



## The Influence of Visionary Leadership Style, School Climate, and Interpersonal Relationships on Teacher Productivity

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### ABSTRACT

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This study aims to analyze the influence of principals' visionary leadership style, school climate, and interpersonal relationships on teacher productivity. A quantitative approach was employed using a census method, involving all teachers in the population as respondents. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression with SPSS. The results indicate that, partially, visionary leadership has a positive and significant effect on teacher productivity, while school climate and interpersonal relationships do not show a significant partial effect. However, simultaneously, visionary leadership, school climate, and interpersonal relationships have a significant influence on teacher productivity. The coefficient of determination ( $R^2$ ) of 0.547 indicates that 54.70% of the variance in teacher productivity can be explained by the three independent variables, while the remaining variance is influenced by other factors outside the research model. These findings highlight the critical role of principals' visionary leadership as the dominant factor in enhancing teacher productivity, as well as the importance of strengthening school climate and interpersonal relationships as supporting factors for sustaining teacher performance in the long term.

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## INTRODUCTION

Upper secondary education plays a strategic role in shaping the quality of human resources by providing effective learning processes and strengthening students' character development. In the context of increasing global competition and rapid educational transformation, schools are required to ensure high levels of teacher productivity as a key determinant of educational quality. Teacher productivity is not merely reflected in teaching hours, but also in instructional quality, lesson preparedness, discipline, innovation, and the impact of teaching on student development (OECD, 2020). Empirical evidence suggests that

productive teachers contribute significantly to student achievement, institutional effectiveness, and long-term educational sustainability (Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah, 2025; Manshur, 2026). Conversely, low teacher productivity may lead to declining learning outcomes and reduced public trust in educational institutions. Therefore, improving teacher productivity is not only an organizational concern but also a societal imperative. From a broader perspective, effective school management that enhances teacher productivity supports national education goals and contributes to social development. Consequently, understanding the factors that influence teacher productivity is crucial for both educational practitioners and policymakers.

Despite its importance, teacher productivity remains a persistent challenge in many educational institutions. Schools often face issues such as uneven teaching performance, limited instructional innovation, low work motivation, and weak professional collaboration among teachers. These problems are frequently associated with managerial and organizational factors rather than individual teacher competence alone (Hikmah & Mudarris, 2026; Kusumawati, 2025; Syafiih, 2025). Inadequate leadership practices, unsupportive work environments, and ineffective interpersonal relationships can hinder teachers' ability to perform optimally. Moreover, rapid curriculum changes and increasing administrative demands place additional pressure on teachers, potentially reducing their productivity (Fullan, 2016). In this context, schools require leadership approaches that are capable of guiding change, fostering motivation, and building a supportive organizational climate. However, many educational institutions still rely on traditional leadership models that focus on administrative control rather than visionary direction and human-centered management. This condition highlights the need for empirical studies that examine how leadership style, school climate, and interpersonal relationships collectively influence teacher productivity.

In practice, variations in teacher productivity can be observed across schools, even within similar organizational contexts. Field observations indicate differences in teachers' responsiveness to academic responsibilities, consistency in task implementation, and levels of professional collaboration. Some teachers demonstrate high commitment and innovation, while others show minimal initiative and reduced engagement in school programs (Aini et al., 2025; Dewi et al., 2024; Lateh, 2024; Zain & Mustofa, 2024; Zuhdi & Faridy, 2024). These variations suggest that teacher productivity is influenced by more than formal policies or workload distribution. Informal organizational dynamics, such as leadership behavior, perceived school climate, and the quality of interpersonal relationships, play a substantial role in shaping teachers' work attitudes and performance (Hoy & Miskel, 2019). When teachers perceive leadership as inspiring and supportive, they tend to show higher motivation and commitment. Conversely, unclear vision, weak communication, and strained relationships

may lead to disengagement and reduced productivity. Such phenomena indicate the importance of examining organizational factors within school management that directly affect teacher productivity in real educational settings.

Previous studies have extensively examined the relationship between visionary leadership and teacher performance. Visionary leadership emphasizes the leader's ability to formulate a clear future vision, communicate it effectively, and motivate organizational members to achieve shared goals (Hidayat et al., 2024; Maulidy, 2025; Purwanto & Wafa, 2023). Research findings indicate that visionary leadership positively influences teacher motivation, organizational commitment, and job performance (Ikrimah, 2023; Masrum et al., 2023; Rahman et al., 2023; Saleha & Sholihah, 2024). Similarly, studies on school climate suggest that a positive and supportive climate enhances teachers' job satisfaction, collaboration, and productivity (Hasanah et al., 2025; Listrianti & Cahyono, 2023; Munif & Sulaiman, 2023). A conducive school climate provides psychological safety, mutual trust, and a sense of belonging, which are essential for effective teaching and professional growth. These findings confirm that leadership and organizational climate are critical components of effective school management.

In addition to leadership and school climate, interpersonal relationships within schools have been identified as important determinants of teacher productivity. Positive relationships characterized by trust, open communication, and mutual support contribute to effective teamwork and reduce workplace conflict (Azaroh, 2025; Kholifah et al., 2024; Munawwaroh et al., 2024; Novita et al., 2025). However, most previous studies have examined these variables separately or focused on partial relationships among them. Research that analyzes visionary leadership, school climate, and interpersonal relationships simultaneously remains limited, particularly in the context of faith-based or private secondary schools (Rahmadan & Shudiq, 2024; Sholehah & Ichsan, 2025). Furthermore, existing studies often emphasize teacher performance or job satisfaction rather than productivity as a comprehensive managerial outcome. This fragmentation in the literature indicates a research gap that needs to be addressed. A more integrated approach is required to understand how these organizational factors collectively shape teacher productivity within school management systems.

This study offers novelty by integrating visionary leadership, school climate, and interpersonal relationships into a single empirical model to explain teacher productivity. Unlike previous research that focuses on isolated variables, this study adopts a holistic management perspective that reflects the complexity of school organizations. Additionally, the focus on teacher productivity as a multidimensional construct represents a state-of-the-art contribution to educational management research. By examining productivity beyond instructional hours, this study aligns with contemporary views on performance management in education (OECD, 2020). The research also contributes to the

limited empirical evidence on organizational dynamics in private secondary education contexts. Addressing this issue is important, as private schools face unique managerial challenges related to sustainability, competitiveness, and stakeholder expectations. Therefore, this study provides both theoretical advancement and practical relevance in the field of educational management.

Based on the theoretical framework and empirical evidence, this study argues that teacher productivity is significantly influenced by visionary leadership, school climate, and interpersonal relationships. Visionary leadership is expected to serve as the primary driving force that aligns teachers' efforts with institutional goals. A positive school climate and healthy interpersonal relationships are assumed to function as supporting factors that sustain teacher motivation and performance. Accordingly, the research problems addressed in this study are: (1) Does visionary leadership significantly influence teacher productivity? (2) Does school climate significantly influence teacher productivity? (3) Do interpersonal relationships significantly influence teacher productivity? and (4) Do these variables simultaneously influence teacher productivity? By addressing these questions, this study contributes to the development of educational management theory and provides practical insights for school leaders in enhancing teacher productivity through effective leadership and organizational management strategies.

## RESEARCH METHODS

This study employed a quantitative research approach with a causal associative design to examine the influence of independent variables on a dependent variable. A quantitative approach was chosen because it allows objective measurement of relationships among variables through statistical analysis and hypothesis testing (Creswell, 2018). The causal associative design is appropriate for identifying cause-and-effect relationships between visionary leadership, school climate, interpersonal relationships, and teacher productivity. This design enables researchers to test both partial and simultaneous effects of multiple independent variables on a single dependent variable using regression analysis (Sugiyono, 2019). By applying this approach, the study aims to generate empirical evidence that supports theoretical assumptions in educational management and provides measurable results that can be generalized within similar organizational contexts.

The research was conducted at SMA Dharma Putra Advent Bekasi. This school was selected as the research site due to its dynamic management practices and its implementation of value-based education, which emphasizes organizational culture and leadership. Additionally, preliminary observations indicated variations in teacher productivity related to instructional responsiveness, task consistency, and professional collaboration. These

conditions make the school a relevant and appropriate setting for examining the effects of visionary leadership, school climate, and interpersonal relationships on teacher productivity. Selecting a single institutional setting also allows for more controlled data collection and in-depth analysis of organizational factors influencing teacher productivity (Yin, 2018).

Data were collected using a structured questionnaire with a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was designed to measure four variables: visionary leadership (X1), school climate (X2), interpersonal relationships (X3), and teacher productivity (Y). The population of this study consisted of all active teachers at the school, totaling 32 individuals. A census sampling technique was applied, meaning that the entire population was included as research respondents. Census sampling was chosen to eliminate sampling bias and ensure comprehensive representation of the population, particularly given the relatively small number of respondents (Sekaran & Bougie, 2016).

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The analysis process included descriptive statistics and inferential statistical tests. Multiple linear regression analysis was applied to examine the influence of the independent variables on teacher productivity. Hypothesis testing was performed using the t-test to assess partial effects and the F-test to examine simultaneous effects. This analytical approach is widely used in educational management research to evaluate predictive relationships among variables and to determine the magnitude and significance of each influence (Hair et al., 2019).

To ensure data accuracy and credibility, several procedures were applied. Instrument validity was tested using item-total correlation to confirm that each indicator accurately measured the intended construct. Reliability testing was conducted using Cronbach's Alpha, with values exceeding 0.70 indicating acceptable internal consistency (Nunnally & Bernstein, 1994). In addition, classical assumption tests including normality, heteroskedasticity, and multicollinearity tests were performed to ensure that the regression model met statistical assumptions. These procedures enhance the trustworthiness of the findings and ensure that the results are statistically sound and suitable for hypothesis testing (Ghozali, 2018).

## RESULTS AND DISCUSSION

The descriptive analysis reveals that visionary leadership is perceived at a good level, while school climate and interpersonal relationships are categorized as less favorable. In contrast, teacher productivity is classified as very high. This condition indicates an interesting organizational phenomenon in which high

teacher productivity can be sustained despite the presence of suboptimal environmental factors. Such findings suggest that teacher productivity is not solely shaped by organizational climate or interpersonal dynamics, but may also be influenced by leadership direction and individual professional commitment. Teachers may continue to demonstrate high performance due to strong professional ethics, responsibility toward students, and internal motivation to fulfill their instructional duties. This result highlights the complexity of productivity within educational organizations and indicates that productivity outcomes cannot be explained by a single organizational factor alone.

The regression analysis shows that visionary leadership has a positive and statistically significant effect on teacher productivity, with a significance value of 0.019 ( $p < 0.05$ ). This finding indicates that leadership practices that emphasize vision formulation, inspirational communication, and role modeling contribute meaningfully to improving teacher productivity. Visionary leaders are able to articulate clear institutional goals and motivate teachers to align their professional efforts with the school's long-term direction. Through this process, teachers gain a stronger sense of purpose and commitment, which positively affects their performance. This result supports the assumption that leadership plays a central role in directing organizational behavior and enhancing work outcomes within educational institutions, particularly in managing human resources effectively.

In contrast to visionary leadership, school climate does not show a significant partial effect on teacher productivity, as indicated by a significance value of 0.205 ( $p > 0.05$ ). This result suggests that, although school climate is perceived as less favorable, it does not directly reduce teacher productivity when examined independently. One possible explanation is that teachers continue to perform their duties professionally despite limitations in the work environment. Teachers may prioritize instructional responsibilities and student needs over organizational discomfort. This finding implies that productivity can be maintained even when environmental support is not optimal, particularly when teachers possess strong intrinsic motivation and professional dedication.

Similarly, interpersonal relationships do not have a significant partial effect on teacher productivity, with a significance value of 0.293 ( $p > 0.05$ ). This result indicates that the quality of relationships among teachers and between teachers and school leaders does not independently determine productivity levels. Teachers may remain productive despite limited collaboration or interpersonal challenges due to a strong sense of professional obligation. However, this does not imply that interpersonal relationships are unimportant.

Rather, it suggests that their influence on productivity may be indirect or contextual, becoming more apparent when combined with other organizational factors. Healthy interpersonal relationships remain essential for maintaining long-term organizational harmony and reducing workplace conflict.

The simultaneous test results demonstrate that visionary leadership, school climate, and interpersonal relationships collectively have a significant effect on teacher productivity. This is evidenced by an F-value of 11.261 and a significance level of 0.000 ( $p < 0.05$ ). These findings confirm that teacher productivity is shaped by the interaction of multiple organizational factors rather than by a single variable in isolation. When leadership, climate, and relationships function together, they create a more comprehensive and supportive work environment. This result underscores the importance of adopting an integrated management approach in schools, where leadership effectiveness is complemented by supportive environmental and relational conditions.

The coefficient of determination ( $R^2$ ) of 0.547 indicates that 54.70% of the variance in teacher productivity can be explained by visionary leadership, school climate, and interpersonal relationships. This proportion demonstrates a substantial explanatory power of the proposed model. However, the remaining 45.30% of variance is influenced by other factors not examined in this study, such as teacher competence, motivation, professional development, workload, and organizational support systems. This finding suggests that teacher productivity is a multidimensional construct that requires comprehensive management strategies. Future research may incorporate additional variables to provide a more complete understanding of productivity determinants in educational organizations.

The dominance of visionary leadership as a significant predictor of teacher productivity aligns with leadership theories that emphasize the leader's role as a vision setter and motivational driver within organizations (Yukl, 2013; Leithwood & Jantzi, 2005). Principals who demonstrate visionary leadership are able to inspire trust, foster commitment, and encourage teachers to pursue collective goals. Such leadership practices strengthen teachers' sense of ownership and responsibility toward organizational success. This finding reinforces the importance of leadership development programs that focus on visionary and transformational competencies for school principals, particularly in enhancing teacher productivity and institutional performance.

Overall, the findings indicate that improving teacher productivity requires a holistic and sustainable educational management approach. Visionary leadership provides strategic direction and motivation, school climate

contributes to psychological comfort and job satisfaction, and interpersonal relationships enhance collaboration and communication among school members. Although school climate and interpersonal relationships may not directly influence productivity in the short term, they play a critical supporting role in sustaining long-term performance. Therefore, school management should integrate leadership development, climate improvement, and relationship-building initiatives to create a productive and resilient educational organization.

## CONCLUSION

The most important finding of this study is that visionary leadership plays a decisive role in enhancing teacher productivity. This result provides a key lesson that effective school leadership, particularly leadership that emphasizes clear vision, inspiration, and exemplary behavior, can sustain high levels of teacher productivity even when school climate and interpersonal relationships are not yet optimal. Although school climate and interpersonal relationships do not show significant partial effects, their simultaneous contribution indicates that teacher productivity is shaped by the interaction of multiple organizational factors. This implies that strengthening visionary leadership should be prioritized, while improvements in school climate and interpersonal relationships are essential to support the sustainability of teacher productivity in the long term.

From a scholarly perspective, this study contributes to the field of educational management by offering an integrated empirical model that examines visionary leadership, school climate, and interpersonal relationships simultaneously as determinants of teacher productivity. The study enriches the literature by positioning teacher productivity as a multidimensional management outcome rather than a purely instructional measure. However, this research is limited by its relatively small population size and focus on a single school context, which may restrict the generalizability of the findings. Future research is encouraged to involve larger and more diverse samples, incorporate additional variables such as motivation, professional development, and organizational support, and apply mixed-methods approaches to gain deeper insights into the dynamics of teacher productivity.

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