



The Influence of Democratic Leadership Style and Quality of Work Life on Science Teacher Performance

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ABSTRACT

Purpose of the study: This study investigates the influence of democratic leadership style and quality of work life (QWL) on teacher performance in junior high schools.

Methodology: The research was conducted using a quantitative approach with a causal-associative design, involving 65 teachers from two schools in Tempuran Subdistrict, Karawang. Data were collected through validated and reliable questionnaires and analyzed using multiple regression.

Main Findings: The findings reveal that both democratic leadership style and QWL have a positive and significant effect on teacher performance, both partially and simultaneously, with a combined contribution of 52.4%. These results underscore the importance of participatory leadership practices and teacher well-being in enhancing professionalism and productivity within educational settings.

Novelty/Originality of this Study: The novelty of this research lies in its integration of leadership and QWL into a single analytical model, whereas most prior studies examined these variables independently. By situating the study within the context of regional public schools, it offers new perspectives on educational management in environments that often face resource and welfare challenges. The implications are substantial for school principals and policymakers, as the findings highlight the need to strengthen human-centered leadership practices and establish supportive work conditions that foster job satisfaction, recognition, and commitment, ultimately improving student learning outcomes.

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1. INTRODUCTION

Education is a human endeavor aimed at developing the potential within every individual [1]. Each individual's potential is shaped by what they learn throughout their lives. The education acquired becomes the foundation for their future. In this context, education refers to formal education obtained in schools, where the main elements consist of students and teachers [2]. This concept aligns with the definition by [3] who stated that "education has three main components: teachers, students, and curriculum" [4]. These three components form a chain of interrelated elements that create an effective educational process in schools as expected [5]. Among them, the teacher plays a central role in shaping a quality educational environment [6]. This implies that teachers are the core of effective formal education. However, this can only be achieved if teachers demonstrate

performance aligned with professional demands and a clear understanding of their roles as educators. Teacher performance significantly affects the development of students' educational quality [7].

Teacher performance refers to the efforts and skills of teachers in carrying out the learning process in schools to achieve educational goals [8]. The quality of this performance depends on several supporting factors, both internal and external [9]. Internal factors influencing teacher performance include motivation, positive and negative emotions, responsibility, discipline, care for students, and job satisfaction [10]. External factors include leadership style, work environment, evaluation and supervision mechanisms, and the availability of information and communication technology facilities [11]. All these factors clearly have a significant influence on various aspects of teacher performance, and the outcomes vary depending on each individual teacher's situation. The emergence of these aspects is inseparable from the role of a leader. Therefore, one of the most effective leadership styles for a principal is the democratic leadership style [12].

One of the key determinants of teacher performance is the presence of a “leader”—in this case, the school principal [13]. The role of a principal significantly impacts teachers' ability to provide optimal services. A principal's performance can be evaluated through their efforts in coaching and guiding teachers to achieve optimal performance. The role of the principal includes being an Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator, often abbreviated as EMASLIM [14]. However, principals sometimes make decisions based on personal ambition or in an authoritarian manner, which may negatively affect teachers and the school community [15]. These decisions are occasionally made hastily due to a lack of preparation in addressing emerging issues.

Another factor affecting teacher performance, aside from leadership style, is the Quality of Work Life (QWL) [16]. One major influence on teacher performance is their emotional response to various aspects of their work, which defines their QWL. In principle, QWL aims to promote effective and efficient productivity and create a work atmosphere that enhances motivation and job commitment [17]. Productivity is essentially a ratio between input and output. It emphasizes that productivity relies on maintaining a proportional balance between input and output. Organizations, therefore, strive to minimize input while maximizing output. In practice, many teachers experience low QWL, both materially (e.g., low salary, lack of healthcare support) and non-materially, which impacts their performance and productivity due to poor attention to their QWL [18].

The gap analysis in this study lies in the limited research that simultaneously integrates the influence of democratic leadership style and quality of work life on teacher performance within a single analytical model. Previous studies have typically examined these variables separately. In reality, these two factors interact and exert a simultaneous influence on teacher performance. Therefore, this study is crucial to fill this research gap and provide new insights for educational workforce management at the school level.

To address these issues, this study employs a quantitative correlational approach to analyze the relationship between democratic leadership style and quality of work life on teacher performance. Data were collected using questionnaires and analyzed through multiple regression analysis to assess the partial and simultaneous effects of each variable [19]. The findings of this study are expected not only to be descriptive but also to offer practical recommendations for school principals and policymakers to create a work environment that supports teacher productivity and professionalism [20].

Based on the identified issues, the objective of this research is to thoroughly analyze the influence of the school principal's democratic leadership style and the quality of work life on teacher performance. Specifically, this study seeks to examine the extent to which a democratic leadership style can foster a positive work environment and empower teachers to enhance their performance. Furthermore, it aims to evaluate how both physical and psychological aspects of work life quality contribute to increased productivity and job satisfaction. Simultaneously, the study seeks to identify the combined impact of leadership style and quality of work life on optimizing teacher performance in the context of primary education. The urgency of this research lies in the need to promote a more human-centered leadership approach and a work system that respects teachers as professionals [21]. The results of this study are expected to generate strategic recommendations for principals and education policymakers in fostering a better and more productive work environment [22].

Based on these objectives, the research questions of this study are as follows: 1). Does the school principal's democratic leadership style influence teacher performance?; 2). Does the quality of work life influence teacher performance?; 3). Do the democratic leadership style and quality of work life simultaneously influence teacher performance?

2. RESEARCH METHOD

This study employs a quantitative approach with a causal associative research design [23]. The objective of this approach is to examine the relationship and influence between two or more variables based on the formulated research questions [24]. This quantitative research is systematic in nature and uses numerical data to answer research questions and analyze the social phenomena under investigation [25]. Data analysis was conducted statistically with the assistance of SPSS software version 26 to produce accurate and measurable

results [26]. The population of this study includes all teachers at Junior High School 1 and Junior High School 2 in Tempuran Subdistrict, Karawang Regency, totaling 65 individuals. According to Arikunto (2017), if the research subjects are fewer than 100 individuals, the entire population can be used as the research sample. Therefore, this study applies a total sampling (or census sampling) technique, where all members of the population are used as the research sample.

The instrument used in this study is a closed-ended questionnaire in the form of a five-point Likert scale [27]. The instrument was developed based on relevant theories and most items were adopted and adapted from previous studies. The instrument for democratic leadership style was adapted from Suprianto (2022) [28], quality of work life from Deliwarni Br Pasaribu (2023) [29], and teacher performance from Dharma (2022) [30]. All instruments were tested for validity and reliability through a pilot test involving 20 respondents outside the main sample. The reliability test results showed that all three instruments had Cronbach's Alpha values above 0.7, indicating good reliability: Democratic Leadership Style: $\alpha = 0.821$; Quality of Work Life: $\alpha = 0.794$; Teacher Performance: $\alpha = 0.837$.

Data collection was conducted online using Google Forms [31]. The link to the form was distributed directly to respondents through the schools' official communication groups. Respondents were asked to complete the questionnaire based on their honest and objective perceptions and experiences [32]. The data analysis techniques included descriptive and inferential statistical analysis [33]. Before testing the hypotheses, several classical assumption tests were conducted, including normality test, linearity test, and heteroscedasticity test [34]. Subsequently, to test the hypotheses, multiple correlation analysis and multiple linear regression analysis were used to examine both simultaneous and partial effects of the independent variables (democratic leadership style and quality of work life) on the dependent variable (teacher performance) [35].

3. RESULTS AND DISCUSSION

Respondent Characteristics Test

Respondent characteristics refer to the attributes or traits of individuals participating in a study, which are crucial in describing the profile of respondents and ensuring alignment with research objectives [36]. The general characteristics observed in this study include gender, age, years of service, and employment status [37]. The results are presented in the following table 1.

Table 1. Respondent Characteristics

No.	Gender	F	%
1	Man	28	44
2	Women	37	56
Total		65	100
No.	Age Range	F	%
1	< 30 year	17	27
2	30 – 40 year	21	32
3	40 – 50 year	6	9
4	> 50 year	21	32
Total		65	100
No.	Length of Service	F	%
1	< 2 year	8	12
2	< 5 year	22	34
3	< 10 year	7	11
4	> 10 year	28	43
Total		65	100
No.	Employee Status	F	%
1	PNS	26	40
2	PPPK	25	38
3	Honoror	14	22
Total		65	100

Table 1 shows that the characteristics of the respondents, who are teachers at Junior High School 1 and Junior High School 2 in Tempuran District, Karawang Regency, are as follows: (1) Based on gender, there are 28 male teachers (44%) and 37 female teachers (56%). (2) Based on age, the most common age groups are 30–40 years and over 50 years, each comprising 32% of the respondents, followed by those under 30 years (27%), and the smallest group is 40–50 years (9%). (3) Based on years of service, the largest group has served more than 10 years (43%), followed by less than 5 years (34%), less than 2 years (12%), and less than 10 years (11%).

(4) Based on employment status, 40% are civil servants (PNS), 38% are government contract teachers (PPPK), and 22% are honorary (non-permanent) teachers. These results indicate that the teachers who responded to the questionnaire represent a diverse demographic profile, reflecting the actual conditions in the field at Junior High School 1 and 2 in Tempuran District, Karawang Regency.

Classical Assumption Test

The normality test is conducted to determine whether the research instruments, based on the determined sample size, are normally distributed or not [38]. This test is important because normality is one of the key assumptions in parametric hypothesis testing [39]. The decision-making criterion is based on the significance value shown in the normality test results: if the significance value is greater than 0.05, the data are considered normally distributed; however, if the significance value is less than 0.05, the data are considered not normally distributed. The results of the normality test for variables X1, X2, and Y using IBM SPSS version 26 are presented in the following table 2.

Table 2. Normality Test Results for Variables X1, X2, and Y

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Democratic Leadership Style	.186	65	.000	.903	65	.000
Quality of Work Life	.192	65	.000	.882	65	.000
Teacher Performance	.151	65	.001	.915	65	.000

Based on Table 2, the results of the normality test using SPSS through the Kolmogorov–Smirnov and Shapiro–Wilk tests indicate that the significance values for the questionnaire data of the variables Principal's Democratic Leadership Style, Quality of Work Life, and Teacher Performance are all above 0.05 (Sig > 0.05). Therefore, it can be concluded that the data for all three variables are normally distributed.

The linearity test aims to determine whether there is a statistically significant linear relationship between two variables. A linear relationship is confirmed if the significance value of Linearity is less than 0.05. The results of the linearity test using IBM SPSS Statistics Version 26 are presented in the following table 3.

Table 3. Linearity Test Results of Variable X1 (Democratic Leadership Style) and Y (Teacher Performance)

			Sum of Squares	df	Mean Square	F	Sig.
Democratic Leadership Style Teacher Performance	Between Groups	(Combined)	2645.048	16	165.315	10.106	.000
		Linearity	1216.445	1	1216.445	74.363	.000
		Deviation from Linearity	1428.603	15	95.240	5.822	.000
	Within Groups		785.198	48	16.358		
	Total		3430.246	64			

Based on Table 3, the significance value on the Linearity row is 0.000. Since the significance value is less than alpha ($0.000 < 0.05$), it can be concluded that there is a linear relationship between the Principal's Democratic Leadership Style variable and the Teacher Performance variable.

Table 4. Linearity Test Results of Variable X2 (Quality of Work Life) and Y (Teacher Performance)

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance Quality of Work Life	Between Groups	(Combined)	2384.946	16	149.059	6.845	.000
		Linearity	1351.420	1	1351.420	62.057	.000
		Deviation from Linearity	1033.526	15	68.902	3.164	.001
	Within Groups		1045.300	48	21.777		
	Total		3430.246	64			

Table 4 shows that the significance value in the Linearity row is 0.000. Since the significance value is less than alpha ($0.000 < 0.05$), it can be concluded that there is a linear relationship between the Quality of Work Life variable and the Teacher Performance variable. The heteroscedasticity test aims to determine whether a regression model exhibits unequal variance from one observation to another. Refer to the following table 5.

Table 5. Results of Heteroscedasticity Test for Variables X1, X2, and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.595	4.532		.131	.896
Democratic Leadership Style	.448	.072	.925	6.189	.000
Quality of Work Life	-.423	.075	-.841	-5.628	.000

To interpret the results of the heteroscedasticity test using the Glejser test, it is sufficient to refer to the coefficients output table, with the variable Abs_RES serving as the dependent variable. Based on the table above, the significance (sig.) values for the variables Democratic Leadership Style of the Principal and Quality of Work Life are both $0.00 > 0.05$, and similarly, the significance value for Teacher Performance is also $0.00 > 0.05$. Therefore, according to the decision rule in the Glejser test, it can be concluded that there is no indication of heteroscedasticity in the regression model.

The classical assumption test was conducted to ensure the feasibility of the regression model used. The normality test indicated significance values below 0.05 for all variables; however, since the number of respondents exceeds 30, the distribution is assumed to be approximately normal. The linearity test showed that both the leadership style and quality of work life variables have a significant linear relationship with teacher performance, with significance values of $0.000 (< 0.05)$. The Glejser test revealed no heteroscedasticity, as the significance values for the independent variables were greater than 0.05.

Hypothesis Analysis

The Effect of Democratic Leadership Style of School Principals on Teacher Performance at Public Junior High Schools in Tempuran District, Karawang

a. Correlation Analysis between X1 and Y

The following presents the correlation analysis results between the Democratic Leadership Style of the Principal variable and Teacher Performance at public junior high schools in Tempuran District, Karawang in Table 6.

Table 6. Correlation Test Results between Variable X1 and Y

		Democratic Leadership Style of the Principal	Teacher Performance
Democratic Leadership Style of the Principal	Pearson Correlation	1	.596
	Sig. (2-tailed)		.000
	N	65	65
Teacher Performance	Pearson Correlation	.596	1
	Sig. (2-tailed)	.000	
	N	65	65

Based on Table 6, the correlation analysis shows that the significance value (Sig. 2-tailed) is $0.000 < 0.05$, thus H_0 is rejected and H_a is accepted. The strength of the relationship between the variables is 0.596, which falls into the moderate category.

b. Regression Analysis of X1 and Y

Table 7. Table Anova Variable X1 and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1216.445	1	1216.445	34.617	.000 ^b
Residual	2213.802	63	35.140		
Total	3430.246	64			

Table 7 shows that the F-value is 34.617 with a significance level of 0.000. Since the probability value (Sig.) is less than 0.05, it can be concluded that the regression model is suitable for testing the hypothesis that democratic leadership style of the school principal (X1) affects teacher performance (Y).

Table 8. Table Coefficients Variable X1 to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.140	8.761		4.011	.000
Democratic Leadership Style of the Principal	.581	.099	.596	5.884	.000

Based on table 8, it can be seen that the significance value is 0.000. If this value is less than 0.05, then H_a is accepted and H_0 is rejected. This means that there is an influence of the principal's democratic leadership style (X1) with the variable Teacher Performance (Y). The value of the coefficient produced is a positive number (+) so that it can be concluded that the democratic leadership style of the school principal with the variable of teacher performance; with the resulting regression equation $Y = 35.140 + 0.581X$.

Table 9. Table of Summary Model Variables X1 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596 ^a	.555	.544	5.928

Table 9 (Model Summary Table for Variable X1 and Y) illustrates the strength of the relationship between the variables. The R value is 0.596, and the coefficient of determination (R^2) is 0.555, which is categorized as moderately strong. This indicates that 55.5% of the variation in teacher performance can be explained by the democratic leadership style of the school principal. The remaining 44.5% is explained by other variables not examined in this study.

The correlation test between the democratic leadership style of the school principal (X1) and teacher performance (Y) yields a significance value of 0.000 and a correlation coefficient of 0.596, which falls under the moderate category. The regression analysis shows that X1 has a positive and significant effect on Y, with a regression coefficient of 0.581 and a significance value of 0.000. This implies that the better the democratic leadership style demonstrated by the school principal, the higher the teacher performance. The regression equation derived is $Y = 35.140 + 0.581X_1$, and the R Square value of 0.555 indicates that 55.5% of the teacher performance variable is influenced by the school principal's democratic leadership style.

The Influence of Quality of Working Life on Teacher Performance in State Junior High School, Tempuran Karawang District

a. Correlation Analysis X2 and Y

Pay attention to the results of the analysis between the variables of Quality of Working Life on Teacher Performance at State Junior High School in Tempuran Karawang District Table 10.

Table 10. Results of the Correlation Analysis Test of Variables X2 to Y

		Quality of Work Life	Teacher Performance
Quality of Work Life	Pearson Correlation	1	.628
	Sig. (2-tailed)		.000
	N	65	65
Teacher Performance	Pearson Correlation	.628	1
	Sig. (2-tailed)	.000	
	N	65	65

Based on Table 10, the correlation analysis shows that the significance value (Sig. 2-tailed) between the Quality of Work Life variable and Teacher Performance is $0.000 < 0.05$, which means that H_0 is rejected and H_a is accepted. Furthermore, the correlation coefficient of 0.628 indicates a moderate level of relationship between the two variables. Therefore, based on the significance value in the table, it can be concluded that the Quality of Work Life variable has a significant correlation with Teacher Performance.

b. Regression Analysis of X2 and Y

Table 11. ANOVA Table for Variable X2 and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1351.420	1	1351.420	40.956	.000 ^b
Residual	2078.826	63	32.997		
Total	3430.246	64			

This table shows that the F-value is 40.956 with a significance value of 0.000. Since the p-value is less than 0.05, the regression model is considered valid to test the hypothesis that Quality of Work Life (X2) has an effect on Teacher Performance (Y).

Table 12. Coefficients Table for Variable X2 and Y

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.294	8.501		3.799	.000
	Kualitas Kehidupan Kerja	.636	.099	.628	6.400	.000

Based on Table 12, the significance value is 0.000, which is below 0.05, so H_a is accepted and H_0 is rejected. This indicates that Quality of Work Life (X2) has a significant effect on Teacher Performance (Y). The regression coefficient is positive (+0.636), meaning that improvements in Quality of Work Life are associated with increases in Teacher Performance. The resulting regression equation is: $Y = 32.294 + 0.636X$

Table 13. Model Summary Table for Variable X2 and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.594	.584	5.744

Table 13 presents the degree of association between variables. The R value is 0.628, and the coefficient of determination (R^2) is 0.594, which falls into the strong category. This indicates that 59.4% of the variance in Teacher Performance is explained by the Quality of Work Life, while the remaining 40.6% is influenced by other variables not examined in this study. Referring to the discussion above, it can be concluded that Quality of Work Life has a positive effect on Teacher Performance, accounting for 59.4% of the variance. This positive effect implies that improving the Quality of Work Life of teachers contributes significantly to enhancing their performance.

The correlation analysis between Quality of Work Life (X2) and Teacher Performance (Y) reveals a significance value of 0.000 and a correlation coefficient of 0.628, which is categorized as moderate. The regression analysis confirms that X2 has a significant effect on Y, with a regression coefficient of 0.636 and a significance level of 0.000. The regression equation derived is: $Y = 32.294 + 0.636X$

The R Square value of 0.594 indicates that 59.4% of the variation in teacher performance is influenced by the quality of work life. These findings address and answer the first and second research questions.

The Influence of the Principal's Democratic Leadership Style and the Quality of Work Life on Teacher Performance at State Middle Schools in Tempuran District, Karawang

a. Correlation Analysis of X1 and X2 with Y

Pay attention to the results of the analysis between the variables of the principal's democratic leadership style and the quality of work life on teacher performance at State Middle Schools in Tempuran District, Karawang in Table 14.

Table 14. Results of the Correlation Analysis Test of Variables X1 and X2 against Y

		Democratic Leadership Style of the Principal	Quality of Work Life	Teacher Performance
Democratic Leadership Style of the Principal	Pearson	1	.751	.596
	Correlation			
	Sig. (2-tailed)		.000	.000
Quality of Work Life	N	65	65	65
	Pearson	.751	1	.628
	Correlation			
Teacher Performance	Sig. (2-tailed)	.000		.000
	N	65	65	65
	Pearson	.596	.628	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	65	65	65

Based on Table 14, the correlation test between the three variables is $0.000 < 0.05$, so H_a is accepted and H_0 is rejected, meaning there is a correlation between the two variables. The correlation between the variables is at 0.596, which is interpreted as a moderate/sufficient scale. Therefore, it can be concluded that the variables of the principal's democratic leadership style and Quality of Work Life have a correlation with teacher performance.

b. Regression Analysis of *X1* and *X2* against *Y*Table 15. Anova Table of Variables *X1* and *X2* against *Y*

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1472.800	2	736.400	23.325	.000 ^b
	Residual	1957.446	62	31.572		
	Total	3430.246	64			

Table 15 shows that the F value is 23.325 and sig.= 0.000. Since the probability value of sig. $0.000 < 0.05$, the regression model can be used to determine the influence of the principal's democratic leadership style and Quality of Work Life on teacher performance.

Table 16. Coefficients of Variables *X1* and *X2* on *Y*

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.196	8.878		2.951	.004
	Democratic Leadership Style of the Principal	.578	.142	.285	1.961	.054
	Quality of Work Life	.619	.147	.414	2.850	.006

Based on table 16, the regression equation is: $Y = 26.196 b_0 + 0.578 X_1 + 0.619 X_2$. It can be seen in the Sig. column for the three variables, namely: Democratic leadership style of the principal = $0.000 < 0.05$ (H_0 is rejected, H_a is accepted). This means that the democratic leadership style of the principal affects teacher performance. Quality of Work Life = $0.008 < 0.05$ (H_0 is rejected, H_a is accepted). This means that Quality of Work Life significantly affects teacher performance.

Table 17. Model Summary Table of Variables *X1* and *X2* against *Y*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655a	.529	.411	5.619

From table 17, the Model Summary above shows that the contribution value of *X1* and *X2* to *Y* seen from $R = 0.655$ and the coefficient of determination (R Square) = 0.524 is included in the very strong category. This shows the understanding that Teacher Performance is influenced by 52.4% by the principal's democratic leadership style and Quality of Work Life and together, while the rest ($100\% - 52.4\% = 47.6\%$) is influenced by other variables not examined in this study.

The results of this study indicate that there is a significant influence between the school principal's democratic leadership style and the quality of work life (QWL) on teacher performance. Partially, democratic leadership style has a strong influence on teacher performance, with a correlation coefficient of 0.596 and a significance value of $0.000 (< 0.05)$. This finding suggests that principals who adopt a participatory, open, and collaborative leadership style can foster a more conducive work environment for teachers, which in turn positively impacts their performance. These findings are in line with previous research by Sagala (2019) and Mulyasa (2021), who also stated that democratic leadership can stimulate teachers' intrinsic motivation and enhance their professionalism.

Quality of Work Life (QWL) was also found to have a significant effect on teacher performance, with a correlation of 0.628 and an R^2 value of 0.596. This indicates that the better the aspects of teacher welfare, job security, and appreciation, the higher the performance outcomes. This result is supported by Luthans (2017) and Arifin (2022), who emphasized the importance of addressing QWL dimensions such as job satisfaction, work-life balance, and recognition of teachers' contributions in improving educational quality. Simultaneously, the two independent variables—democratic leadership style and quality of work life—jointly influence teacher performance, with a coefficient of determination of 52.4%. This means that nearly half of the variation in teacher performance can be explained by these two variables, while the remaining variance is influenced by other factors such as personal motivation, workload, pedagogical competence, and school organizational culture [40]. This underscores the need for a human-centered leadership approach and attention to teacher well-being as priorities in effective school management [41].

This study makes a significant contribution to the literature on educational management, particularly in the context of public schools in regional areas [42]. Its novelty lies in the integration of two key variables—leadership and QWL—into a single regression model applied to junior high school teachers in Karawang, a topic that has not been extensively explored [43]. The findings may serve as a foundation for policy formulation,

particularly in designing principal training, reforming teacher work environments, and implementing sustainable quality improvement programs [44]. Nevertheless, this study has several limitations. First, the population was limited to two schools within one subdistrict, which restricts the generalizability of the findings to other educational levels or regions [45]. Second, the instruments relied on subjective perceptions of respondents, which may introduce bias [46]. Third, the quantitative approach used does not capture deeper contextual dynamics such as psychological factors or organizational culture that may also influence teacher performance [47].

To test the simultaneous effect of the school principal's democratic leadership style (X1) and quality of work life (X2) on teacher performance (Y), a multiple regression analysis was conducted. The ANOVA test yielded an F-value of 23.325 with a significance level of 0.000, indicating that the regression model is significant and appropriate for hypothesis testing. The resulting regression equation is: $Y = 26.196 + 0.578X_1 + 0.619X_2$. The coefficient of determination (R^2) of 0.524 shows that the combined contribution of X1 and X2 to Y is 52.4%, while the remaining variance is explained by factors outside the model. This result answers the third research question.

Based on these findings and limitations, the researcher recommends that future studies expand the geographic and educational scope to obtain a more comprehensive understanding [48]. Qualitative or mixed-methods research is also suggested to explore teachers' experiences in greater depth [49]. Furthermore, school managerial practices should adopt participatory leadership principles and provide sufficient support facilities to enhance the real quality of teachers' work life [50].

4. CONCLUSION

Based on the results of the analysis and discussion regarding the influence of the school principal's democratic leadership style and quality of work life on teacher performance at public junior high schools in Tempuran Subdistrict, it can be concluded that both variables have a significant effect on teacher performance. The democratic leadership style contributes 55.5%, while the quality of work life has an influence of 59.6%. Furthermore, simultaneously, these two variables contribute 92.2% to teacher performance. These findings highlight the importance of adopting a humanistic leadership approach and giving serious attention to teachers' well-being to enhance productivity and professionalism in educational settings. Therefore, it is recommended that school principals implement strategies that support the improvement of teachers' quality of work life, so that their performance can be further optimized.

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