistics, shows Indonesia ranked 102nd (1996), 99th (1997), 105th (1998), and 109th (1999) out of 174 countries in the world.

Balitbang, (2020) research indicated a poor quality of education in Indonesia since only 8 out of 146,052 primary schools were globally recognized in the Primary School Program (PYP) category. Also, of the 20,918 middle schools, only 8 had global recognition in the Secondary Education Program (MYP) category. Meanwhile, out of 8,036 secondary schools, only 7 were globally recognized in the Diploma Program (DP) category. This shows why graduates struggle to find jobs and are unable to create their own. Education is a planned effort to create a meaningful climate and learning process for students to develop self-potential, knowledge, attitudes, and skills (Suyudi, 2022). Education is one of the platforms in developing the potential of every individual (Kania, Nurhikmayati, & Suciawati, 2020).

Supervision, especially in the academic field, remains a grey matter for many (Oparinde, 2021). The supervision carried out in Banten Province Senior High School Supervisor,

and School Principal showed that only 49% of 147 schools (category 4) in the first stage and 62% out of 45 in the second stage provided a quality education. Overall, the average result concerning measures to fully implement learning is yet to reach a score of 4. The first stage is at 3.36 while the second stage is at 3.58, indicating that education is not running optimally.

The success of teachers largely depends on the support given to them by their principals. Teachers cannot thrive without their principals' consistent support and encouragement (Murphy, 2005:128). In general, educational practice is conducted as a conceptual solution to achieve the vision and the mission of higher education institutions and their respective faculties to produce qualified teachers (Kania et al., 2020).

The principals must not be discriminatory against teachers, meaning that as leaders, they must have a multicultural perspective to manage and balance various cultures. The multicultural leadership perspective acknowledges dynamic cultural differences (Pedersen, 2005:30) and, therefore, should make decisions that involve different value choices (Ibarrola-García, 2018:44). Multicultural leadership is the ability of individuals to identify and treat the diversity of their members from different cultural backgrounds (Lisak & Erez, 2015). School leaders play a crucial role in determining and shaping the success of implementation and integration in education at the organizational level (Eleyan, 2022). The reform and manage education to catch up with 21 Century, the systems must be changed through the process of self-development in all levels so that learners can practice and research by themselves, whilst teachers play roles in giving guidances and trigger the thinking process of learners (Aebsapap, Sisan, & Tungkunanan, 2022).

The parents, too, have an obligation to implement the policies set by schools. Furthermore, the formation of a board of governors should ensure what the school does is in harmony with the community's needs (Mulyasa, 2009:175). The success of education greatly depends on all the stakeholders including, teachers, parents, and students (Povey et al., 2016). For an improved teacher performance to be realized, the school's internal and external organizational climate must be conducive. Notably, an organizational climate that shapes patterns of interpersonal relationships and behaviors can be a driving force among members (Fainshmidt & Frazier, 2016).

Therefore, this study analyzes (1) the direct influence of multicultural leadership on the role of school boards; (2) the direct influence of multicultural leadership on organizational climate; (3) the direct influence of the school board on the organizational climate; (4) the direct influence of multicultural leadership on teacher performance; (5) the direct influence of the school board's role on teacher performance; (6) Analyzing the direct influence of organizational climate on teacher performance; (7) the indirect effect of multicultural leadership on teacher performance through organizational climate; (8) the indirect effect of the school board's role on performance through organizational climate.

## METHOD

This research used a quantitative survey-based approach to investigate the influence of multicultural leadership, the role of school boards, and organizational climate on teacher performance.

The variables for the research include multicultural leadership, school board roles, organizational climate, and teacher performance. Partial least squares (PLS) and structural equation modeling (SEM) computational models were used to analyze the results. Additionally, SmartPLS for Windows software was used to explore the effects of multicultural leadership, the role of school districts, and the organizational environment on teacher performance.

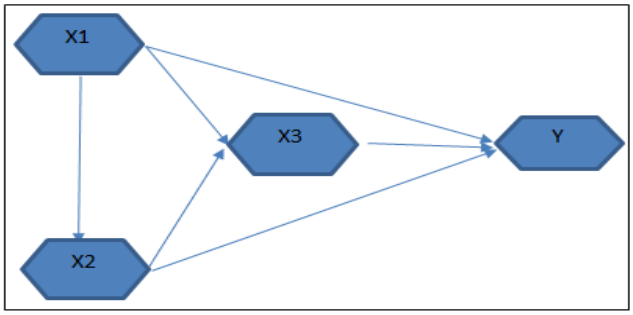


Figure 2
Research design
Description:

Teacher performance (KG) (Y) is the ability and success in carrying out learning tasks;

Multicultural leadership (KM) ($X_1$) is a skill shown by a leader to acculturate each different culture;

The role of the school board (PDS) ($X_2$) in making school policy is as a partner of the school

Organizational climate (IO) ($X_3$) is the environmental conditions in which a person works

### Participants

The sample population involved 170 teachers and 30 principals in the Tangerang district. Quantitative data analysis was conducted using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) or PLS-SEM variants. PLS-SEM is an alternative to SEM analysis, which does not need a multivariate normal distribution. It is quite efficient at using anomalous data (Hair, 2017).

## FINDINGS

### The profile of sample

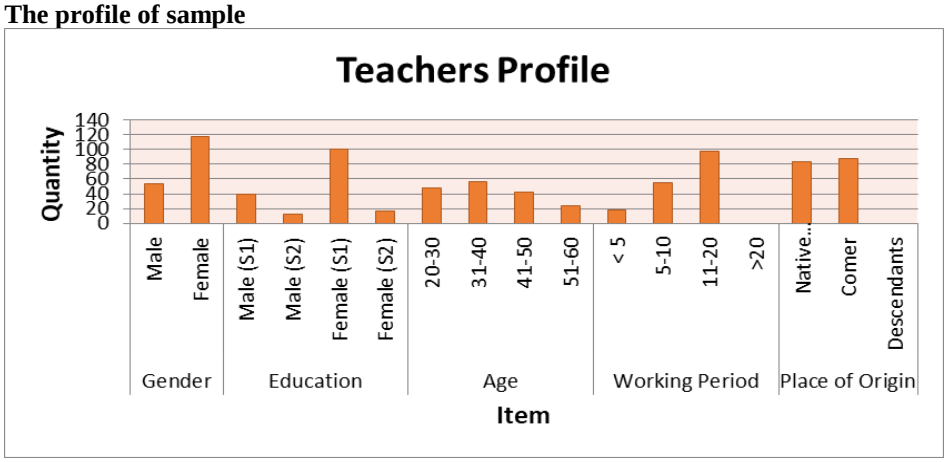


Figure 3
Frequency distribution of teachers.

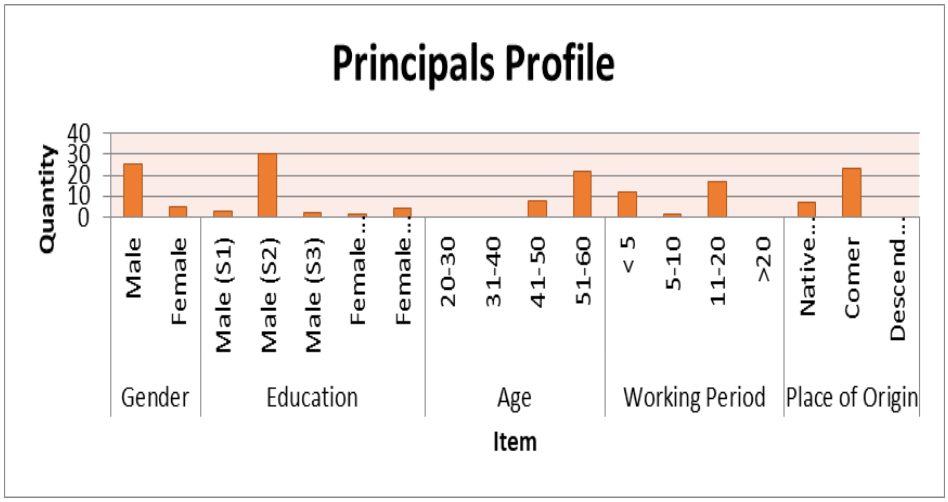


Figure 4
Frequency distribution of principals

This research used a formative model, where indicators define construct variables. There are at least five important factors to determine the quality of a formative model, which include content specifically related to the volume of the hidden structure being measured. The specification must clearly define that indicator and its reliability related to the importance scale. Other factors include indicators of collinearity showing that the

indicators generated are irrelevant (very high) or do not have multicollinearity problems and are measurable with overestimated coefficients of variance. In case the Variant Infected Factor (VIF) value > 5, there is a multicollinearity problem. Finally, there should be external validity to ensure all established indicators are included in the model.

**Evaluation of Outer Model or Measurement Model**

**VIF**

The evaluation of formative measurements observed from the collinearity between indicators can be deduced by the VIF. The VIF value below 5 indicates low collinearity. Table 1 below shows obtained values for VIF as follows:

Table 1
VIF Value

| | Outer VIF Values | |
|---|---|---|
| | Teachers | Principals |
| KM.1 | 1.306 | 1.663 |
| KM.2 | 1.415 | 1.289 |
| KM.3 | 1.212 | 2.035 |
| PDS.1 | 1.509 | 1.327 |
| PDS.2 | 1.352 | 1.249 |
| PDS.3 | 1.409 | 1.211 |
| PDS.4 | 1.310 | 1.091 |
| IO.1 | 1.195 | 1.789 |
| IO.2 | 1.259 | 1.473 |
| IO.3 | 1.437 | 1.466 |
| IO.4 | 1.513 | 1.800 |
| IO.5 | 1.331 | 1.075 |
| KG.1 | 1.253 | 1.663 |
| KG.2 | 1.185 | 1.289 |
| KG.3 | 1.237 | 2.035 |
| KG.4 | 1.188 | 1.077 |
| KG.5 | 1.062 | 1.076 |

Based on the data obtained, it does not have a VIF value of 5, shows can be concluded that the data has low collinearity.

**Outer weights and outer loadings**

Furthermore, the evaluation carried out is on the weights. Testing the data with the teacher as a sample, the weights are obtained as follows:

Table 2
Outer weights

| | Teachers | | Principals | |
|---|---|---|---|---|
| | Outer weights | Outer loadings | Outer weights | Outer loadings |
| KM.1--> KM ($X_1$) | 0.000 | 0.000 | 0.000 | 0.000 |
| KM.2 --> KM ($X_1$) | 0.000 | 0.000 | 0.001 | 0.016 |
| KM.3 --> KM ($X_1$) | 0.000 | 0.000 | 0.000 | 0.000 |
| PDS.1 --> PDS ($X_2$) | 0.000 | 0.000 | 0.078 | 0.799 |
| PDS.2 --> PDS ($X_2$) | 0.000 | 0.000 | 0.000 | 0.032 |
| PDS.3 --> PDS ($X_2$) | 0.000 | 0.000 | 0.050 | 0.294 |
| PDS.4 --> PDS ($X_2$) | 0.000 | 0.000 | 0.000 | 0.000 |
| IO.1 --> IO ($X_3$) | 0.000 | 0.000 | 0.016 | 0.679 |
| IO.2 --> IO ($X_3$) | 0.000 | 0.000 | 0.073 | 0.137 |
| IO.3 --> IO ($X_3$) | 0.000 | 0.000 | 0.013 | 0.001 |
| IO.4 --> IO ($X_3$) | 0.000 | 0.000 | 0.029 | 0.018 |
| IO.5 --> IO ($X_3$) | 0.000 | 0.000 | 0.001 | 0.009 |
| KG.1 --> KG (Y) | 0.000 | 0.000 | 0.002 | 0.134 |
| KG.2 --> KG (Y) | 0.000 | 0.000 | 0.044 | 0.003 |
| KG.3 --> KG (Y) | 0.000 | 0.000 | 0.002 | 0.017 |
| KG.4 --> KG (Y) | 0.000 | 0.000 | 0.160 | 0.165 |
| KG.5 --> KG (Y) | 0.000 | 0.000 | 0.072 | 0.053 |

G. David Garson, ( 2016) rule established the importance of the weight of the measured object (weight) under the following conditions.

1) When weight is considered important, what is being measured is included in the model.

2) If the weight is insignificant, but the load factor (LF) is greater than 0.5, it is included in the model.

The data from the teachers' weights fulfils the two conditions since all of them have significant outer weights, which guarantees their inclusion in the model. The loading factor is > 0.5, indicating these items are included in the model.

Meanwhile, the outer weights from the principal's data show that PDS1, IO2, KG4, and KG5 are not significant. If the p-value is greater than 0.05 while the other measurement items are significant, proceed to check the value of the loading factor. Based on the results, the loading factors of IO2, KG4, KG5, and PDS1 had a value of less than 0.5, guaranteeing their removal from the model.

Table 3
Repetition of the principal's data test

| | Outer weights | Outer loadings | Outer weights |
|---|---|---|---|
| KM.1--> KM ($X_1$) | 0.001 | 0.000 | 0.000 |
| KM.2 --> KM ($X_1$) | 0.012 | 0.062 | 0.035 |
| KM.3 --> KM ($X_1$) | 0.001 | 0.000 | 0.010 |
| PDS.2 --> PDS ($X_2$) | 0.035 | 0.073 | 0.038 |
| PDS.4 --> PDS ($X_2$) | 0.000 | 0.000 | 0.000 |
| IO.1 --> IO ($X_3$) | 0.262 | 0.540 | |
| IO.3 --> IO ($X_3$) | 0.005 | 0.001 | 0.000 |
| IO.4 --> IO ($X_3$) | 0.217 | 0.002 | |
| IO.5 --> IO ($X_3$) | 0.001 | 0.015 | 0.000 |
| KG.1 --> KG (Y) | 0.000 | 0.089 | 0.000 |
| KG.2 --> KG (Y) | 0.181 | 0.005 | |
| KG.3 --> KG (Y) | 0.001 | 0.057 | 0.000 |

After removing IO2, KG4, KG5, and PDS1 from the model, the tests confirmed that IO1, IO4, KG2, and PDS3 were not significant. Where the p-values are greater than 0.05, then the loading factor of the item can be checked. Based on repeated testing, it can be seen that the loading factor IO1 has a value of less than 0.5, indicating that the item must be removed from the model. The previous steps are repeated by looking for item weights. After removing IO1, the p-values are less than 0.05 for all items.

**Structural model testing (inner model)**

Based on the picture above, the loading factor is > 0.5, indicating that the items are included in the model. Tests for the internal or structural model were performed to confirm the relationship between the research model's composition, significance, and R square. Structural models were evaluated using the significance of R square for dependent t-test constructs and parametric coefficients of structural pathways.

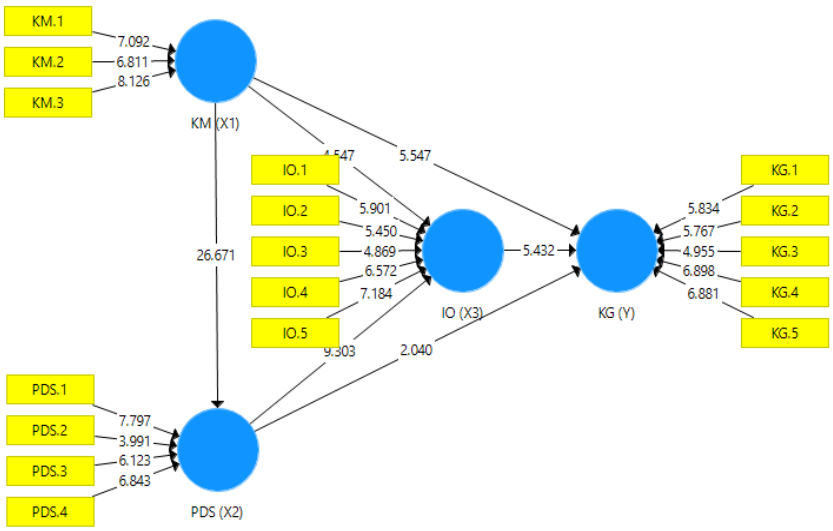


Figure 5
Structural model (inner model) teacher

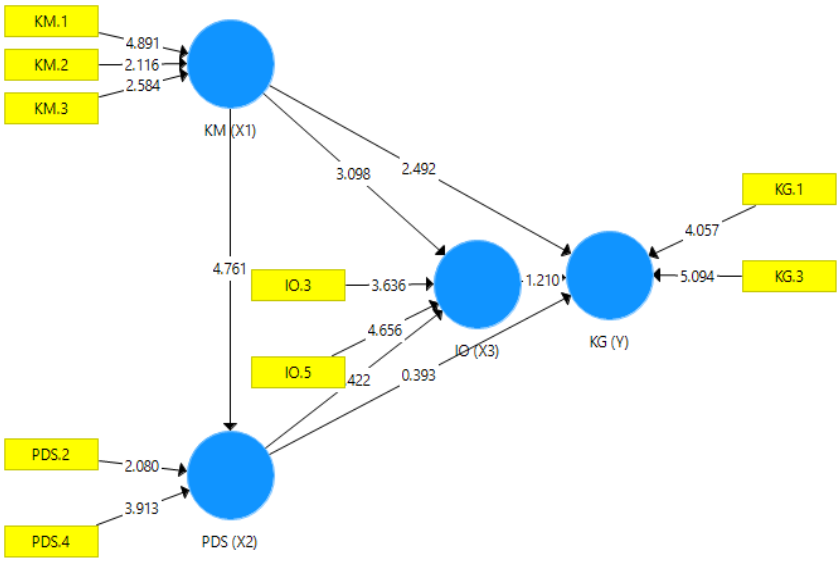


Figure 6
Structural model (inner model) principal

Tests for the internal or structural model were performed to confirm the relationship between the research model's composition, significance, and R square. Structural models were evaluated using the significance of R-square for dependent t-test constructs and parametric coefficients of structural pathways.

**Collinearity statistics**

Inner Collinearity, whose work is to check the existence of multicollinearity between research variables, is the first evaluation conducted in the structural model. Based on data testing with the teacher as a sample, the Collinearity Statistics was obtained as follows:

Table 4
Collinearity statistics

| | Outer VIF values | |
|---|---|---|
| | Teacher | Principal |
| | KG (Y) | KG (Y) |
| KM ($X_1$) | 2.610 | 2.415 |
| PDS ($X_2$) | 3.525 | 1.620 |
| IO ($X_3$) | 3.636 | 1.955 |

Based on the teacher's data, it is concluded that KM and PDS influence the IO variable. The value of inner VIF is less than 5, showing no multicollinearity between the research variables. Meanwhile, the KG variable is influenced by IO, PDS, and KM. The value of inner VIF is less than 5, indicating no multicollinearity between the research variables.

Furthermore, the principal's data concluded that KM and PDS influence the IO variable. The value of inner VIF is less than 5, showing no multicollinearity between the research variables. Meanwhile, the KG variable is influenced by IO, PDS, and KM. The value of inner VIF is less than 5, indicating no multicollinearity between the research variables.

**Path coefficients**

Path coefficient significance describes the relationship strength between structures. It evaluates structural models in path coefficients to determine relationships between variables.

Table 5
Hypothesis testing results

| | Teachers | | Principals | |
|---|---|---|---|---|
| | P values | Test results (α=0.05) | Path coefficients | Test results (α=0.05) |
| KM ($X_1$)--> PDS ($X_2$) | 0.000 | Accepted | 0.000 | Accepted |
| KM ($X_1$)--> IO ($X_3$) | 0.000 | Accepted | 0.002 | Accepted |
| KM($X_1$)--> KG (Y) | 0.000 | Accepted | 0.013 | Accepted |
| PDS ($X_2$) --> IO ($X_3$) | 0.000 | Accepted | 0.673 | Rejected |
| PDS ($X_2$) --> KG (Y)) | 0.000 | Accepted | 0.695 | Rejected |
| IO ($X_3$) --> KG (Y)) | 0.000 | Accepted | 0.227 | Rejected |

Based on the data obtained from teachers, p-values of 0.05 provide the following conclusions: First, IO to KG has a path coefficient of 0.426 and is significant. Second, KM to IO has a path coefficient of 0.314 and is significant. Third, KM to KG has a path coefficient of 0.338 and is significant. Fourth, KM to PDS has a path coefficient of 0.746 and is significant. Fifth, PDS to IO has a path coefficient of 0.592 and is significant. Finally, PDS to KG has a path coefficient of 0.173 and is significant.

Meanwhile, based on the data obtained from the principals, with p values of 0.05, provides the following summary: First, IO to KG has a path coefficient of 0.274 and is not significant. Second, KM to IO has a path coefficient of 0.643 and is significant. Third, KM to KG has a path coefficient of 0.618 and is significant. Fourth, KM to PDS has a path coefficient of 0.614 and is significant. Fifth, PDS to IO has a path coefficient of 0.085 and is not significant. Finally, PDS to KG has a path coefficient of -0.085, which is not significant.

**The goodness of fit (GoF)**

Fit (GoF) was used to test the entire structural model. The GoF index is a single measure for testing the coupling properties of measurement and structural models. GoF values range from 0 to 1, with interpretations of values 0.1 (small GoF), 0.25 (medium GoF), and 0.36 (large GoF).

Table 6
The goodness *of fit* (GoF)

| | Teachers | | | Principal | | |
|---|---|---|---|---|---|---|
| | R Square ($R^2$) | f Square ($f^2$) | SRMR | R Square ($R^2$) | f Square ($f^2$) | SRMR |
| | | KG (Y) | | | KG (Y) | |
| KM ($X_1$) | | 0.176 | | | 0.408 | |
| PDS ($X_2$) | 0.556 | 0.034 | | 0.377 | 0.011 | |
| IO ($X_3$) | 0.725 | 0.201 | | 0.488 | 0.099 | |
| KG (Y) | 0.752 | | | 0.613 | | |
| | | | 0.040 | | | 0.116 |

Based on teachers' data from *R Square* ($R^2$) with p-values of 0.05, it can be concluded that: First, Variables that affect IO have an R Square value of 0.725, meaning that KM, PDS can explain IO variables by 72.5%. Second, the variables affecting KG have an R Square value of 0.752, meaning that KM, PDS, and IO explain the KG variable by 75.2%. Third, the variable affecting PDS has an R Square value of 0.556, signifying that KM explains the PDS variable by 55.6%.

Based on teachers' data from the *f Square* ($f^2$) test with p-values of 0.05, the following conclusions are drawn. First, KM influences the structural level of 0.176 on KG (medium category), while PDS influences the structural level of 0.034 on KG (low category). Furthermore, IO impacts the structural level of 0.201 on KG (medium category). Based on teacher data, this model has an SRMR value of 0.040, showing it has a good fit.

The data drawn from school principals with p-values of 0.05 leads to the following conclusions. Variables that affect IO have an R Square value of 0.488, meaning that KM, PDS explain IO variables by 48.8%. Also, variables that affect KG have an R Square value of 0.613, implying that KM, PDS, and IO explain the KG variable by 61.3%. The variable that affects PDS has an R Square value of 0.377, implying that KM explains the PDS variable by 37.7%.

The school principals' data from *f Square* ($f^2$) with p-values of 0.05 provide the following conclusions. KM influences the structural level of 0.408 on KG (medium category). Additionally, PDS influences the structural level of 0.011 on KG (low category), while IO impacts the structural level of 0.099 on KG (low category). Based on the data above, this model has an SRMR value of 0.116, indicating a good fit.

**Variable intervening**

Testing the organizational climate variable as an intervening variable is presented as follows:

Table 7
Variable intervening

| | Teachers | Test results (α=0.05) | Principals | Test results (α=0.05) |
|---|---|---|---|---|
| KM ($X_1$)--> IO ($X_3$) --> KG (Y) | 0.002 | Accepted | 0.418 | Rejected |
| PDS ($X_2$) --> IO ($X_3$) --> KG (Y) | 0.000 | Accepted | 0.962 | Rejected |

Based on teacher data, KM to KG through IO was significant, with p-values of 0.002, while PDS on KG through IO was significant with p-values of 0.000. This reveals that organizational climate has an indirect influence on teacher performance. Subsequently, results from the principal's data revealed that KM to KG through IO is not significant, with p-values of 0.418, while PDS on KG through IO is not significant, with p-values 0.962. This indicates that the organizational climate has no indirect effect on teacher performance.

## DISCUSSION

### The influence of multicultural leadership on the role of school boards

According to the teacher's and the principal's view, a school principal must promote the role of the school board. Also, the school principal should have the right skills and knowledge to build relationships and advance the functions of the school board. Cultural values and learned behaviors in workplaces greatly influence leadership style and vision (Hutt, 2020). Multicultural organizations adopt multicultural sensitivity measurement and assessment methods that help build culturally responsible leadership, resulting in community-based leadership and organizational success (Canen, 2008; Santamaría, 2014). The qualities of a leader affect the operational efficiency of an organization, especially in the field of education (Saleemad, Noklang, & Dudsdeemaytha, 2022). An effective learning process must be organized in a focus (Astuti, Zuchdi, Sayuti, Rusdewanti, & Bramantyo, 2022). Therefore, multicultural leadership can help the

school principals enhance the role of the school boards in life skills, fundraising, sports, and maintaining school facilities.

Globalization, the connection between jobs, and increased intellectual labor have increased multicultural relationships and collaborations in organizations (Ulrich & Smallwood, 2012). Multicultural competence in organizations can help build multicultural understanding, leading to improved cognition and respectful relationships between individuals and teams (Arredondo, 2008). Multicultural schooling is based on the truth that each culture is dedicated to finding out the regularly occurring facts, values, and habits (du Plessis & Marais, 2017). Also, schools need a robust governance structure to deal with the sheer size of annual costs and meet the need for successful education outcomes for society (H. Chen & Smith, 2019). Therefore, the school charter should hold monthly hearings to update the general public on charter school activities. Also, the hearing can allow the public to raise questions and concerns about charter school operations (Ford & Ihrke, 2019).

**The effect of multicultural leadership on organizational climate.**

Based on the perspective of the teachers and principals, multicultural leadership affects the organizational climate. Therefore, organizational climate depends on the teachers' perception of their culture and attitudes toward multiculturalism (Horenczyk & Tatar, 2002). Other ways of creating a good organizational climate include getting recommendations from influencer organizations, assessing the level of trust, building reputation, and eliminating the influence of trolls (Chiregi & Navimipour, 2016). Servant leaders should use creativity to improve employee attitudes and increase motivation (Ruiz-Palomino & Zoghbi-Manrique-de-Lara, 2020). An ethically focused management control system should manage egocentric peer behaviors to achieve higher productivity (Widener, 2021). Therefore, the principal's multicultural leadership influences the environment, social environment, culture, atmosphere, and situations (Malakolunthu, 2010). Moreover, improved core leadership can help teachers raise school performance (Shen et al., 2021). Organizational climate manages the exchange of knowledge and organizational culture between higher education teachers, enhancing organizational commitment (Al-kurdi, El-haddadeh, & Eldabi, 2020; Selvi & Murthy, 2021).

An organization with a culture of hiding information can regulate the effect of knowledge hijackers and seekers (Chaudhuri, 2021). Also, organizational climate and structure can help knowledge management as the two dictate the level of social interaction among the members (Chen & Huang, 2007). Overall, organizational leadership is the main determinant of the direction taken by an institution (Mahzan & Nordin, 2021).

**The influence of the school board's role on organizational climate**

Based on the teacher's perspective, the role of the school board affects the organizational climate. Therefore, the school board determines the social environment, culture, atmosphere, and other situations in a learning organization. It is the role of the school leadership and parent organizations to investigate the relationship between basic

leadership and family involvement in elementary and junior high school (Smith, 2021). Also, the school leadership and parent organizations can determine the level of parent engagement in schools and whether there would be partnerships between parents and schools (Povey et al., 2016).

Non-profit organizations have significant societal roles (Hall & Dwyer, 2017). The organizations can help understand the culture, climate, and behavioral change. Also, they can provide organizational and human factors support food safety management (Sharman, 2020). However, the construction of safer community-based schools has many advantages, including establishing a longitudinal relationship between school contexts and school-based parent involvement (Paci-Green, 2020). Also, the school has led to the academic achievement of Chinese American children from immigrant families (Curtis, Anicama, & Zhou, 2021). Meanwhile, the principal's perspective is that the role of the school board does not influence the organizational climate. This is because the school board is a partner not involved in school management practices like planning and organization.

**The effect of multicultural leadership on teacher performance.**

Based on the perspective of teachers and principals, multicultural leadership affects the role of the school board. In other words, mental attitudes, skills, work climate, infrastructure suggestions, technology are influenced by the multicultural leadership of the principal (Alipour, 2011). An investigation on the link between faculty trust and teacher professional learning shows the importance of professional learning communities (Yin et al., 2019). Trust, innovation, and research use provide for evidence-informed teaching practice (Gaussel, 2021). Therefore, a wellness program plays a vital role in providing quality education (Ortillo & Ancho, 2021).

According to the principal's view, teachers must be encouraged to perform better (Player, Youngs, Perrone, & Grogan, 2017). Additionally, sharing knowledge between the teacher and the principal helps in the implementation process (Teerling et al., 2020). Trust and knowledge-sharing behavior mediates the relationship between leadership and teachers' professional learning (Talebizadeh, Hosseingholizadeh, & Bellibaş, 2021).

**The influence of the role of the school board on teacher performance**

Based on the teacher's perspective, the role of the school board can affect the teachers' performance. In other words, mental attitude, skills, work climate, teaching infrastructure, and technology are determined by the school board. The type of participation empowers workers to reflect on their contribution and the work system (Marks & Louis, 1997). Therefore, teachers must collaborate, learn from one another, and build a learning organization (Sluijsmans, 2004). Teachers' perceptions of their students' performance in classroom activities influence daily teaching decisions such as selecting instructional materials, development of teaching strategies, assignments, and student-learning groups (Eckert, 2006). One of the basic pedagogical principles in most educational systems today is that good learning conditions are achieved when learners are actively involved in all phases of the educational process. Students' involvement in the education process is supported by proponents of cognitive and constructivist

learning theories (Birjandi, 2012). Internal and external factors influencing learning outcomes include educational facilities and infrastructure (Ruhyana & Aeni, 2019).

The role of the school board does not affect teachers' performance because it functions as a partner. The school board's objectives include launching educational activities, implying it does not supervise or evaluate teachers. School boards focus on implementing state and federal mandates and ensuring academic excellence for all students (Hendricks, 2013). Positive and productive relationships between superintendents and school boards significantly impact student performance (Van Tuyle, 2015).

**The effect of organizational climate on teacher performance**

Teachers believe that their performance is influenced by organizational climate. In addition, the social environment and cultural atmosphere affect their performance. Effective strategy execution depends on an appropriate and responsive organizational culture (Burton, 2004). Human resources are regarded as a critical component in achieving organizational objectives. Through education, each individual is expected to be able to recognize and find out all their potentials to be able to implement various competencies and experiences that have been obtained in social life (Kania et al., 2020). Teachers are human resources who play an essential role in achieving quality education through teachers' commitment, motivation, and teaching competencies (Jefri et al, 2020; Don et al., 2021).

Ethical work climate reflects organizational procedures, policies, and practices that have moral ramifications (Huang, 2012) and a significant impact on the academic achievement of the learners (Dalanon et al., 2018). Human resources are critical in achieving organizational objectives. Therefore, as the schools' human resources, teachers are critical in achieving quality education (Mailool, 2020). Also, crucial educational research studies state that teachers' knowledge and professional competence are related to effective teaching and instructional quality (König, 2016).

On the other hand, the principal's view states that organizational climate does not affect teacher performance. This is because the teacher is more focused on implementing learning. Therefore, career adaptability is the main determinant of a teacher's performance. Career adaptability is a psychological concept that refers to an individual's ability to use their resources to deal with a task and transition into an occupation and unpredictable changes in work and working conditions (Abdul Rahim, Wan Jaafar, & Mohamad Arsad, 2021).

**The effect of multicultural leadership on teacher performance through organizational climate**

Based on the teacher's perspective, the organizational climate indirectly influences teacher performance. Teachers revealed that instructional leadership is essential because the school leadership approach is associated with positive learning outcomes (Al-Mahdy, Emam, & Hallinger, 2018). According to Meng & Berger (2019), positive

learning outcomes result from organizational culture, excellent leader performance, and overall job satisfaction.

According to the principal's perspective, multicultural leadership does not affect teacher performance. However, multicultural leadership is mediated by organizational climate. According to the Law of the Republic of Indonesia (RI, 2003), education implementation is a lifelong process of cultivating and empowering students, where educators provide examples, build the will, and develop students' potential and creativity.

**The influence of the role of school boards on teacher performance through organizational climate**

Based on the teacher's perspective, the role of the school board has an indirect effect on a teacher's performance. The school board has a multidimensional influence on the school operations, indirectly influencing the teachers' performance (Murtedjo, 2016). Meanwhile, the principal's perspective indicated the organizational climate of the school board does not influence teachers' performance. This implies that a teacher's performance depends on individual knowledge and competencies and the planning skills required to make career decisions (Don et al., 2021).

## CONCLUSION

Teachers and principals share the same views about the influence of multicultural leadership on the role of school boards and organizational climate. Also, they carry a similar view on the influence of multicultural leadership on teachers' performance. However, teachers and principals have different opinions on the influence of the school boards on organizational climate, the influence of the school board's on teachers' performance and the influence of the corporate environment on teacher performance. These two perspectives are contradictory because the two bodies, teachers and principals, have different points of view on school management.

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