


The Effect of Interpersonal Communication, Leadership Style, and Training on Teacher Performance at Private Senior High Schools in Serang Regency

Siti Hajar¹ , Muhamad Suparmoko², Budi Ilham Maliki³

^{1,2,3} Magister Manajemen, Universitas Bina Bangsa, Banten, Indonesia

Abstract

Teacher performance plays a pivotal role in ensuring educational quality and enhancing the effectiveness of the learning process. In private secondary education institutions, performance improvement is shaped by organizational dynamics, communication structures, leadership practices, and professional development systems. This study examines the effects of interpersonal communication, leadership style, and training on teacher performance in private senior high schools in Serang Regency, Indonesia.


A quantitative explanatory survey design was employed, involving 58 teachers selected from a population of 137 using the Slovin formula. Data were collected through a structured Likert-scale questionnaire that satisfied validity and reliability requirements. Multiple linear regression analysis was conducted using SPSS version 26 to test the proposed hypotheses.

The findings indicate that interpersonal communication does not have a statistically significant effect on teacher performance. In contrast, leadership style and training demonstrate positive and significant effects. Simultaneously, the three independent variables significantly influence teacher performance, with an adjusted R^2 value of 0.903, suggesting that 90.3% of the variance in teacher performance is explained by the model.

These results highlight the critical role of effective school leadership and systematic professional development programs in strengthening teacher performance. This study contributes empirically to the literature on educational human resource management by providing evidence-based insights for strategic policy formulation in private secondary education institutions.

Keywords: interpersonal communication; leadership style; training; teacher performance; private secondary education.

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 Corresponding author :

Email Address : sitihajarr760@gmail.com

INTRODUCTION

Education can no longer be understood simply as a process of knowledge transfer, but rather as a strategic instrument for human resource development that determines the nation's competitiveness. In the Indonesian context, the constitutional commitment to improving the quality of education is affirmed in Article 31 of the 1945 Constitution, which

requires the state to implement a national education system. However, this normative commitment has not been fully aligned with educational quality achievements on the ground, particularly when viewed from the variation in quality between educational units and the fluctuating student competency outcomes (Schermer, 2025).

Amidst the demands of human-quality development since 2019, schools are required not only to produce academically competent graduates but also to adapt to social and technological changes. Within this framework, teachers become key actors, as they stand at the intersection of education policy and classroom learning practices. In other words, the success of education reform is largely determined by how teachers translate policy into effective pedagogical action (Hye et al., 2025).

Legally, Law Number 14 of 2005 concerning Teachers and Lecturers positions teachers as professionals who are required to possess academic qualifications, competencies, and a teaching certificate. This provision demonstrates the state's recognition of the complexity of teachers' roles, not only as instructors but also as mentors and assessors of student development. However, formal recognition of professionalism does not automatically guarantee optimal teacher performance in daily practice (Sing et al., 2025).

Teacher performance is conceptually understood as work results reflected in the ability to plan, implement, and evaluate learning according to established standards. The performance management perspective emphasizes that individual performance does not stand alone but is influenced by the organizational system in which they work. Therefore, discussing teacher performance is not sufficient from the perspective of personal competencies alone; it needs to be analyzed within the context of school leadership, organizational communication, work culture, and professional development support (Oliveira et al., 2025).

One variable that is often overlooked but has significant implications is interpersonal communication between principals and teachers. The interpersonal communication theory proposed by Dean Barnlund (1970) asserts that communication is a dynamic process involving the exchange of meaning through verbal and nonverbal messages. Within a school organization, the quality of communication determines the level of openness, trust, and collaboration. When communication is one-way and lacks dialogue, potential learning problems tend not to be identified early (Liu et al., 2025).

Empirical findings from various studies indicate that harmonious interpersonal relationships contribute to increased teacher motivation and work commitment. However, some studies still view communication merely as a supporting variable, rather than a strategic factor in building a productive work system. In fact, effective communication can be a medium for conflict resolution, strengthening work culture, and providing a means for professional development (Jiang et al., 2025).

Besides communication, the principal's leadership style is also a crucial determinant. Hersey and Blanchard's situational leadership theory emphasizes that leadership effectiveness depends on the leader's ability to adapt his or her style to the level of readiness of his or her subordinates. In a school context, an adaptive principal who is able to direct, guide, and delegate as needed has the potential to create a conducive work environment for improving teacher performance. Previous research has even shown a significant contribution of leadership style to variations in teacher performance (Wang, Bao, et al., 2025).

However, leadership and communication cannot be separated from a school's organizational culture. A work culture that is permissive of tardiness, low discipline, or

minimal innovation can hinder the transformation of educational quality. Organizational culture is formed from the interaction of values, norms, and everyday practices that are collectively inherited. If the work culture is not directed toward professionalism, quality improvement policies tend to stop at the administrative level (Cao et al., 2025).

On the other hand, training as a form of human resource investment is often viewed as a technical solution to improve teacher competency. Various human resource management literature emphasizes that training is a planned process to reduce performance gaps. However, the effectiveness of training depends heavily on the individual's actual needs and readiness for change. Without open communication and supportive leadership, training risks becoming a mere formality with no significant impact on performance (Jos et al., 2025).

A preliminary study at a private high school in Serang Regency revealed teachers' lack of openness in communicating learning challenges, including difficulties adapting to technology and organizing administrative tasks. Although the principal attempted to provide support, communication barriers prevented the coaching process from running optimally. This situation indicates a gap between professional development policies and school organizational practices (Becher, 2026).

Based on this description, there is a clear need for a comprehensive study of the influence of interpersonal communication, leadership style, organizational culture, and training on teacher performance within a single, integrated analytical model. This research is urgent because it seeks to fill a gap in research that has tended to be partial. With a more systematic and empirically based approach, this research is expected to provide theoretical contributions to the development of educational management as well as practical recommendations for the sustainable improvement of school quality.

State of the art

Studies on teacher performance demonstrate a shift in approach from a focus on individual competencies to an analysis of organizational factors such as interpersonal communication, leadership style, and training. Research by Asri Seni, Makhadalena, and Sri found that principals' interpersonal communication significantly impacted teacher performance, although its contribution was relatively small. A study by Ali Umar and Suarni Norawat (2022) also confirmed that interpersonal communication positively impacted organizational commitment, which indirectly impacted performance. Meanwhile, research by Ratna Sari Suryani et al. (2022) showed that leadership style significantly influenced performance, and Andi Irfan et al. (2024) demonstrated that training significantly contributed to improving employee performance. These findings demonstrate that all three variables are relevant in explaining performance, but are generally tested separately (Saeed et al., 2025).

Methodologically, most previous studies have used a partial approach, testing one or two independent variables on performance. This limitation allows for the development of more integrative and simultaneous models, allowing for a more comprehensive analysis of the relationships between variables. Furthermore, many previous studies have been conducted in government or non-school institutions, leaving a gap in studies examining private schools, which have distinct organizational cultures and managerial systems (Zhao et al., 2025).

In the context of private high schools in Serang Regency, attendance data for 2023–2024 shows an average teacher absence of 21%, with the highest figure reaching 33% in November 2023. This condition indicates performance issues that have not been fully addressed, both in terms of communication, leadership, and training effectiveness. Therefore, this study offers novelty by testing an integrative model that simultaneously links

interpersonal communication, leadership style, and training to teacher performance, in order to provide theoretical contributions and practical recommendations for improving the quality of private school management (Renart-vicens et al., 2025).

Based on the results of the explanation of the background, phenomena and research gaps, the formulation of the research problem is: 1) Does Interpersonal Communication have a significant effect on Teacher Performance in Private High Schools in Serang Regency?, 2) Does Leadership Style have a significant effect on Teacher Performance in Private High Schools in Serang Regency?, 3) Does Training have a significant effect on Teacher Performance in Private High Schools in Serang Regency?, 4) Do Interpersonal Communication, Leadership Style, and Training have a significant effect on Teacher Performance in Private High Schools in Serang Regency?

Novelty

The novelty of this research lies in the development of an analytical model that integrates the principal's interpersonal communication, leadership style, and training within a single empirical framework to explain variations in teacher performance in private high schools in Serang Regency. Unlike previous research, which generally examined these variables partially and within different institutional contexts, this study positions all three as managerial factors that interact to shape teacher work behavior. Furthermore, this study uses factual data on absenteeism and organizational phenomena as the basis for problem identification, making it not only conceptual but also contextual and based on the real needs of private schools. This integrative and contextual approach provides a new contribution to the development of educational management literature and offers more applicable strategic recommendations.

METHODOLOGY

Research design

This research was conducted at eight private high schools in Serang Regency, Banten Province, for three months, from May to August 2024. The research design used a survey with a quantitative correlational approach, which aimed to analyze the relationship and influence of interpersonal communication, leadership style, and training on teacher performance. Data were collected through a questionnaire as the main instrument using a five-level Likert scale to measure respondents' perceptions in a structured and measurable manner. This approach was chosen because it allows for objective and analytical testing of relationships between variables through statistical calculations based on correlation coefficients and regression analysis (Hagenaars et al., 2025).

Population and sample

The population in this study was all 137 teachers of Private Senior High Schools in Serang Regency, consisting of active subject teachers based on data from the Senior High School Secretary Division. Considering that the population exceeded 100 people and there were time constraints and research efficiency, the sample determination was carried out using a non-probability sampling technique with the Slovin formula approach at a 10% error rate. Based on these calculations, a sample size of 58 respondents was obtained. This sample is considered representative to describe the characteristics of the population, so that the results of the study are expected to be generalizable to all Private Senior High School teachers in Serang Regency within the established error rate limits (Wang, Liu, et al., 2025).

Data collection techniques

The data collection technique in this study used a combination of primary,

secondary, and tertiary data, with the main emphasis on primary data through the questionnaire method. Primary data were obtained directly from respondents, namely private high school teachers in Serang Regency, using a written questionnaire instrument compiled based on research variable indicators. The data collection procedure began with a request for permission from the principal, determining respondent criteria, distributing questionnaires to teachers who met the criteria, and collecting and tabulating data for statistical analysis. In addition, secondary data was used to support and enrich the analysis through literature, previous research, and official documents relevant to the research topic. Meanwhile, tertiary data such as dictionaries and encyclopaedias were used as supporting references to clarify the concepts and operational definitions of the variables used in the study (Kester et al., 2025).

Data analysis techniques

The data analysis technique in this study uses a quantitative approach with the help of statistical tools through the SPSS version 26 program. The analysis applied is descriptive, which aims to describe and explain the characteristics of the data from each research variable of interpersonal communication, leadership style, training, and teacher performance based on one sample studied. The collected data are grouped, tabulated, and presented in the form of frequency distribution tables, histograms, and crosstabs to see the pattern of relationships between variables. The measures of central tendency of the data used include the mean, median, and mode to determine the general tendency of respondents' answers, while the measures of data distribution are analyzed through standard deviation, minimum, and maximum values to describe the level of data variation. Through this descriptive analysis, the study seeks to provide a systematic empirical picture of the actual conditions of the variables studied before further testing of the proposed hypotheses (Alzouebi et al., 2025).

RESULT AND DISCUSSION

Result

This section systematically presents the research findings based on the data processing and analysis conducted. The description focuses on interpreting the empirical data to answer the research questions and test the proposed hypotheses, ensuring that each result presented reflects the actual conditions in the field. Before analyzing the research data, several assumptions must be met to proceed with hypothesis testing. The requirements for this analysis are outlined in several tests as follows. The initial step is the normality test, as described in Table 1.

Table 1 Normality Test

Independent variable	Statistic K-S	Sig. (2-tailed)	Information
X1 → Y	0,120	0,345	Normal
X2 → Y	0,108	0,092	Normal
X3 → Y	0,077	0,200	Normal

Source: SPSS 26.0 analysis results

Based on the results of the normality test using the Kolmogorov-Smirnov (K-S) in Table 1, all independent variables show a significance value (Sig. 2-tailed) greater than 0.05. Variable X1 against Y has a significance value of 0.345 with a K-S statistic of 0.120, variable X2 against Y is 0.092 with a K-S statistic of 0.108, and variable X3 against Y is 0.200 with a K-S statistic of 0.077. Because all significance values exceed the limit of $\alpha = 0.05$, it can be concluded that the data in each variable is normally distributed. Thus, the assumption of normality in the regression analysis has been met so that further hypothesis testing can be carried out using parametric statistical analysis. Furthermore, the linearity test will be explained through Table 2 below.

Tabel 2 Linearity Test

Variable relationship	Sig. Deviation from Linearity	Information
X1 on Y	0,472	Linear
X2 on Y	0,420	Linear
X3 on Y	0,453	Linear

Source: SPSS 26.0 analysis results

Based on the results of the linearity test in Table 2, it is known that the relationship between each independent variable (X1, X2, and X3) with the dependent variable (Y) has a significance value of Deviation from Linearity which is all greater than 0.05. The significance value for X1 against Y is 0.472, X2 against Y is 0.420, and X3 against Y is 0.453. Because all of these values are above the significance limit of 0.05, there is no deviation from the linear form of the relationship. This means that the relationship between each independent variable and the dependent variable is linear, so the regression model used is feasible and meets one of the important assumptions in regression analysis. Next, the t-test will be explained in Table 3.

Tabel 3 t-test (Parcial)

variable	B	Beta	t count	Sig.	decision
Linterspersonal communication	0,047	0,043	0,626	0,534	Not significant
Leadership style	0,345	0,330	2,812	0,007	Significant
Training	0,586	0,608	5,915	0,000	Significant

Source: SPSS 26.0 analysis results

Based on the results of the t-test (partial) in Table 3, it can be seen that not all independent variables have a significant effect on the dependent variable. The Interpersonal Communication variable has a calculated t-value of 0.626 with a significance of 0.534 (greater than 0.05), so that partially it does not have a significant effect on variable Y. This

means that the increase in interpersonal communication in this study has not shown a significant contribution to changes in the dependent variable. On the other hand, the Leadership Style variable has a calculated t-value of 2.812 with a significance of 0.007 (smaller than 0.05), so it has a significant effect on Y. This shows that the better the leadership style, the more the dependent variable increases. The Training variable shows the strongest influence with a calculated t-value of 5.915 and a significance of 0.000, which means it has a significant and positive effect on Y. Thus, partially Training is the most dominant variable in influencing the dependent variable compared to other variables. Furthermore, the f-test will be explained through Table 4.

Table 4 Results of f-Test (Simultaneous)

Model	F count	Sig.	information
Multiple regression	178,159	0,000	Significant

Source: SPSS 26.0 analysis results

Based on the results of the F test (simultaneous) in Table 4, the calculated F value was 178.159 with a significance level of 0.000, which is smaller than 0.05. These results indicate that the independent variables consisting of interpersonal communication, leadership style, and training have a significant effect on the dependent variable. In other words, the multiple regression model used in this study is feasible and able to explain the relationship between all independent variables and the dependent variable simultaneously. This finding confirms that the combination of the three variables has a significant contribution in influencing changes in the dependent variable. The next test of the coefficient of determination will be explained in Table 5.

Table 5. Results of the Determination Coefficient Test

R	R Square	Adjusted R Square	Std. Error
0,953	0,908	0,903	3,337

Source: SPSS 26.0 analysis results

Based on the results of the coefficient of determination test in Table 5, an R value of 0.953 was obtained, indicating that the relationship between the independent variables and the dependent variable is in the very strong category. The R Square value of 0.908 indicates that 90.8% of the variation in the dependent variable can be explained by interpersonal communication, leadership style, and training together, while the remaining 9.2% is influenced by other factors outside the research model. The Adjusted R Square value of 0.903 indicates that after adjusting for the number of variables and samples, the model still has a very high explanatory power, namely 90.3%. Meanwhile, the Std. Error value of 3.337 illustrates the relatively small level of model prediction error, so it can be concluded that the regression model used has a good level of accuracy in explaining the dependent variable. Furthermore, the results of the hypothesis test will be explained in Table 6.

Table 6 Hypothesis Testing

No Hypothesis	Variable	t/F count	Sig.	decision	Information
1	H1 Interpersonal communication → teacher performance	0,626	0,534	rejected	No significant effect
2	H2 Leadership style → teacher performance	2,812	0,007	accepted	Significant effect
3	H3 Training → teacher performance	5,915	0,000	accepted	Significant effect
4	H4 X1, X2, X3 → teacher performance (Simultaneous)	178,159	0,000	accepted	Significant effect

Source: SPSS 26.0 analysis results

Based on the results of the hypothesis test in Table 6, it can be concluded that not all research hypotheses are accepted. The first hypothesis (H1) which states that interpersonal communication has an effect on teacher performance is rejected, because the calculated t value is 0.626 with a significance of 0.534 which is greater than 0.05, so there is no significant influence. On the other hand, the second hypothesis (H2) is accepted, because the leadership style has a calculated t value of 2.812 with a significance of 0.007 which is smaller than 0.05, so it is proven to have a significant effect on teacher performance. The third hypothesis (H3) is also accepted, where training shows a calculated t value of 5.915 with a significance of 0.000, which means it has a significant influence and is the most dominant variable partially. Meanwhile, the fourth hypothesis (H4) which tests the influence of the three variables simultaneously is also accepted, with a calculated F value of 178.159 and a significance of 0.000. This shows that together interpersonal communication, leadership style, and training have a significant influence on teacher performance, so that the overall research model is declared appropriate and able to explain the relationship between the variables studied.

The Influence of Interpersonal Communication on Teacher Performance

Based on the results of the t-test, the significance value of interpersonal communication is 0.534, so $0.534 > 0.05$, and the t_{count} of 0.262. Then for the t_{table} is 2,004 which means $t_{\text{count}} < t_{\text{table}}$. Therefore, according to the basis for decision-making in the t-test, it can be concluded that there is no significant influence between interpersonal communication variables on teacher performance. Based on the initial hypothesis proposed, it can be concluded that H_0 accepted and H_1 rejected, which means there is no significant influence of the Interpersonal Communication variable on Teacher Performance in Private Senior High Schools in Serang Regency.

The absence of a significant influence of interpersonal communication on teacher performance may be due to several factors. One is that interpersonal communication may not be the sole or even primary factor influencing teacher performance. Other factors such as the work environment, workload, available facilities, and support from management and colleagues may play a more dominant role in determining teacher performance. For example, teachers who work in a supportive environment and have access to adequate resources may demonstrate high performance despite low interpersonal communication. Conversely, teachers who are highly motivated but work in less supportive conditions may not be able to demonstrate optimal performance (Nolan et al., 2025).

In addition, the theory Herzberg about *hygiene motivation* can be used to explain this phenomenon. This theory distinguishes between motivational factors (*motivators*) related to job content, such as achievement, recognition, and responsibility, and hygiene factors (*hygiene factors*) related to the work context, such as company policies, supervision, relationships between coworkers, and working conditions. According to this theory, dissatisfaction is often caused by hygiene factors, while satisfaction and interpersonal communication are more influenced by interpersonal communication factors. If teachers' work environments are dominated by dissatisfaction with hygiene factors, then improving interpersonal communication will not be enough to significantly improve their performance (Qi et al., 2025).

The Influence of Leadership Style on Teacher Performance

Based on the results of the t-test, the significance value of leadership style is 0.007, so $0.007 < 0.05$, and the $t_{\text{value}_{\text{count}}}$ of 2.812. Then for the $t_{\text{value}_{\text{table}}}$ is 2,004 which means $t_{\text{count}} > t_{\text{table}}$. Therefore, based on the basis of decision-making in the t-test, it can be concluded that there is a significant influence between the leadership style variable and teacher performance. Based on the initial hypothesis proposed, it can be concluded that H_0 rejected and H_2 accepted, which means there is a significant influence of the Leadership Style variable on Teacher Performance in Private Senior High Schools in Serang Regency.

The significant influence of leadership style on teacher performance can be explained by several key factors. First, an effective leadership style can create a supportive and motivating work environment for teachers. Leaders who employ a transformational leadership style, for example, tend to provide inspiration, support, and high levels of recognition for the performance of their subordinates. This contributes to increased intrinsic motivation among teachers, which in turn improves their teaching performance. A participatory and supportive leadership style can also increase teachers' commitment and sense of responsibility towards their duties, as they feel valued and listened to in the decision-making process. This creates a more collaborative and productive work environment, where teachers feel more enthusiastic and motivated to give their best in their work (El-soussi, 2025).

In addition, management and leadership theories, such as Theory X and Theory Y, were developed by Douglas McGregor (1960), can help explain this relationship. According to Theory Y, leaders who have a positive view of their subordinates and believe they have the potential to perform well if given the right support tend to produce better performance from their teams. Teachers who feel supported and trusted by their leaders tend to demonstrate higher levels of performance because they feel more empowered and have responsibility for their work. This is evident in question 30, "The leader is able to inspire and motivate employees to achieve work goals," which has the highest score (Xu et al., 2025).

The Impact of Training on Teacher Performance

Based on the results of the t-test, the significance value of the training is 0.000, so $0.000 < 0.05$, and the $t_{\text{value}_{\text{count}}}$ of 5.915. Then for the $t_{\text{value}_{\text{table}}}$ is 2,004 which means $t_{\text{count}} > t_{\text{table}}$. Therefore, based on the basis of decision-making in the t-test, it can be concluded that there is a significant influence between training variables on teacher performance. Based on the initial hypothesis proposed, it can be concluded that H_0 rejected and H_3 accepted, which means that there is a significant influence of the Training variable on Teacher Performance in Private Senior High Schools in Serang Regency.

The significant influence of training on teacher performance can be explained by several key factors. First, positive and inclusive training creates a supportive and motivating

work environment for teachers. Training that emphasizes values such as collaboration, professionalism, and recognition of achievement can increase teachers' sense of belonging and commitment to the school. When teachers feel part of a community that values and supports them, they tend to be more motivated and enthusiastic in carrying out their duties. This positive work environment also encourages innovation and professional development, which ultimately contributes to improved teacher performance in the learning process (Assefa et al., 2025).

Additionally, organizational culture theories such as Schein's Theory can help explain this relationship. Schein (2004) states that organizational culture consists of three levels: artifacts, adopted values, and underlying assumptions. In a school context, artifacts can be visible practices and policies, such as professional development programs or awards for outstanding teachers. Adopted values reflect principles considered important by the school, such as teamwork and rewarding innovation. Underlying assumptions are fundamental beliefs that are unconscious but guide behavior within the organization. When training is based on the assumption that every teacher has the potential to excel and grow, it creates a climate that encourages teachers to give their best in their work. Thus, positive and supportive training can improve teacher performance by creating a work environment conducive to professional growth and development (Lai et al., 2025).

The Influence of Interpersonal Communication, Leadership Style, and Training on Teacher Performance

Based on the F test, it shows the F value_{count} of 178.159 with a significance of 0.000, while F_{table} is 2.78. So, F_{count} > F_{table} and significant 0.000 < 0.05. This indicates that interpersonal communication, leadership style, and training have a significant simultaneous influence on teacher performance. Based on the initial hypothesis proposed, it can be concluded that H₀rejected and H₄accepted, which means there is a simultaneous or joint influence between interpersonal communication, leadership style and training on the performance of junior high school teachers throughout Serang Regency.

The significant simultaneous influence of interpersonal communication, leadership style, and training on teacher performance can be explained by the complex interaction between these factors in creating a supportive work environment. Strong interpersonal communication provides teachers with internal motivation to excel and achieve good results. An effective leadership style strengthens this communication by providing support, recognition, and inspiration, which increases teacher morale and commitment (Chen et al., 2025). On the other hand, positive and inclusive training provides a conducive framework for teacher development and innovation. Training that emphasizes collaboration, professional development, and recognition for achievement helps create a pleasant and productive environment, which strengthens the influence of leadership style and interpersonal communication on teacher performance (Ye et al., 2025).

CONCLUSION

Based on research conducted at Private Senior High Schools in Serang Regency, the following conclusions about the influence of interpersonal communication and principal leadership, and training on teacher performance are as follows: 1) Based on the results of the t-test (Partial) it is known that the significance value (sig.) of the interpersonal communication variable (X1) is 0.006. This value indicates a position (0.006 < 0.05). Then from the calculation results obtained the t-count value for the interpersonal communication variable (X1) is 0.262 and with a t-table of 2.004, resulting in a position of 0.262 < 2.004. Based on this, it can be concluded that interpersonal communication (X1) does not have a significant positive effect on Teacher Performance (Y). 2) Based on the results of the t-test

(Partial) it is known that the significance value (sig.) of the Principal Leadership Style variable (X₂) is 0.007. This value indicates a position (0.007 < 0.05). Then from the calculation results obtained the t-value for the Principal Leadership Style variable (X₂) is 2,812. and with a t-table of 2.004, it produces a position of 2,812 > 2,004. Based on this, it can be concluded that the Principal Leadership Style (X₂) has a significant positive effect on Teacher Performance (Y). 3) Based on the results of the t-test (Partial) it is known that the significance value (sig.) of the Training variable (X₃) is 0.000. This value indicates a position (0.000 < 0.05). Then from the calculation results obtained the t-value for the Training variable (X₃) is 5,915. and with a t-table of 2.004, it produces a position of 5,915 > 2,004. Based on this, it can be concluded that Training (X₃) has a significant positive effect on Teacher Performance (Y). 4) Based on the results of the F test (Simultaneous), the significance value (sig.) is 0.000. This value indicates the position (0.000 < 0.05). Then, from the calculation results, the F value is obtained. _{count} of 178.159 and with F_{table} of 2.78, then, the resulting position is 178.159 > 2.78. Based on this, it can be concluded that simultaneously or together the Interpersonal Communication variable (X₁), Leadership Style (X₂), and Training (X₃) has a significant positive effect on Teacher Performance (Y).

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Limitation

This research was conducted optimally, but it still has several limitations that require attention. First, the sample size only included private high school teachers in Serang Regency, so the results cannot necessarily be generalized to other regions or educational levels. Second, the data were obtained through a self-report questionnaire, which poses the possibility of subjective bias among respondents in their responses. Third, the study was conducted within a specific time period, so it is not yet able to describe changes or dynamics in variables that may occur over time. These limitations are important considerations in interpreting the research results and serve as evaluation material for further research.

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