

# Islamic Educational Leadership and Teacher Performance in Indonesian State Islamic Primary Schools

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## ABSTRACT

Leadership quality in Islamic primary education is central to teacher professionalism, yet empirical evidence from Indonesian state madrasahs remains limited. This qualitative multi-site case study examines how Islamic school principals manage leadership practices and how these practices relate to teacher performance in three State Islamic Primary Schools (Madrasah Ibtidaiyah Negeri/MIN) in Lampung, Indonesia. Data were derived from observations, semi-structured interviews with principals and teachers, and institutional documents during May-June 2024; analysis followed data reduction, display, and verification with source, technique, and time triangulation. Findings show that leadership management operated through four connected functions: participatory planning, role-based organizing, motivational implementation, and continuous supervision. Teacher performance was reflected in lesson planning, curriculum enactment, classroom management, innovative pedagogy, assessment, individual feedback, character formation, and professional learning. Cross-site patterns indicate a participative-relational model in MIN 2 Pesawaran, an innovation-performance model in MIN 2 Bandar Lampung, and an exemplary-spiritual model in MIN 3 Lampung Selatan. Supportive factors included collaborative climate, parental/committee support, and teacher commitment; constraints included limited funding, administrative workload, unequal ICT access, and teacher rotation. The study contributes a context-sensitive model of Islamic educational leadership for teacher performance and inclusive quality education.

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## Introduction

Educational leadership has become a strategic concern in contemporary school improvement because principals are expected to coordinate vision, professional learning, curriculum enactment, community engagement, and accountability within complex social conditions. Leithwood et al. (2020) argue that successful school leadership is not a single personal trait but a set of context-responsive practices that shape organizational direction and instructional quality. Similarly, Hallinger (2020) and Leithwood (2021) show that leadership studies increasingly move toward equity, learning improvement, and institutional capacity. In Islamic educational settings, these concerns are inseparable from moral formation, spiritual accountability, and the

responsibility to produce inclusive quality education (Brooks & Ezzani, 2022; Chanifah et al., 2021; Khasanah et al., 2023; Subchi et al., 2022).

For State Islamic Primary Schools in Indonesia, usually referred to as Madrasah Ibtidaiyah Negeri (MIN), leadership management has a dual mandate. Principals must perform managerial functions such as planning, organizing, implementing, supervising, and evaluating school programs, while also sustaining Islamic values, character education, and public trust. This dual mandate is particularly important because Islamic primary schools function not only as administrative units but also as moral communities where teachers model religious, social, and civic virtues. Recent studies on madrasah and Islamic school leadership emphasize that principals influence teacher performance through vision-building, academic supervision, collegial communication, professional development, work motivation, and ethical exemplarity (Hamzah & Kholil, 2024; Khoriroh et al., 2025; Sidiq & Saleh, 2025; Syaifuddin & Rofiki, 2025; Wardoyo et al., 2026).

Teacher performance is equally central. In the present study, teacher performance refers to the visible professional capacity of teachers to plan lessons, master teaching materials, manage classes, enact curriculum, use varied instructional methods, assess learning, provide feedback, collaborate with school stakeholders, and cultivate student character. This definition follows contemporary research that views teacher performance as a multidimensional construct shaped by competence, motivation, professional development, self-efficacy, school climate, and leadership support (Burić & Kim, 2023; Elfira et al., 2024; Kholifah et al., 2024; Layek & Koodamara, 2024; Uka & Prendi, 2021; Wahyu et al., 2021). Thus, teacher performance is not reducible to attendance or administrative compliance; it is the practical enactment of professional judgment in classrooms and school communities.

Although many studies have examined principal leadership and teacher performance, three gaps remain. First, much of the literature treats leadership as a generic school variable and pays limited attention to the Islamic ethical context of madrasah leadership. Second, several Indonesian studies focus on single schools or quantitative correlations, leaving less space for cross-site qualitative comparison of leadership patterns. Third, research has not sufficiently explained how leadership management functions differently across state Islamic primary schools facing different local constraints. The present article addresses these gaps by converting a doctoral multi-site study into a journal article that foregrounds the interaction between Islamic educational leadership, teacher professionalism, school culture, and contextual constraints.

The study is positioned within scholarship on policy, leadership, and management in Islamic educational institutions, quality management of Islamic education, professional development of Islamic education teachers, and education that contributes to inclusive and sustainable quality education. It does not merely describe leadership as an administrative role; rather, it interprets principal leadership as a context-sensitive mechanism that supports inclusive, ethical, and high-quality Islamic education (Aryani et al., 2024; Müller et al., 2020; Sariakin et al., 2025; Shava & Heystek, 2021).

The research questions are: (1) How is leadership management implemented by principals in three State Islamic Primary Schools in Lampung, Indonesia? (2) How is teacher performance reflected in classroom and school practices? and (3) What factors support and inhibit principal leadership management in improving teacher performance?

## Literature Review

### *Islamic Educational Leadership and School Management*

Islamic educational leadership integrates organizational effectiveness with ethical responsibility. Brooks and Ezzani (2022) conceptualize Islamic school leadership as involving spirituality, justice, and critical responsibility rather than mere managerial control. Chanifah et al. (2021) likewise show that Islamic education can be designed through spirituality-based frameworks that connect faith, ethics, and pedagogical practice. Within Indonesian Islamic education, moderation, tolerance, national commitment, and inclusive learning have become central concerns (Ali et al., 2021; Aryani et al., 2024; Hasyim & Junaidi, 2023; Khasanah et al., 2023; Subchi et al., 2022; Zulfatmi, 2023).

Leadership management in Islamic schools therefore operates at the intersection of instructional leadership, transformational leadership, and moral-spiritual leadership. Instructional leadership focuses on curriculum, teaching supervision, feedback, and learning outcomes; transformational leadership builds vision, motivation, innovation, and collective commitment; spiritual leadership reinforces trust, role modelling, and ethical accountability. Empirical studies indicate that these orientations can strengthen teacher performance when principals provide clear direction, support professional learning, and cultivate a productive school climate (Elfira et al., 2024; Kareem et al., 2023; Maqbool et al., 2024; Nurabadi et al., 2021; Pardosi & Utari, 2022; Rais et al., 2022).

In madrasah contexts, leadership effectiveness is also mediated by institutional realities: limited resources, administrative workload, teacher distribution, parent involvement, and unequal access to technology. Recent Indonesian studies have shown that principal strategies in madrasahs include supervision, teacher mentoring, pedagogical collaboration, motivation, and welfare support (Abdussyakir, 2025; Hamzah & Kholil, 2024; Khoriroh et al., 2025; Sidiq & Saleh, 2025; Syaifuddin & Rofiki, 2025; Zaini, 2023). These studies support the assumption that leadership management is not merely formal authority but a set of routines through which principals align resources, people, and school goals.

### *Teacher Performance, Professional Learning, and Islamic Primary Education*

Teacher performance depends on more than individual competence. Kholifah et al. (2024) demonstrate that motivation and professional development mediate teacher performance, while Layek and Koodamara (2024) show that motivation and work experience are relevant predictors of teacher productivity. Burić and Kim (2023) emphasize the role of school climate in teacher stress and satisfaction, suggesting that performance is affected by whether teachers experience the school as supportive, fair, and professionally meaningful. In a similar direction, Sariakin et al. (2025) connect leadership, management practices, and teacher motivation with productive educational environments.

In Islamic primary schools, teacher performance includes pedagogical and character-forming responsibilities. Teachers are expected to plan learning, use varied methods, assess student progress, manage classrooms, and provide individualized feedback, while also integrating Islamic values through everyday interaction. This aligns with research showing that the quality of religious education depends on reflective pedagogy, inclusive values, student-centered learning, and teacher agency (Ali et al., 2021; Aryani et al., 2024; Halid & Arifah, 2024; Khasanah et al.,

2023; Zulfatmi, 2023). For this reason, the present study analyzes teacher performance through both instructional and ethical dimensions.

### *Analytical Position of the Present Study*

This article positions leadership management as a context-sensitive process rather than a fixed style. It draws on four managerial functions found in the original doctoral study - planning, organizing, implementation, and supervision/evaluation - and interprets them through recent scholarship on Islamic educational leadership and teacher performance. The article's novelty lies in its cross-site identification of three leadership-performance patterns: participative-relational, innovation-performance, and exemplary-spiritual. These patterns provide a more nuanced account than a general claim that principal leadership improves teacher performance. They show how similar managerial functions produce different emphases depending on local school culture, urban-rural conditions, resources, and teacher dynamics.

## **Methods**

### *Research Design and Setting*

This study used a qualitative multi-site case study design. The design was appropriate because the research examined principal leadership management and teacher performance in natural school settings, with attention to institutional context, participant meaning, and cross-site comparison. The three sites were MIN 2 Pesawaran, MIN 2 Bandar Lampung, and MIN 3 Lampung Selatan in Lampung Province, Indonesia. Data collection was conducted during May-June 2024. The sites were selected because they represent State Islamic Primary Schools operating under public Islamic education governance while facing different contextual conditions, including urban competition, suburban community relations, and differences in infrastructure access.

The research did not aim to test causal hypotheses or measure the statistical effect of leadership on performance. Instead, it sought to explain how leadership management was enacted, how teacher performance appeared in practice, and how supporting and inhibiting factors shaped the relationship between leadership and professional practice.

### *Participants and Data Sources*

The primary data sources were principals and teachers who were directly involved in school management, classroom instruction, teacher supervision, and professional development activities. Participants were selected purposively because they possessed relevant information regarding leadership routines and teacher performance. Secondary data were derived from school documents, including school profiles, organizational records, teacher and student data, program documents, supervision-related records, and visual documentation.

Three complementary techniques were used: observation, semi-structured interviews, and document analysis. Observation captured leadership routines, school interaction, classroom-related activities, and teacher practices. Interviews elicited participant perspectives on planning, supervision, motivation, teacher performance, and constraints. Document analysis verified institutional profiles, program continuity, and cross-site differences.

**Table 1.***Case-study evidence base and analytic contribution*

| <b>Evidence source</b>     | <b>Scope in this study</b>                                                                                                        | <b>Analytic contribution</b>                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Observation                | Leadership routines, school interaction, classroom-related practice, supervision, and teacher activities in three sites.          | Identified enacted leadership functions and visible teacher-performance practices.                       |
| Semi-structured interviews | Principals and teachers selected purposively because of their direct involvement in leadership, instruction, and school programs. | Captured participant meanings regarding planning, motivation, supervision, performance, and constraints. |
| Document analysis          | School profiles, personnel and student data, program records, supervision-related documents, and visual documentation.            | Verified institutional context, program continuity, and cross-site differences.                          |
| Cross-site comparison      | MIN 2 Pesawaran, MIN 2 Bandar Lampung, and MIN 3 Lampung Selatan.                                                                 | Produced three leadership-performance patterns and a context-sensitive model.                            |

### ***Data Analysis, Trustworthiness, and Ethics***

Data analysis followed an interactive qualitative process consisting of data collection, data reduction, data display, and conclusion drawing/verification. First, data from interviews, observations, and documents were organized according to the research questions. Second, relevant units of meaning were coded around leadership management, teacher performance, supporting factors, and inhibiting factors. Third, findings were compared across the three sites to identify similarities, differences, and cross-site patterns. Finally, interpretations were verified against the data and refined through triangulation.

Trustworthiness was strengthened through source triangulation, technique triangulation, and time triangulation. Source triangulation compared information from principals, teachers, and documents. Technique triangulation compared interview, observation, and documentation evidence. Time triangulation checked the consistency of information across different moments of data collection. Ethical practice included institutional permission, respectful engagement with participants, confidentiality in reporting, and avoiding the addition of empirical claims not supported by the original field record.

## **Results and Discussion**

### ***Results***

#### ***Leadership Management as Integrated Planning, Organizing, Implementation, and Supervision***

Across the three State Islamic Primary Schools, principal leadership management operated through four connected functions: planning, organizing, implementation, and supervision/evaluation. Planning was visible in the formulation of school vision, mission, strategic priorities, and program goals. Principals used planning to translate institutional expectations into annual and routine programs, including curriculum implementation, teacher supervision, student character development, and school-community engagement. The evidence indicates that leadership planning was strongest when it involved teachers and stakeholders rather than remaining a formal administrative document.

At MIN 2 Pesawaran, leadership was characterized by deliberation, teacher involvement, and relational communication. The principal frequently invited teachers and staff to discuss decisions, and routine parent meetings were used to strengthen cooperation between school and family. This pattern shows a participative-relational model in which leadership legitimacy was built through consultation, trust, and shared responsibility. Organizing was reflected in the distribution of duties, coordination of teachers, and alignment between religious-character programs and instructional routines.

At MIN 2 Bandar Lampung, leadership was more oriented toward quality change, academic motivation, and instructional innovation. The principal encouraged teachers to develop creative teaching methods, supported parent involvement in school programs, and provided forums for parental feedback. The urban context created both opportunities and pressures: access to educational resources and networks was relatively stronger, but competition, workload, and teacher rotation were also more pronounced. Leadership in this site can therefore be interpreted as an innovation-performance model.

At MIN 3 Lampung Selatan, leadership emphasized clarity of duties, discipline, responsibility, and moral formation. The data indicate that the principal more often made decisions unilaterally than in the other two sites, yet this was accompanied by clear role allocation and a strong emphasis on teacher responsibility. This pattern can be understood as an exemplary-spiritual model because the principal's religious character, discipline, and role modelling were important resources for school culture. However, the same pattern also suggests that leadership development should strengthen participatory decision-making so that responsibility is distributed more broadly.

Supervision and evaluation appeared in all three sites. Principals monitored teaching practice, evaluated teacher performance, provided feedback, and encouraged professional development. Supervision was not only administrative; it served as a mechanism for improving curriculum implementation, classroom management, teacher discipline, and instructional creativity. This finding supports contemporary work showing that principal engagement in supervision and teacher evaluation can shape teacher efficacy and performance when it is conducted constructively (Alkaabi et al., 2025; Elfira et al., 2024; Hamzah & Kholil, 2024; Nurabadi et al., 2021).

### *Teacher Performance as Pedagogical, Professional, and Character-Building Practice*

Teacher performance in the three schools was reflected in lesson planning, material mastery, classroom management, use of varied teaching methods, assessment, feedback, collaboration with parents, professional learning, and character formation. Teachers did not merely deliver content; they translated curriculum expectations into classroom routines and religious-moral guidance. This is important because Islamic primary education requires teachers to integrate cognitive, affective, spiritual, and social dimensions.

At MIN 2 Pesawaran, teacher performance emphasized religious instruction and student character. Classroom management focused on discipline and moral guidance, while teachers also developed creative teaching materials and organized academic competitions. Teachers provided personal feedback on students' character development. This indicates that teacher performance

was interpreted through an integrated academic-character lens, where learning quality and moral formation were mutually reinforcing.

At MIN 2 Bandar Lampung, teacher performance was strongly oriented toward academic achievement and examination readiness. Teachers reported high academic results, creative preparation of learning materials, and routine structured feedback on students' academic progress. The stronger academic orientation does not mean character education was absent; rather, the site's dominant performance culture was organized around measurable academic progress and competitiveness.

At MIN 3 Lampung Selatan, teacher performance emphasized discipline, character development, social activities, and sufficient academic achievement. Teachers used creative instructional strategies such as songs for Arabic learning and mind mapping in Islamic jurisprudence learning, while also providing periodic feedback related to academic achievement and discipline. This suggests that teacher performance in the site was shaped by a balance between pedagogical creativity and moral-social formation.

Across the sites, teachers' professional development was supported through training, teacher working groups, supervision, peer mentoring, and reflective practice. The data also show that professional development remained uneven because access to training, ICT facilities, and external collaboration differed across sites. This pattern resonates with Kholifah et al. (2024), Layek and Koodamara (2024), and Sariakin et al. (2025), who emphasize that motivation, leadership support, and professional learning are critical determinants of teacher performance.

**Table 2.**  
*Cross-site leadership and teacher-performance patterns*

| Site                  | Dominant leadership pattern                                                                                        | Teacher-performance emphasis                                                                                                 | Interpretive meaning                                                                                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| MIN 2 Pesawaran       | Participative-relational: discussion, teacher involvement, and parent meetings.                                    | Religious instruction, character development, discipline, creative materials, competitions, and personal character feedback. | Leadership strengthens performance through trust, participation, and relational school culture.               |
| MIN 2 Bandar Lampung  | Innovation-performance: quality change, high motivation, creative teaching methods, and parent feedback.           | Academic achievement, examination orientation, creative materials, competitions, and structured academic feedback.           | Leadership strengthens performance through innovation, achievement orientation, and structured monitoring.    |
| MIN 3 Lampung Selatan | Exemplary-spiritual: discipline, clear responsibilities, and moral role modelling, with more unilateral decisions. | Discipline, character development, social activities, creative methods, periodic academic and discipline feedback.           | Leadership strengthens performance through exemplarity and role clarity, but requires stronger participation. |

*Supporting and Inhibiting Conditions Across Sites*

The improvement of teacher performance was enabled by several conditions. First, leadership style mattered. Participative, innovative, communicative, and religiously exemplary leadership

encouraged teachers to feel involved, motivated, and responsible. Second, harmonious relationships between principals, teachers, staff, parents, and school committees created a collaborative work climate. Third, teacher commitment and motivation were essential internal resources. Fourth, parental and committee support helped schools sustain programs despite resource limitations.

The inhibiting conditions were also clear. Limited operational funds and learning facilities constrained program expansion, teacher training, and technology integration. Heavy administrative workload reduced the time and energy teachers could devote to instructional innovation and reflection. Unequal access to ICT and professional development opportunities limited teachers' ability to respond to changing pedagogical demands. At MIN 2 Bandar Lampung, teacher rotation disrupted program continuity; at MIN 3 Lampung Selatan, limited infrastructure and external access constrained broader collaboration; at MIN 2 Pesawaran, some mismatch between teacher qualification and teaching assignment required stronger professional support.

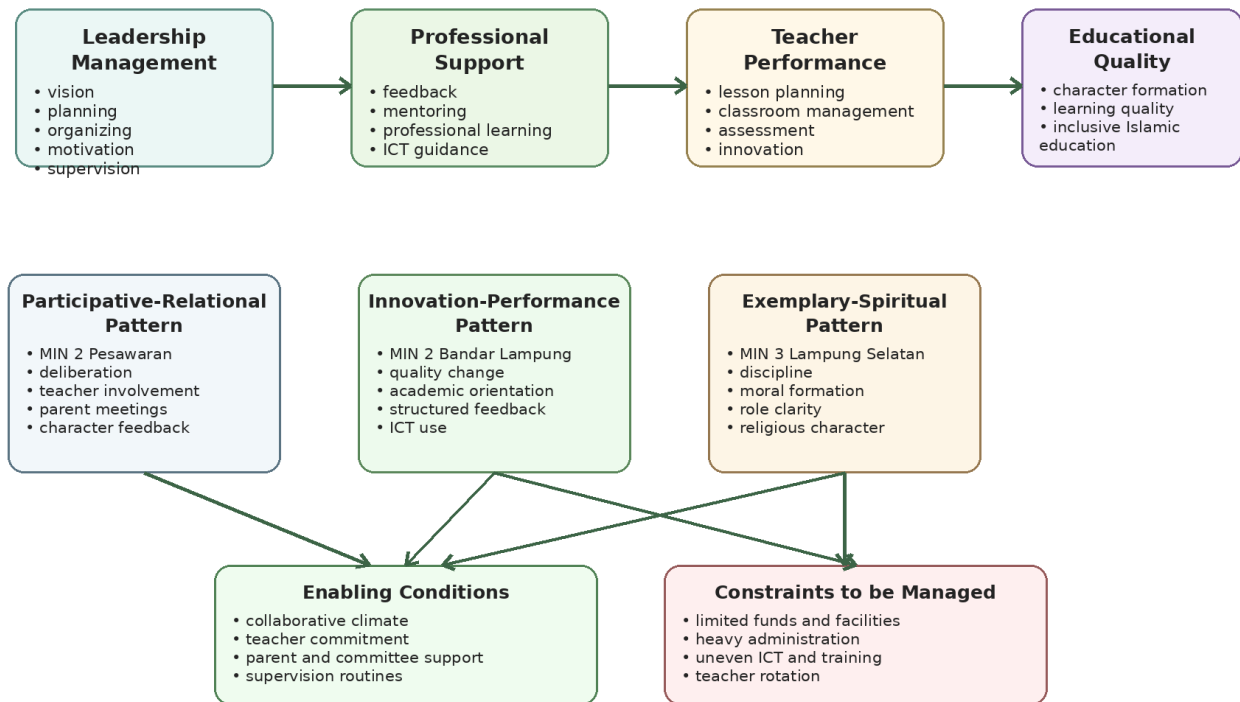
These findings indicate that leadership management improves teacher performance not by eliminating all constraints but by mediating them. Principals translated limited resources into prioritized programs, used supervision to focus teacher development, and mobilized relational capital from parents, committees, and senior teachers. However, the findings also show that school-level leadership cannot replace systemic support. Government agencies and Islamic education authorities need to strengthen funding, teacher professional development, ICT infrastructure, and teacher distribution policies.

**Table 2.**  
*Supporting and inhibiting factors in leadership management and teacher performance*

| Site                  | Supporting factors                                                                                                                                                                           | Inhibiting factors                                                                                                                                            |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MIN 2 Pesawaran       | Visionary and participative leadership; teacher involvement in decision-making; harmonious work climate; teacher working groups; parent and committee support.                               | Limited operational funds; some mismatch between teacher qualification and teaching assignment; heavy administrative workload; ICT use not yet optimal.       |
| MIN 2 Bandar Lampung  | Innovative and collegial leadership; ICT use in administration and teaching; disciplined professional culture; urban access to resources and cooperation; routine supervision and workshops. | High workload and urban competition; limited land; frequent teacher rotation; teacher innovation still dependent on principal initiative.                     |
| MIN 3 Lampung Selatan | Religious and exemplary leadership; family-like school relations; local government support; routine supervision; senior-teacher mentoring.                                                   | Limited external cooperation access; limited funds; limited computer and internet facilities; principal administrative load sometimes constrains supervision. |

**Figure 1.**

*Context-sensitive Islamic educational leadership model for teacher performance*



## Discussion

The findings confirm that principal leadership management is a key mechanism through which Islamic primary schools organize teacher performance, but they also refine the claim by showing that leadership operates differently across contexts. Rather than a single best leadership style, the three cases reveal three context-sensitive patterns. The participative-relational pattern at MIN 2 Pesawaran shows the value of deliberation, teacher involvement, and parent communication. The innovation-performance pattern at MIN 2 Bandar Lampung highlights quality change, academic orientation, structured feedback, and creative pedagogy. The exemplary-spiritual pattern at MIN 3 Lampung Selatan emphasizes discipline, role clarity, religious character, and moral formation. These patterns extend previous studies that connect principal leadership with teacher performance by showing how leadership is configured through local school culture and constraints (Abu Nasra & Arar, 2020; Agustin et al., 2023; Maqbool et al., 2024; Musdiani et al., 2026; Suhartono & Hariyani, 2025; Supandi, 2023; Zega, 2025).

The study also supports Leithwood et al.'s (2020) argument that successful leadership is enacted through direction-setting, people development, organizational redesign, and instructional program improvement. In the present cases, principals set direction through school vision and strategic planning, developed people through supervision and motivation, redesigned organization through role distribution and stakeholder involvement, and improved instructional programs through monitoring and teacher feedback. However, the Islamic madrasah context adds a distinctive ethical dimension. Leadership was not evaluated solely by efficiency or academic results; it was also judged by moral exemplarity, religious responsibility, care for students' character, and the ability to build harmonious school relationships. This aligns with Brooks and Ezzani's (2022) critical spirituality framework and with studies on Islamic education that

emphasize moderation, character formation, and inclusive values (Chanifah et al., 2021; Halid & Arifah, 2024; Hasyim & Junaidi, 2023; Khasanah et al., 2023; Subchi et al., 2022; Zulfatmi, 2023).

Teacher performance in the study was multidimensional. It included lesson planning, curriculum implementation, classroom management, instructional creativity, assessment, student feedback, professional learning, and character education. This confirms that teacher performance cannot be interpreted narrowly as compliance with administrative requirements. In fact, the constraints identified in the study - especially heavy administrative workload - indicate that excessive administration can reduce teachers' capacity for reflective practice and instructional innovation. This finding is consistent with Burić and Kim (2023), Kholifah et al. (2024), Layek and Koodamara (2024), and Wahyu et al. (2021), who show that teacher performance is affected by motivation, development opportunities, climate, and professional conditions.

The strongest contribution of the study is the proposed context-sensitive Islamic educational leadership model. The model links leadership management, professional support, teacher performance, and educational quality, while recognizing enabling and constraining conditions. Its novelty lies in translating doctoral field findings into a transferable conceptual model without detaching them from local evidence. The model is not a universal formula; it is a practical framework that can guide madrasah principals in diagnosing whether their school requires stronger participation, stronger innovation, stronger moral exemplarity, or a balanced combination of the three. It also offers a basis for Islamic education authorities to design principal training that integrates managerial competence, instructional supervision, digital readiness, community partnership, and Islamic ethical leadership.

The implications are both theoretical and practical. Theoretically, the study enriches Islamic educational management by showing that principal leadership is best understood as a moral-professional practice embedded in institutional context. Practically, madrasah leaders should strengthen participatory planning, routine academic supervision, peer mentoring, teacher professional learning, and parent-school partnerships. Islamic education policymakers should provide targeted support for ICT infrastructure, professional development, and teacher placement stability. These implications resonate with studies on transformational leadership, productive educational environments, and sustainability-oriented school management (Kareem et al., 2023; Müller et al., 2020; Rais et al., 2022; Sariakin et al., 2025; Shava & Heystek, 2021). Ultimately, improving teacher performance in State Islamic Primary Schools requires both strong school-level leadership and systemic support for inclusive quality education.

## Conclusion

This multi-site qualitative study shows that principal leadership management in three State Islamic Primary Schools in Lampung improved teacher performance through integrated planning, organizing, implementation, supervision, motivation, and stakeholder engagement. Teacher performance was reflected in curriculum enactment, lesson planning, classroom management, innovative teaching methods, student assessment, individualized feedback, professional learning, discipline, and character formation. The cross-site analysis identifies three leadership-performance patterns: participative-relational leadership in MIN 2 Pesawaran, innovation-performance leadership in MIN 2 Bandar Lampung, and exemplary-spiritual leadership in MIN 3

Lampung Selatan. Supporting factors included collaborative school climate, teacher motivation, parent and committee support, and routine supervision. Inhibiting factors included limited funding and facilities, heavy administrative workload, unequal access to ICT and professional development, teacher rotation, and limited external collaboration. The study contributes a context-sensitive Islamic educational leadership model that links principal leadership, professional support, teacher performance, and inclusive educational quality.

## Limitations

This study is limited to three State Islamic Primary Schools in Lampung Province and does not claim statistical generalizability. The qualitative design provides an in-depth account of leadership mechanisms and contextual conditions but does not establish causal effects between leadership management and teacher performance. The study relies on observation, interviews, and documents from the original field record; therefore, it does not include standardized teacher-performance instruments, longitudinal student achievement data, or direct classroom-performance scoring across all teachers. Future research should use multi-province comparative designs, mixed-method measurement, longitudinal tracking, and validated instruments to test the proposed model and examine how leadership practices influence teacher performance and student outcomes over time.

## Author Contribution

A.P. conceptualized the study, developed the research focus, designed the methodological framework, and drafted the initial manuscript. S.P. conducted field observations and interviews, organized institutional documentation, and supported the data reduction, display, and verification process. N.H.M. contributed to data analysis, interpretation of findings, validation through triangulation, and refinement of the discussion. A.A.A.A. and I.A. contributed to manuscript review, academic editing, reference checking, and final formatting. All authors reviewed and approved the final manuscript and accept responsibility for the integrity and accuracy of the work.

## Conflict of Interest

The authors declare no conflict of interest.

## Declaration of Use of AI in Scientific Writing

During the preparation of this manuscript, the authors used a generative artificial intelligence tool to support language refinement, structural editing, and reference-formatting checks. The tool was not used to generate or alter empirical data, conduct independent data analysis, make methodological decisions, or fabricate findings. All AI-assisted text was critically reviewed, revised, and approved by the authors, who remain fully responsible for the accuracy, integrity, and originality of the manuscript.

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