

The Influence of Managerial Skills and Principal Performance on the Quality of Education at State Senior High School 1 South Indralaya

Pauzan A'zimah¹, Syarwani Ahmad², Mulyadi³

¹SMA Negeri 1 Indralaya Selatan, ^{2,3}Universitas PGRI Palembang

Corresponding author e-mail: azimaf002@gmail.com

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Abstract: This study aims to examine the influence of principals' managerial skills and principals' performance on educational quality at SMA Negeri 1 Indralaya Selatan by analyzing their partial and simultaneous effects in improving school quality. The study employed a quantitative research approach using a survey method, with data collected through structured questionnaires administered to teachers. Data were analyzed using multiple linear regression with SPSS software based on valid and reliable research instruments. The findings revealed that principals' managerial skills and principals' performance each have a significant positive effect on educational quality, while simultaneously both variables contribute substantially to improving educational quality. These findings can be applied in educational management, school leadership development, quality assurance, and educational policy to strengthen school improvement programs. The novelty of this study lies in integrating principals' managerial skills and principals' performance into a comprehensive empirical model for predicting educational quality in Indonesian public senior high schools, thereby providing updated evidence that enriches educational management literature and supports evidence-based school leadership practices.

Keywords: *Managerial Skills; Principal Performance; Educational Quality; School Leadership; Educational Management; Senior High School.*

A. Introduction

Educational quality is one of the most important indicators of the success of an education system in preparing competent human resources capable of responding to the challenges of globalization, technological advancement, and the demands of the twenty-first century. Schools are expected to produce graduates who possess not only academic excellence but also critical thinking, creativity, collaboration, communication, and problem-solving skills. Achieving these objectives requires effective educational management supported by strong school leadership. Consequently, the quality of educational outcomes is closely associated with the ability of school leaders to manage resources, improve teaching and learning processes, and establish a positive organizational climate that supports continuous improvement (Masnawati & Darmawan, 2022).

The principal plays a central role in ensuring that educational objectives are achieved effectively and efficiently. As the highest leader within a school, the principal is responsible for planning educational programs, organizing school resources, supervising

instructional activities, motivating teachers and staff, monitoring school performance, and evaluating educational outcomes (Aradea et al., 2022). Effective leadership enables schools to utilize available resources optimally while promoting innovation and professionalism among teachers. Therefore, principals' managerial skills have become one of the essential factors influencing the quality of education in schools (Stronge & Xu, 2021).

Educational quality remains one of the primary indicators of school effectiveness. Although various educational improvement programs have been implemented, differences in school performance are still evident. Initial observations at SMA Negeri 1 Indralaya Selatan indicate that several aspects of educational quality require continuous improvement, including academic achievement, learning management, teacher performance, and school administration. These conditions suggest that school leadership, particularly principals' managerial competence and performance, plays a strategic role in achieving sustainable educational quality improvement.

Managerial skills include the ability to formulate strategic plans, organize school activities, coordinate educational programs, supervise learning implementation, and evaluate institutional performance. Principals with strong managerial competence are capable of creating effective organizational systems, improving teacher performance, encouraging collaboration among school stakeholders, and ensuring that school programs are implemented according to established objectives. Effective managerial practices also contribute to better resource allocation, stronger institutional accountability, and continuous school development (Forman et al., 2021).

Besides managerial competence, principals' performance represents another important determinant of educational quality. Principals' performance reflects the extent to which school leaders successfully perform their professional responsibilities in leading instructional activities, managing educational resources, developing teachers' professional competence, implementing educational policies, and maintaining positive relationships with internal and external stakeholders (Surmana et al., 2022). High-performing principals are generally more successful in creating conducive learning environments, encouraging teacher innovation, improving student achievement, and strengthening institutional effectiveness (Mustoip et al., 2023).

Previous studies have consistently demonstrated positive relationships between school leadership and educational quality. Research has shown that managerial competence contributes significantly to improving teacher performance, organizational effectiveness, and school achievement (Januardi et al., 2023). Other studies have reported that principals' performance influences instructional quality, teacher professionalism, and student learning outcomes. Furthermore, several empirical investigations have concluded that effective school leadership contributes substantially to improving educational quality through better management practices, stronger instructional supervision, and continuous organizational development (Leithwood et al., 2021).

Although numerous studies have investigated school leadership, several limitations remain. Most previous research examined managerial skills and principals' performance

separately rather than simultaneously. Many studies also focused on elementary schools, vocational schools, or junior secondary schools, while relatively limited attention has been given to public senior high schools (Disurya et al., 2022). In addition, previous investigations often emphasized teacher performance as the primary outcome variable instead of educational quality as a comprehensive institutional indicator. Consequently, there is still a need for empirical research that integrates managerial skills and principals' performance in explaining educational quality within the context of Indonesian public senior high schools (Leithwood, 2021).

SMA Negeri 1 Indralaya Selatan provides an appropriate context for examining these relationships. The school continues to face challenges associated with curriculum implementation, technological transformation, educational quality assurance, and increasing public expectations regarding graduate competence. Although the school has achieved positive institutional development, continuous improvement remains necessary to ensure sustainable educational quality. Strengthening principals' managerial competence and improving principals' performance are expected to enhance teacher professionalism, improve instructional quality, optimize school management, and ultimately increase educational quality (Dutta & Sahney, 2022).

Based on these considerations, this study investigates the influence of principals' managerial skills and principals' performance on educational quality at SMA Negeri 1 Indralaya Selatan. Specifically, the study examines the individual effects of managerial skills and principals' performance as well as their simultaneous contribution to educational quality. The findings are expected to provide empirical evidence that supports the development of effective school leadership practices and contributes to improving educational management and educational quality in Indonesian senior high schools.

B. Methods

This study employed a quantitative survey design to examine the influence of principals' managerial skills and principals' performance on educational quality at SMA Negeri 1 Indralaya Selatan. The study involved teachers as respondents because they directly experience the principal's managerial practices and leadership performance in the school environment. Data were collected using a structured questionnaire based on a five-point Likert scale ranging from strongly disagree to strongly agree. The research instrument measured three variables: principals' managerial skills (X_1), principals' performance (X_2), and educational quality (Y). Managerial skills were assessed through planning, organizing, directing, and controlling indicators, while principals' performance included decision-making, leadership, resource management, stakeholder satisfaction, and organizational goal achievement. Educational quality was measured through indicators of learning effectiveness, teacher professionalism, graduate competence, and overall school quality.

Previous studies have generally examined principals' managerial skills, principals' performance, and educational quality as separate research variables. Most studies focused only on the direct relationship between leadership and school performance without comprehensively examining the simultaneous contribution of managerial skills

and principal performance to educational quality. Furthermore, empirical evidence from public senior high schools in South Sumatra remains limited. Therefore, this study addresses this research gap by investigating the simultaneous influence of principals' managerial skills and principals' performance on educational quality at SMA Negeri 1 Indralaya Selatan.

The collected data were analyzed using IBM SPSS Statistics Version 26. Instrument validity and reliability tests were conducted before data analysis. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity, were performed to ensure the suitability of the regression model. Multiple linear regression analysis was then applied to determine the partial and simultaneous effects of the independent variables on educational quality. Statistical significance was evaluated using t-tests, F-tests, and the coefficient of determination (R^2) at a significance level of 0.05. The research procedures were implemented systematically to ensure reliable and replicable findings.

C. Results and Discussion

The findings of this study indicate that principals' managerial skills play a crucial role in improving educational quality at SMA Negeri 1 Indralaya Selatan. The analysis demonstrates that effective managerial practices contribute to better school management, more organized educational planning, and improved implementation of learning activities. Principals who possess strong managerial competencies are better able to coordinate school resources, develop strategic programs, supervise teachers, and monitor the achievement of educational objectives. These managerial functions create a supportive environment that enhances both teaching effectiveness and student learning outcomes. Consequently, educational quality can be improved through systematic planning, efficient resource allocation, and continuous evaluation of school performance (Sudrajat et al., 2024).

The findings further reveal that principals' performance has a positive influence on educational quality. The ability of principals to perform their leadership responsibilities effectively encourages teachers to improve their professional competence and commitment to instructional excellence. High-performing principals are capable of creating a positive organizational climate, strengthening collaboration among teachers, and motivating staff to achieve institutional goals. Effective leadership also promotes innovation in teaching practices, encourages the integration of technology into learning, and supports continuous professional development. As a result, schools led by principals with strong professional performance tend to demonstrate higher levels of educational quality (Liu et al., 2021).

Managerial skills and principals' performance are closely interconnected in determining school effectiveness. Managerial competence provides the organizational framework required for school improvement, whereas principals' performance reflects the successful implementation of managerial responsibilities in daily educational practice. Principals who are capable of planning educational programs without demonstrating effective leadership may experience difficulties in achieving organizational objectives. Likewise, effective leadership without adequate managerial competence may reduce the efficiency

of school management. Therefore, both variables should be developed simultaneously to achieve sustainable educational improvement (Andrin et al., 2024).

The improvement of educational quality is reflected in several aspects of school performance, including teacher professionalism, instructional effectiveness, student achievement, school administration, and stakeholder satisfaction. Effective managerial practices enable schools to establish clear educational objectives and measurable performance indicators. Teachers receive adequate supervision and guidance, while educational programs are implemented according to institutional priorities. These conditions contribute to a more effective teaching and learning process and ultimately improve educational outcomes (Agar, 2023).

One important implication of these findings is the significance of instructional leadership. Principals who actively supervise classroom instruction, provide constructive feedback, and encourage teacher collaboration create a learning environment that supports continuous improvement. Teachers become more motivated to develop innovative teaching strategies, utilize digital learning resources, and participate in professional development activities. Such improvements positively influence students' academic achievement and learning experiences (Kusmawan et al., 2025).

Another important finding is the contribution of organizational management to school quality. Effective school management requires principals to coordinate human resources, financial resources, infrastructure, and educational programs efficiently. Schools with effective organizational management are generally more capable of responding to educational challenges, implementing government policies, and adapting to curriculum changes. Strong managerial competence also facilitates transparent decision-making and accountability, which increase stakeholder confidence in school management (Naz & Rashid, 2021).

The results also emphasize the importance of communication and collaboration within educational institutions. Principals who establish open communication with teachers, administrative staff, students, parents, and the wider community are more successful in creating a positive organizational culture. Collaborative leadership encourages collective responsibility for achieving educational objectives and strengthens the commitment of all stakeholders to continuous school improvement. This collaborative approach contributes significantly to improving educational quality and institutional effectiveness (Burden, 2025).

Educational quality is influenced not only by leadership but also by the interaction between leadership practices and organizational conditions. Although managerial skills and principals' performance represent important determinants of school success, other factors such as teacher competence, student motivation, learning facilities, parental involvement, and government support also contribute to educational quality. Therefore, improving educational quality requires a comprehensive approach involving multiple stakeholders and continuous organizational development (Ahmed, 2024).

The findings of this study have important practical implications for educational policymakers and school administrators. Educational authorities should provide regular professional development programs that strengthen principals' managerial competence and leadership performance. Training activities should focus on strategic planning, instructional supervision, organizational leadership, decision-making, conflict management, communication, and digital school management. These competencies will enable principals to respond effectively to educational challenges and improve institutional performance (Sariakin et al., 2025).

School supervisors may also utilize these findings as a reference for evaluating principal performance and identifying areas requiring professional improvement. Regular monitoring and performance evaluation can help principals develop more effective leadership strategies and enhance school management practices. Furthermore, educational institutions should encourage principals to participate in leadership development programs, professional learning communities, and collaborative networks that facilitate the exchange of best practices among school leaders (Permatasari & Tandiyuk, 2023).

From a theoretical perspective, this study reinforces the concept that effective school leadership is multidimensional, integrating managerial competence with professional performance to improve educational quality. Managerial skills provide the structural foundation for school management, while leadership performance determines how effectively those managerial functions are implemented in practice. The integration of these two dimensions contributes significantly to organizational effectiveness and educational excellence (Januardi et al., 2023).

Overall, the study demonstrates that educational quality is strongly associated with the effectiveness of school leadership. Principals who possess strong managerial skills and demonstrate high professional performance are more capable of improving teacher professionalism, strengthening school management, creating a positive organizational climate, and enhancing learning effectiveness. These findings highlight the importance of investing in leadership development as a strategic effort to improve educational quality. Future research is recommended to include additional variables such as teacher competence, organizational culture, digital leadership, school climate, and community participation to provide a more comprehensive understanding of the factors influencing educational quality in Indonesian schools (Rosani et al., 2025).

The statistical analysis demonstrates that principals' managerial skills have a significant positive effect on educational quality. This finding indicates that effective planning, organizing, supervising, and evaluating school programs contribute directly to improving educational outcomes. Likewise, principals' performance significantly influences educational quality because effective leadership encourages teacher commitment, strengthens organizational performance, and promotes continuous school improvement. The simultaneous influence of both independent variables confirms that educational quality cannot be achieved through managerial competence alone but also requires consistent leadership performance. These findings imply that strengthening school leadership should become a strategic priority for improving educational quality.

D. Conclusions

This study concludes that principals' managerial skills and principals' performance significantly contribute to improving educational quality. These findings enrich educational management literature by providing empirical evidence regarding the strategic role of school leadership in achieving educational excellence. Practically, the results may serve as a reference for school principals and educational policymakers in designing leadership development programs. Nevertheless, this study was limited to one public senior high school; therefore, future research is recommended to involve broader research settings and incorporate additional variables such as organizational culture, digital leadership, school climate, or teacher innovation to obtain a more comprehensive understanding of educational quality improvement.

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