

The Effect of Managerial Workload and Welfare Level on the Performance of School Principals in North Penajam Paser Regency

 <https://doi.org/10.31004/jele.v11i2.2258>

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A B S T R A C T

The performance of school principals plays a crucial role in determining the effectiveness of school management and the overall quality of education. Principals are required to carry out various managerial responsibilities while also maintaining professional performance under different organizational conditions. However, the increasing managerial workload and the level of welfare received by principals are often considered factors that may influence their performance in managing schools effectively. This study aims to empirically analyze the influence of managerial workload and welfare level on the performance of public and private elementary school principals in North Penajam Paser Regency, both partially and simultaneously. The study used a quantitative approach with an ex post facto causal design. The study population consisted of 109 principals, and all were sampled through a saturated sampling technique. Data collection was conducted using a five-level Likert-scale questionnaire that had been tested for validity and reliability. Data analysis was carried out through descriptive statistics, classical assumption tests, multiple linear regression, t-tests, F-tests, and coefficients of determination. The results showed that managerial workload had a positive and significant effect on principal performance with a significance value of 0.001 and a beta coefficient of 0.212. The welfare level also had a positive and significant effect with a significance value of 0.000 and a beta coefficient of 0.739 and was the most dominant variable. Simultaneously, both variables contributed 83.6% to the variation in principal performance. These findings indicate that improving principal performance requires strengthening managerial capacity as well as implementing policies that continuously enhance the welfare of school principals.

Keywords: *Managerial Workload, Principal Performance, Welfare Level*

Article History:

Received 16th March 2026

Accepted 01st April 2026

Published 02nd April 2026



INTRODUCTION

The development of education in the era of globalization requires schools to continue to adapt to social, economic, and technological changes that are taking place very quickly. In this context, the principal plays a central role as the main driver of the school organization. He is not only in charge of running the administration, but also being a learning leader who determines the direction of policy, builds a work culture, and ensures that the education process runs effectively and of high quality. The performance of school principals is thus one of the key factors that affect the quality of educational services and student achievement. In Indonesia, the competency standards of school principals have been regulated through Permendiknas Number 13 of 2007 which emphasizes five dimensions of competence, namely personality, managerial, entrepreneurship, supervision, and social (Briliandona et al., 2022). The regulation places the principal as a professional figure who is required to be able to manage resources effectively while fostering teachers in improving the quality of learning. However, these normative demands often clash with the reality on the ground, especially related to the increasingly complex workload and uneven welfare issues.

This situation becomes even more relevant when viewed in the context of North Penajam Paser Regency as a buffer area of the capital city of the archipelago. The designation

of this area as the center of the new government has the consequence of increasing public expectations for the quality of education services. Demographic changes, social dynamics, and the demands of professionalism put school principals in a strategic position as well as full of pressure. They are expected to be able to maintain the quality of schools, innovate, and adapt to the development of the rapidly growing region.

Empirically, the variation in the performance of school principals in this region shows that there are differences in ability to manage schools (Purnomo et al., 2025). Preliminary studies conducted on some primary school principals indicate that the high administrative workload often reduces the time to conduct academic supervision and teacher coaching. On the other hand, there is a gap in the level of welfare between public and private school principals, especially in terms of benefits and social security. This condition has the potential to affect the motivation, commitment, and focus of school principals in carrying out leadership duties. In this study, the managerial workload is understood as the overall administrative responsibility and resource management that must be carried out by the principal, while the level of welfare includes the fulfillment of financial and non-financial needs that support work professionalism. The performance of the principal is measured based on the achievement of tasks according to the applicable competency standards. Conceptually, excessive workload can reduce work effectiveness, while adequate well-being is believed to be able to increase motivation and productivity.

Various studies in recent years have shown a link between workload, well-being, and school leadership performance. However, most of these studies were conducted separately and have not simultaneously integrated the two variables in a single analysis framework, especially in the context of areas that are undergoing structural transformation such as IKN buffers. These limitations open up space for more comprehensive and contextual research. Based on this description, this research is important to be conducted in order to obtain an empirical picture of the influence of managerial workload and welfare level on the performance of school principals in North Penajam Paser Regency. The results of the study are expected not only to enrich the study of education management, but also to provide a basis for more targeted policy considerations in an effort to improve the professionalism and leadership quality of school principals in these strategic areas. The purpose of this study is to empirically analyze the influence of managerial workload and welfare level on the performance of public and private elementary school principals in North Penajam Paser Regency partially or simultaneously.

METHOD

This study uses a quantitative approach with an ex post facto causal design. This design is used to analyze the cause-and-effect relationship between the research variables without manipulating the variables being studied. In ex post facto research, the researcher observes the phenomenon that has occurred and then analyzes the relationship between variables based on the data obtained from the respondents. Thus, this study aims to empirically examine the influence of managerial workload and welfare level on the performance of school principals through statistical analysis using multiple linear regression models. The quantitative approach was chosen because all research variables were measured through a structured questionnaire with a predetermined scale, then the measurement results were analyzed using inferential statistical techniques. The research was carried out in the administrative area of North Penajam Paser Regency, East Kalimantan Province. The research location is focused on elementary school (SD) education units, both public and private. The research population consists of all principals of public and private elementary schools in North Penajam Paser Regency with a total of 109 schools. Because the population is relatively limited, a saturated sampling technique was applied so that all school principals totaling 109 people were used as research samples. Data collection was carried out through a survey method using a questionnaire instrument compiled based on a five-level Likert scale. The quality of the instruments is tested through validity and reliability analysis. The stages of data analysis are

carried out systematically, starting from descriptive statistical analysis, classical assumption testing, multiple linear regression analysis, to hypothesis testing which includes t-test, F test, and determination coefficient.

FINDINGS AND DISCUSSION

Research Results

Instrument Testing

In the research results section, instrument testing was carried out on a closed questionnaire used as a data collection tool in the form of a list of written statements. Respondents' perceptions of each statement were measured using a five-category Likert scale. The quality of the instrument is tested to ensure the level of reliability and validity of each item of the statement prepared. The validity test was carried out to prove that each statement item in the questionnaire was able to measure the variables studied precisely and accurately at the significance level of $\alpha = 0.05$.

Table 1. Testing the Validity of Questionnaire Instruments

No	Item	R-count	R Table	Verdict
Managerial Workload (X1)				
1	Volume_1	.347	.188	Valid
2	Volume_2	.395	.188	Valid
3	Desakan_1	.260	.188	Valid
4	Desakan_2	.329	.188	Valid
5	Tuntutan_E_1	.410	.188	Valid
6	Tuntutan_E_2	.687	.188	Valid
7	Kerumitan_1	.642	.188	Valid
8	Kerumitan_2	.636	.188	Valid
9	Tuntutan_K_1	.722	.188	Valid
10	Tuntutan_K_2	.617	.188	Valid
Welfare Level (X2)				
1	Fisiologis_1	.317	.188	Valid
2	Fisiologis_2	.773	.188	Valid
3	Keamanan_1	.211	.188	Valid
4	Keamanan_2	.278	.188	Valid
5	Interpersonal_1	.287	.188	Valid
6	Interpersonal_2	.645	.188	Valid
7	Penghargaan_1	.661	.188	Valid
8	Penghargaan_2	.646	.188	Valid
9	Aktualisasi_1	.706	.188	Valid
10	Aktualisasi_2	.694	.188	Valid
11	Higienis_1	.756	.188	Valid
12	Higienis_2	.705	.188	Valid
13	Motivator_1	.581	.188	Valid
14	Motivator_2	.718	.188	Valid
15	Motivator_3	.808	.188	Valid
Principal Performance (Y)				
1	Kepribadian_1	.719	.188	Valid
2	Kepribadian_2	.535	.188	Valid
3	Kepribadian_3	.732	.188	Valid
4	Manajerial_1	.518	.188	Valid
5	Manajerial_2	.767	.188	Valid
6	Manajerial_3	.783	.188	Valid
7	Kewirausahaan_1	.728	.188	Valid
8	Kewirausahaan_2	.735	.188	Valid
9	Kewirausahaan_3	.738	.188	Valid
10	Supervisi_1	.793	.188	Valid
11	Supervisi_2	.615	.188	Valid
12	Supervisi_3	.672	.188	Valid
13	Sosial_1	.746	.188	Valid
14	Sosial_2	.817	.188	Valid
15	Sosial_3	.705	.188	Valid

The Effect of Managerial Workload and Welfare Level on the Performance of School Principals in North Penajam Paser Regency
Source: SPSS Analysis 22 (2026)

Based on the results of the validity test that has been carried out, it was obtained that the r-calculated value in the Managerial Workload variable (X1) is in the range of 0.467–0.754 and the overall value is greater than the r-table of 0.188. In the Welfare Level variable (X2), the r-calculated value is in the range of 0.512–0.801 and all of them also exceed the r-table value of 0.188. Meanwhile, in the Principal Performance variable (Y), the r-count value is in the range of 0.495–0.823 and is entirely greater than 0.188. Thus, all statement items in the instrument are declared valid and feasible to be used as a data collection tool in this study.

Descriptive Statistical Testing

Descriptive statistical testing was carried out to provide an overview of the data characteristics of each research variable. In this study, the descriptive statistics used include minimum and maximum values, mean, median, mode, standard deviation, variance, and frequency and percentage distribution. The results of the descriptive statistical processing that have been carried out are then presented in the following description.

Table 2. Descriptive Statistical Analysis

Variabel	N	Minimum	Maximum	Mean	Hours of deviation
Managerial Workload	109	34.00	48.00	41.5046	2.84027
Welfare Level	109	49.00	74.00	63.7615	5.56593
Principal Performance	109	50.00	75.00	65.8165	6.08454
Valid N (listwise)	109				

Source: SPSS Analysis 22 (2026)

Based on the results of descriptive statistical analysis that has been carried out on 109 respondents, it was obtained that the variable Managerial Workload (X1) has a minimum value of 34 and a maximum value of 48, with an average (mean) of 41.5046 and a standard deviation of 2.84027. The Welfare Level variable (X2) shows a minimum value of 49 and a maximum of 74, with a mean of 63.7615 and a standard deviation of 5.56593. Meanwhile, the Principal Performance variable (Y) has a minimum value of 50 and a maximum of 75, with a mean of 65.8165 and a standard deviation of 6.08454. The relatively high average score shows that the respondents' perception of the three variables is in a good category. In addition, the relatively small standard deviation indicates that the data spread tends to be homogeneous and does not show too large variations between respondents.

Classic Assumption Testing

Before multiple linear regression analysis is performed, the research data is first tested through classical assumption testing. This test is carried out to ensure that the regression model used meets the statistical requirements, so that the results of the analysis can be interpreted validly and reliably. The classical assumption tests applied include the normality test, the multicollinearity test, and the heteroscedasticity test. The results of the classical assumption test that have been carried out are further described in the following section.

Table 2. Normality Analysis

		Unstandardized Residual
N		109
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	2.44266707
	Most Extreme Differences	
	Absolute	.051
	Positive	.042
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: SPSS Analysis 22 (2026)

Based on the results of the normality test conducted using the Kolmogorov-Smirnov method, an Asymp value was obtained. A sig (2-tailed) of 0.200 which is greater than 0.05. These results show that the residual data has been distributed normally. Thus, the assumption of normality in the regression model is stated to have been met, so that the regression model is considered suitable for use at the next stage of analysis.

Table 5. Multicollinearity Analysis

Model	Collinearity Statistics	
	Tolerance	LIVE
1 (Constant)		
Managerial Workload	.375	2.669
Welfare Level	.375	2.669

Source: SPSS Analysis 22 (2026)

Based on the results of the multicollinearity test, the tolerance value for the two independent variables was 0.375 and the Variance Inflation Factor (VIF) value was 2.669. Since the tolerance value is greater than 0.10 and the VIF value is less than 10, it can be concluded that multicollinearity does not occur in the regression model. This shows that no high correlation relationship between independent variables was found. Thus, the assumption of multicollinearity in the regression model has been met.

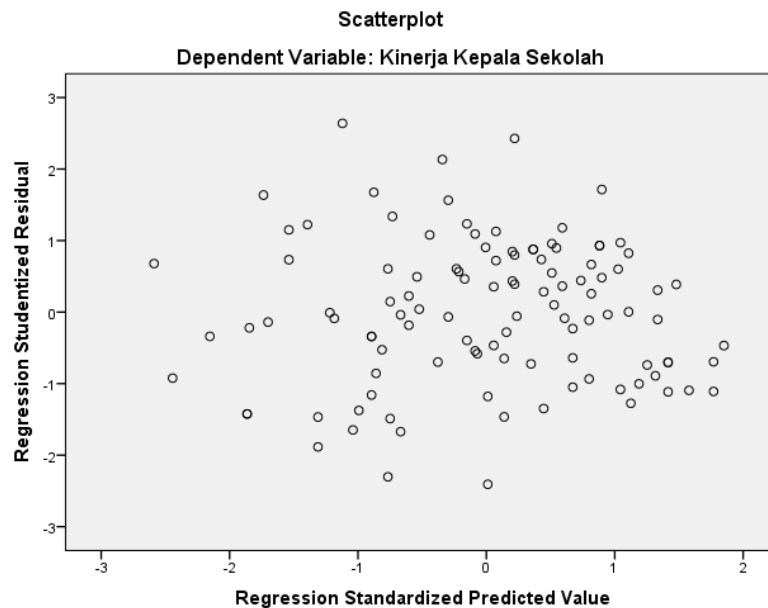


Figure 1. Heteroscedasticity Analysis

Source: SPSS Analysis 22 (2026)

Based on the scatterplot graph that has been analyzed, the residual points are seen to be scattered randomly both above and below the zero axis. No specific patterns were found, such as fan-shaped or wave-shaped patterns. This condition shows that the regression model does not experience symptoms of heteroscedasticity. Thus, the assumption of homogeneity in this study is stated to have been fulfilled.

Analysis of the Regresi Linier Berganda

In order to test the influence of Managerial Task Load (X_1) and Welfare Level (X_2) on Principal Performance (Y), both partially and simultaneously, multiple linear regression analysis was used. The values of the b_1 and b_2 coefficients were obtained through the Ordinary Least Squares (OLS) method, which was done by minimizing the number of squares of the difference between the actual Y value and the Y value predicted by the model. The results of the multiple linear regression analysis that have been carried out are then presented in the following section.

Table 6. Regression Line Equation Analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-4.529	3.475	
Managerial Workload	.453	.136	.212
Welfare Level	.808	.070	.739

Source: SPSS Analysis 22 (2026)

Based on the results of multiple linear regression analysis, the following equations were obtained:

$$Y = -4.529 + 0.453X_1 + 0.805X_2$$

Based on the regression equations obtained, the interpretation of the model coefficient can be explained narratively as follows. A constant value of -4.529 indicates a negative direction. This means that if the Managerial Task Burden (X1) and the Welfare Level (X2) are assumed to be zero, then the Principal Performance (Y) is predicted to be -4,529. The negative constant value indicates that without the contribution of the two independent variables, the performance of school principals tends to decrease. The regression coefficient in the Managerial Workload variable (X1) of 0.453 indicates a positive direction. Thus, every one unit increase in the Managerial Workload will be followed by an increase in the Principal's Performance by 0.453 units, assuming other variables are in a constant state. This relationship shows that there is a direct relationship between managerial workload and principal performance, so effective workload management can contribute to performance improvement. Meanwhile, the regression coefficient in the Welfare Level (X2) variable of 0.805 also shows a positive direction. This means that every one unit increase in the Welfare Level will be followed by an increase in Principal Performance by 0.805 units, assuming the other variables are fixed. The larger coefficient value compared to the X1 variable shows that the Welfare Level is a more dominant variable in influencing the performance of the Principal.

Pengujian Hypothesis

Hypothesis testing in this study was carried out to determine the level of significance of the influence of independent variables on dependent variables in accordance with the hypothesis that had been formulated previously. The test was carried out through a t-test to see the influence partially, an F test to determine the influence simultaneously, and a determination coefficient analysis (R^2) to measure the contribution of independent variables in explaining dependent variables. The results of the hypothesis testing that have been carried out are then presented in the following section.

Table 7. Partial Analysis (t)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
1 (Constant)	-4.529	3.475		-1.303	.195
Managerial Workload	.453	.136	.212	3.320	.001
Welfare Level	.808	.070	.739	11.608	.000

Source: SPSS Analysis 22 (2026)

Based on the results of the t-test that has been carried out, it was obtained that the variable of Managerial Task Load has a calculated t-value of 3.320 with a significance level of 0.001 which is smaller than 0.05. These results show that the Managerial Workload has a positive and significant effect on the Performance of the Principal. Meanwhile, the Welfare Level variable showed a calculated t-value of 11.603 with a significance of 0.000 which was also smaller than 0.05. Thus, both variables were partially declared to have a significant effect on the performance of the school principal. In addition, the Welfare Level was identified as a more dominant variable because it had a beta value of 0.739, greater than the beta value of the Managerial Workload of 0.212.

Table 8. Simultaneous Analysis (F)

Model	Sum of Squares	df	Mean Square	F	Say.
1 Regression	3353.935	2	1676.968	275.853	.000b
Residual	644.395	106	6.079		
Total	3998.330	108			

Source: SPSS Analysis 22 (2026)

Based on the results of the F test, an F value of 273.853 was obtained with a significance level of 0.000 which is smaller than 0.05. These results show that the Managerial Workload and the Welfare Level simultaneously have a significant effect on the Performance of the Principal. The regression model used was declared feasible to explain the relationship between variables in this study. Thus, the simulated hypothesis that has been formulated previously is declared acceptable.

Table 9. Coherence Determination Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916a	.839	.836	2.46560

Source: SPSS Analysis 22 (2026)

The value of R Square of 0.839 and Adjusted R Square of 0.836 shows that 83.6% of the variation in Principal Performance can be explained by the variables of Managerial Workload and Welfare Level. Meanwhile, another 16.4% of the variation was explained by other factors not included in the study model. The value of the determination coefficient which is relatively high indicates that the regression model used has a very strong explanatory ability. Thus, a large contribution to the performance of the Principal is stated to have been given by independent variables in this study.

Discussion

The Effect of Managerial Workload on the Performance of School Principals

The results of the study show that the managerial workload has a positive and significant effect on the performance of school principals in North Penajam Paser Regency. The t-value of 3.320 with a significance of 0.001 (<0.05) confirms that statistically there is a meaningful relationship between the effectiveness of managerial task management and the improvement of principal performance. The beta coefficient of 0.212 indicates that the contribution of this variable is in the medium category, but it still has an important significance in explaining the variation in performance. These findings indicate that the more manageable managerial burden is systematically and structured, the more optimal the leadership performance shown.

Conceptually, these results are in line with the framework *Job Demands–Resources (JD-R)* which places work demands as a factor that can have a positive impact when balanced with adequate resources (Bakker et al., 2023; Bakker & Demerouti, 2024; Tummars & Bakker, 2021). In the context of the principal, the workload is not solely administrative pressure, but a space for leadership actualization through the functions of planning, organizing, implementing, and supervising. When school principals are able to manage the volume of work, time pressure, and complexity of tasks effectively, these burdens actually become a driver of managerial capacity building.

These findings are in line with research by Kemala and Ulum (2023) which shows that the managerial ability of school principals contributes significantly to teacher performance (Kemala & Ulum, 2023), as well as research by Dawam et al. (2022) which confirms the direct influence of managerial competence on performance. Although the focus of variables differs, the common thread lies in the central role of managerial capacity in improving the performance of school organizations (Dawam et al., 2022). In fact, research by Nurleni et al. (2025) shows that the performance of the head of PAUD has an effect on the development of the institution, which implicitly emphasizes the importance of leadership effectiveness in encouraging institutional progress (Nurleni et al., 2025).

In the context of North Penajam Paser as a buffer area of the capital city of the archipelago, the dynamics of social change and the increasing demands for the quality of education make the managerial role of school principals even more strategic. A high workload does not always have a negative impact, as long as it is balanced with competence, system support, and good time management. Therefore, optimizing managerial capacity through training, mentoring, and strengthening the work system is an important step in improving the performance of school principals in a sustainable manner.

The Effect of Welfare Level on the Performance of School Principals

The results of the study show that the level of welfare has a positive and significant effect on the performance of school principals. A calculated t-value of 11.603 with a significance of 0.000 (<0.05) indicates that statistically welfare has a real role in improving the quality of performance. Furthermore, the standardized beta coefficient value of 0.739 confirms that the welfare variable is the most dominant factor in the research model. This means that

the higher the level of welfare received by the school principal, the higher the performance that can be realized in school leadership practices.

Theoretically, this finding can be explained through the Hierarchy of Needs theory put forward by Abraham Maslow. Maslow explained that individuals will be able to achieve optimal performance if their basic needs are met gradually, ranging from physiological needs and a sense of security to the need for reward and self-actualization (Cahyono et al., 2022; Calicchio, 2023). In the context of school principals, meeting basic needs such as adequate salaries, benefits, and social security creates a sense of security and psychological stability (Ilhami & Fathoni, 2025; Rohaini & Fathoni, 2025). This stability is an important foundation for school principals to focus on improving the quality of education, managerial innovation, and achieving the school's vision. Without the fulfillment of these basic needs, psychological energy tends to be drained to overcome economic pressure, so that the concentration on leadership tasks becomes less optimal.

In addition, Frederick Herzberg's Two-Factor theory strengthens the argument that well-being serves not only as a deterrent to dissatisfaction, but also as an intrinsic motivational driver (Dasmadi, 2021; Ancient & Ancient History, 2022; Puspita, 2022). Hygienic factors such as salary, organizational policies, and decent working conditions prevent the emergence of job dissatisfaction. Meanwhile, motivating factors such as responsibility, recognition, and achievement opportunities drive deeper job satisfaction. When these two factors are met in a balanced manner, the principal will show greater commitment and dedication in carrying out managerial functions, academic supervision, school entrepreneurship, and social network development.

From the perspective of subjective well-being, Ed Diener's view of Subjective Well-Being emphasizes that well-being is not only material, but also includes life satisfaction and the dominance of positive emotions (Rulangi et al., 2021; Yudhianto et al., 2023). Principals who feel prosperous tend to have a more stable emotional state, are more resilient to work pressure, and are more adaptive in dealing with organizational dynamics. This emotional stability is very important considering the complexity of the principal's duties which include strategic decision-making, conflict management, and coordination with various stakeholders. Furthermore, Human Capital Theory from Gary Becker views welfare as a form of investment in the quality of human resources. Adequate well-being allows school principals to maintain physical and mental health, improve professional competence through training, and develop innovations that impact school quality (Matache, 2023; Rafid, 2023). Thus, improving welfare is not just a budget expenditure, but a strategic investment that provides returns in the form of improving the performance and effectiveness of educational organizations.

In the context of North Penajam Paser Regency which is undergoing transformation as a buffer area of the capital city of the archipelago, the stability and professionalism of school principals are becoming increasingly important. The challenges of policy change, quality demands, and increasing societal expectations require focused and adaptive leadership. Adequate welfare provides a sense of security and job satisfaction so that the principal can direct his energy and attention fully to the development of the school. A beta value of 0.739 indicates that welfare is a key factor that substantially determines the success of the principal's performance in this context. The findings of this study are in line with a number of previous studies that consistently place welfare as an important determinant in improving educational performance and quality. Research conducted by Jayadi et al. (2025) shows that partially the democratic leadership of school principals does not have a significant effect on teacher performance (Jayadi et al., 2025). However, teacher welfare and school culture have been proven to have a positive effect on teacher performance. Even simultaneously, these three variables have a significant influence on improving teacher performance at SMPN Bayan District, North Lombok. These results confirm that although certain leadership styles are not always a partially dominant factor, well-being still has a significant contribution to driving professional performance. Furthermore, the research of Hasanah and Zainuddin (2024) strengthens these findings by showing that teacher welfare has a significant effect on teacher performance at SD Muhammadiyah PK Kottabarat and SD Muhammadiyah 10 Tipes

The Effect of Managerial Workload and Welfare Level on the Performance of School Principals in North Penajam Paser Regency (Hasanah & Zainuddin, 2024). This is evidenced by a calculated t value greater than the t table and a significance level below 0.05 in both schools. These findings indicate that well-being is not just a supporting factor, but a variable that directly contributes to the improvement of individual performance in educational organizations. Other research by Sulistyowati and Abdullah (2024) also shows that the instructional leadership of school principals, teachers' professional competence, and teachers' psychological well-being have a positive and significant effect on the quality of education, respectively. Simultaneously, these three variables contributed 80.2% to improving the quality of education in junior high schools/MTs in Tersono District, Batang Regency. These findings confirm that psychological well-being is an integral part of creating sustainable quality education (Sulistyowati & Abdullah, 2024).

The Influence of Managerial Workload and Welfare Level on the Performance of School Principals

The results of the study show that the Managerial Workload and the Welfare Level simultaneously have a significant effect on the Performance of School Principals in North Penajam Paser Regency. The F-value of 273.853 with a significance of 0.000 (<0.05) indicates that the regression model used has excellent feasibility in explaining the relationship between variables. This is reinforced by the R Square value of 0.839 and the Adjusted R Square of 0.836, which means that 83.6% of the variation in principal performance can be explained by these two variables. This figure shows a very strong ability to explain the model, so it can be affirmed that the managerial workload and welfare level are the main determinants in shaping the performance of school principals.

Theoretically, the influence of managerial workload can be explained through the Job Demands–Resources (JD-R) Model framework developed by Evangelia Demerouti and Arnold Bakker (Bakker et al., 2023; Bakker & Demerouti, 2024). This model confirms that high job demands, if not balanced with adequate resources, can drain an individual's physical and psychological energy. In the context of principals, managerial burdens include large volumes of work, time pressures, emotional demands, coordination complexity, and the need for continuous strategic decision-making. If these demands exceed the individual's capacity, then performance has the potential to decline due to emotional fatigue and work stress.

This view is in line with Stevan Hobfoll's theory of Conservation of Resources which states that stress arises when individuals lose or are threatened with loss of important resources (Hobfoll & Hou, 2025). Principals who face excessive managerial burdens without adequate support will experience a decrease in psychological energy that impacts leadership effectiveness. In addition, John Sweller's theory of Cognitive Load explains that the working memory capacity of humans is limited in processing complex information. Administrative burdens and multi-layered decision-making can reduce the quality of decisions if not managed properly. Meanwhile, the theory of Role Stress put forward by Robert L. Kahn highlights that conflict and role ambiguity are also sources of pressure that affect individual performance in organizations.

However, the results of this study show that partially the Managerial Workload has a beta value of 0.212, which means that it still has a significant effect but is not as large as the influence of the Welfare Level. This indicates that workload management is important in maintaining performance effectiveness, but it is not the most dominant factor. In contrast, the Welfare Level has a beta value of 0.739, which shows a very strong influence on the Principal's Performance. This finding can be explained through Abraham Maslow's Hierarchy of Needs theory, which asserts that the fulfillment of basic needs and a sense of security are the foundation for the achievement of self-actualization. School principals who obtain adequate welfare including salary, benefits, social security, and professional recognition will have better psychological stability in carrying out leadership roles.

Frederick Herzberg's Two-Factor Theory also reinforces these findings by distinguishing between hygienic and motivating factors. Adequate well-being prevents job dissatisfaction while encouraging intrinsic motivation to excel. In addition, Ed Diener's Subjective Well-Being perspective emphasizes the importance of life satisfaction and positive

emotions in increasing productivity. Principals who feel prosperous tend to be more resilient, adaptive, and able to build a conducive school climate.

In the context of North Penajam Paser Regency which is developing as a strategic buffer area of the capital city of the archipelago, the stability of school leadership is very crucial. Adequate well-being allows principals to focus on strengthening school-based management, academic supervision, and educational innovation without excessive financial pressure. The dominance of welfare influences in this study shows that economic and psychological aspects are important foundations for the effectiveness of educational leadership in the region.

The findings of this study are also supported by various previous studies. Research by Nurleni et al. (2025) shows that the performance of the head of PAUD has a significant effect on the development of the institution, although it does not have a significant effect on the welfare of teachers (Nurleni et al., 2025). Research by Winanto and Cahyaningdyah (2025) found that transformational leadership and work culture have a positive effect on teacher performance, while workload has a significant negative effect, and psychological well-being plays a role as a mediator that strengthens these relationships (Winanto & Cahyaningdyah, 2025). Meanwhile, research by Sidiq et al. (2026) shows that the managerial competence of school principals and compensation have a significant positive effect on the performance of non-civil servant teachers, both partially and simultaneously (Sidiq et al., 2026).

CONCLUSION

Based on the results of the research, it can be concluded that the performance of school principals is influenced by managerial ability factors and welfare conditions that support the implementation of educational leadership duties. The managerial workload that is managed effectively allows the principal to carry out the functions of planning, organizing, implementing, and supervising more systematically so that it has an impact on improving the quality of school leadership. This shows that managerial capacity is one of the important aspects in supporting the success of school principals in carrying out educational leadership roles. On the other hand, the level of well-being of school principals also has an important role in shaping optimal performance. Adequate welfare conditions are not only related to financial aspects, but also include a sense of security, job satisfaction, and organizational support that allows school principals to carry out their duties more focused and productive. School principals who feel prosperous tend to have higher work motivation and a stronger commitment to improving the quality of school management. The findings of this study confirm that improving the performance of school principals requires an integrated approach between strengthening managerial capacity and attention to welfare aspects. Thus, efforts to improve the quality of school leadership in North Penajam Paser Regency not only need to be focused on developing the managerial competence of school principals, but also on policies that support their welfare as educational leaders at the school unit level.

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