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The Influence of Principals' Mental Health and School Climate on Teachers' Productivity and Wellbeing in Elementary Schools of Garut Regency

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A B S T R A C T

Teachers' productivity and wellbeing are essential for ensuring the quality of education. These aspects are influenced by principals' mental health, which shapes leadership effectiveness, and by school climate, which determines the level of support and motivation experienced by teachers. In Indonesia, limited studies have simultaneously examined the impact of these two factors on teachers' outcomes. This study investigates the influence of principals' mental health and school climate on teachers' work productivity and wellbeing in public elementary schools in Garut Regency. Using a quantitative approach with canonical correlation analysis, data were collected from 175 teachers across 33 schools through structured questionnaires. The findings reveal that principals' mental health and school climate significantly affect teachers' productivity, while their impact on teachers' wellbeing is weaker yet still significant. The novelty of this study lies in the application of canonical correlation analysis to examine the simultaneous relationship between leadership psychology, school climate, and teacher outcomes. The results emphasize the importance of fostering principals' mental health and creating supportive school climates as strategic efforts to enhance teacher performance and wellbeing.

1. Introduction

Teachers serve as the frontline of education, directly engaging with students in the classroom. A teacher's personal condition greatly influences the quality of instruction, as teachers are among the key determinants of achieving educational goals (Hazmi, 2019). Numerous studies emphasize that teacher well-being is closely linked to their motivation, performance, and commitment in carrying out professional responsibilities (Acton & Glasgow, 2015; Aulia et al., 2023; Salim, 2021). Consequently, external factors that affect teachers' conditions such as school principals' leadership and the overall school climate—become critical areas for in-depth investigation.

One of the key factors determining the success of school management is the mental health of principals. Principals with sound psychological well-being are more capable of managing stress, making wise decisions, and fostering positive communication with school stakeholders (Agustiani, 2022; Marlina & Hasan, 2023). Recent research highlights that principals' mental health plays a pivotal role in creating a conducive work environment, which in turn influences teacher well-being (Beausaert et al., 2021; Ertem, 2024; Persson et al., 2025). Conversely, principals who experience excessive emotional strain may foster an unstable work climate, thereby reducing teachers' motivation and performance (Pollock et al., 2024; Wibowo, 2022).

In addition to leadership, the school climate also significantly shapes teachers' performance and well-being. A positive school climate is characterized by harmonious interpersonal relationships, a supportive work culture, and policies that prioritize the welfare of educators (Hendarman, 2020; Munir, 2020). Research findings indicate that a healthy school climate enhances teacher performance, job satisfaction, and instructional quality (Fitriani & Widodo, 2021; Sulistyorini, 2018; Suryosubroto, 2022). More broadly, a conducive school climate contributes to students' academic achievement by fostering teacher motivation and productivity (Amsalu & Belay, 2024; La Salle-Finley et al., 2024). Nevertheless, field realities suggest that not all schools provide a supportive climate, and not all principals maintain good mental health. Administrative demands, pressures from government authorities, parents, and the wider community often pose psychological burdens on principals (Purwanto, 2022; Sutarto, 2020). Such conditions may lead to suboptimal decision-making, diminished work motivation, and strained relationships with both teachers and students. Previous studies also confirm that excessive workloads and uneven task distribution can decrease teacher job satisfaction while increasing the risk of burnout (Suyatno et al., 2020; Fazar et al., 2024).

Preliminary data from Tarogong Kidul District, Garut Regency, further confirm these challenges. The 2024 education report shows that teacher well-being in 10 public elementary schools remains at a moderate level. Pre-survey findings also reveal teacher dissatisfaction regarding task distribution, lack of recognition for achievements, and work environments that fall short of comfort standards. These issues highlight that efforts to improve teacher productivity and well-being must begin with strengthening principals' mental health and fostering a positive school climate. Therefore, this study is crucial for analyzing the effects of principals' mental health and school climate on teachers' productivity and well-being in elementary schools in Garut Regency. This research is expected to provide theoretical contributions to the field of educational management and offer practical recommendations for local governments, schools, and principals in improving the quality of education.

Teacher Work Productivity

Work productivity refers to the extent to which an individual is able to perform tasks effectively and efficiently. According to Beausaert et al. (2021), productivity encompasses not only the quality and quantity of work outcomes but also the

effectiveness in utilizing resources and the individual's adaptability within the work environment. Amsalu and Belay (2024) further emphasize that teacher productivity is not solely measured by the amount of work completed but also by its quality, effectiveness, and efficiency in managing time and resources. Mangkunegara (2017) outlines the dimensions of work productivity as including work quality, work quantity, timeliness, and the ability to collaborate within a team. These indicators are consistent with the perspectives of Bernardin & Russell as well as Gibson, who highlight the importance of quality, quantity, timeliness, and work effectiveness. Thus, teacher productivity can be assessed by the extent to which they achieve learning objectives with optimal outcomes.

Teacher Well-being

Teacher well-being refers to a condition of physical, mental, emotional, social, and professional welfare that enables teachers to perform their duties optimally. Huda (2022) asserts that the quality of teachers cannot improve without adequate well-being. Research by Aulia et al. (2023) confirms that teacher well-being in Indonesia remains a critical issue that significantly impacts the quality of education. Acton and Glasgow (2015) explain that teacher well-being is influenced by job satisfaction, social support, professional autonomy, and stress management capacity. Similarly, Bakker and Demerouti (2007), through the Job Demands–Resources Model, stress the importance of balancing job demands with the resources available to teachers.

McCallum and Price (2016) as well as Dodge et al. (2012) argue that teacher well-being is related to the balance between challenges and support received. When well-being improves, teachers become more productive and are able to foster a positive learning environment. Recent studies also demonstrate that teacher well-being has a significant impact on their performance (Salim, 2021; Santosa, 2020; Sari, 2022; Sudarsono, 2020). Therefore, teacher well-being is a crucial factor that influences productivity, job satisfaction, and the overall quality of teaching and learning in schools.

Principals' Mental Health

The mental health of school principals is a key factor in the success of educational leadership. Principals with good mental health are able to manage stress, make sound decisions, and foster a supportive work environment. Ertem (2024) states that principals' mental health plays a vital role in maintaining school quality, particularly during times of crisis. Slamet (2018) emphasizes that principals' mental health involves the ability to manage emotions and work-related pressures, thereby enabling effective leadership. Similarly, Sugiyono (2020) defines principals' mental health as the ability to manage both internal and external conflicts. Marlina and Hasan (2023) further argue that mental health also entails the ability to maintain balance between personal and professional life. Agustiani (2022) and Utami & Suryadi (2021) underline that principals with sound mental health can create a productive and supportive school climate. Furthermore, Persson et al. (2025) and Pollock et al. (2024) stress the importance of structural interventions to support

principals' mental health, given their increasing workload and complex responsibilities. Thus, principals' mental health is a prerequisite for effective leadership, a healthy school climate, and improved teacher performance.

School Climate

School climate is an important factor influencing teaching and learning processes, teacher well-being, and student motivation. Hendarman (2020) notes that strengthening school climate directly contributes to improving teacher performance. Munir (2020) similarly affirms that a conducive school climate creates a supportive work environment for educators. According to Supriyanto (2015), school climate is strongly shaped by the leadership style of the principal, teacher participation in decision-making, effective communication, inclusive school culture, and parental involvement. Santoso (2014) also highlights the importance of a healthy school culture in fostering a conducive learning atmosphere. Recent studies confirm that a positive school climate significantly enhances both teacher performance and student achievement (La Salle-Finley et al., 2024; Amsalu & Belay, 2024). Moreover, Pollock et al. (2024) reveal that the intensification of principals' work also affects school climate and staff well-being. Therefore, a healthy school climate reflects an environment that is safe, inclusive, and supportive of collaboration among school stakeholders, ultimately leading to improved learning quality.

2. Methodology

This study employed canonical correlation analysis as its primary methodological approach. Canonical correlation analysis is a multivariate statistical technique used to assess and test relationships between two sets of variables, namely independent variables (X) and dependent variables (Y). This technique enables researchers to identify the best linear combinations within each set of variables, thereby allowing a more comprehensive analysis of the relationships between canonical variable pairs (Sugiyono, 2016). In this study, the independent variables consist of principals' mental health (X1) and school climate (X2), while the dependent variables are teacher work productivity (Y1) and teacher well-being (Y2). The choice of this design is relevant as it captures the complex interrelationships among leadership factors, organizational climate, and teacher well-being, as emphasized by Fitriani & Widodo (2021) and Wibowo & Cahyono (2022).

The research population comprised all elementary school teachers in Tarogong Kidul District, Garut Regency, totaling 310 individuals. According to Sugiyono (2016), a population is defined as a collection of subjects possessing specific characteristics determined by the researcher for the purpose of drawing conclusions. The sample size was calculated using the Slovin formula with a 5% margin of error, resulting in 175 respondents. The sampling technique applied was stratified proportional random sampling to ensure proportional representation of teachers from each elementary school in the study area.

The research instrument consisted of a closed-ended questionnaire using a five-point Likert scale. As stated by Ghozali (2019), research instruments function as measurement tools for collecting data in accordance with the variables under study. The instrument was developed to measure the following constructs: (1) Principals' mental health, including cognitive, emotional, social, physical, and organizational-professional dimensions (Sukadari, 2021; Sutarto, 2020). (2) School climate, covering aspects of safety, relationships, teaching and learning, and environmental structure (Sulistyorini, 2018; Hendarman, 2020). (2) Teacher work productivity, measured through indicators of quantity, quality, timeliness, and work efficiency (Suryosubroto, 2022; Wahyuni, Entang, & Herfina, 2019). (2) Teacher well-being, including adequate income, social security, and professional development (Salim, 2021; Fazar, Kusumaningrum, & Faizah, 2024).

Prior to the main data collection, the instrument was tested for validity and reliability. Validity testing was conducted using Pearson's Product Moment correlation, with items considered valid if the correlation value exceeded the r-table (Sugiyono, 2013). Reliability testing employed Cronbach's Alpha, with a coefficient greater than 0.60 indicating acceptable reliability (Arikunto, 2015). The pilot test involved 30 respondents outside the main research sample to ensure the feasibility of the instrument. The research procedure was carried out in several stages. First, the instrument was developed based on theoretical review. Second, a pilot test was conducted to examine validity and reliability. Third, questionnaires were distributed to 175 respondents proportionally across elementary schools. Fourth, data were collected and coded. Fifth, classical assumption tests were conducted, including normality, linearity, and multicollinearity tests, to ensure the data met statistical analysis requirements. Finally, the main analysis was performed using canonical correlation analysis (Sujarweni, 2015).

Data analysis was supported by SPSS version 27. Descriptive analysis was applied to describe data distribution (Sugiyono, 2016). Instrument validity and reliability testing was then performed to ensure measurement accuracy (Purnomo, 2017). The primary analysis, canonical correlation, was used to examine the relationships between the independent variables (principals' mental health and school climate) and the dependent variables (teacher work productivity and teacher well-being). According to Ghozali (2019), this multivariate technique provides a more comprehensive understanding of multiple interrelationships compared to conventional regression analysis, making it particularly suitable for research in social sciences and education.

3. Results and Discussion

The research was conducted in 33 public elementary schools located in Tarogong Kidul District, Garut Regency. These schools vary in size, with student populations ranging from 120 to more than 400 students, and teaching staff between 2 and 20 teachers. Most schools have accreditation status "B" or "A" and are supported by basic educational facilities such as classrooms, libraries, and limited laboratories. However, disparities still exist in terms of infrastructure quality, teaching resources,

and digital technology integration. While several schools benefit from strong community participation and active school committees, others face challenges in maintaining a conducive learning climate. This variation makes the study of principals' mental health, school climate, and their relationship to teacher productivity and well-being highly relevant.

Data were collected exclusively through a structured self-administered questionnaire distributed to 175 teachers across 33 public elementary schools in Tarogong Kidul District, Garut Regency. The survey was conducted February–April 2024 during working hours with permission from school principals. Class or administrative coordinators assisted the researcher in handing out and retrieving paper forms to ensure full coverage. All items used a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) and were organized by variable dimensions (principals' mental health, school climate, teacher work productivity, and teacher well-being). Completion time averaged 15–20 minutes per respondent, and forms with missing critical responses were excluded from analysis. The key questionnaire items that operationalize each variable and dimension are summarized in Table 1 below.

Table 1. Sample of Questionnaire Items

Variable	Dimension	Example Questionnaire Item
Principals' Mental Health	Emotional	"Is the principal able to remain calm and composed in stressful situations?"
	Professional-Organizational	"Does the principal demonstrate the ability to manage the school effectively?"
School Climate	Relationship	"Do teachers and staff maintain harmonious and collaborative relationships?"
	Safety	"Does the school environment provide a sense of safety and security for teachers?"
Teacher Work Productivity	Work Quality	"Do you always strive to produce high-quality teaching and learning outcomes?"
	Efficiency	"Do you complete teaching tasks and administrative duties within the allocated time?"
Teacher Well-being	Income	"Is your income as a teacher sufficient to meet basic family needs?"
	Professional Development	"Does the school provide opportunities for you to participate in professional training?"

Source: Research questionnaire developed by the author, 2024.

The analysis focused on four main variables: principals' mental health, school climate, teacher work productivity, and teacher well-being. The descriptive analysis of variables revealed that principals' mental health was categorized as good, with an average score of 182 (range: 154–200). Of the respondents, 27% rated it as very good, 33% good, 23% fairly good, 11% less good, and 5% poor. The school climate variable was also found to be conducive, with an average score of 142 (range: 119–155), where 30% of respondents rated it very good and 31% good. Teacher work productivity obtained an average score of 151 (range: 113–175), with a majority of 53% rating it good. Meanwhile, teacher well-being had an average score of 104

(range: 73–125), with 45% rating it good and 15% very good. The details are presented in table 1 below.

Table 2. Description of Research Variables

Variable	Score Range	Average	Very Good	Good	Fairly Good	Less Good	Poor
Principals' Mental Health	154–200	182	27%	33%	23%	11%	5%
School Climate	119–155	142	30%	31%	23%	11%	6%
Teacher Work Productivity	113–175	151	14%	53%	27%	5%	1%
Teacher Well-being	73–125	104	15%	45%	32%	7%	2%

Source: Processed primary data, 2024

Overall, the four research variables were categorized as good. Principals' mental health and school climate were perceived as conducive, as reflected in more than 60% of respondents rating them good or very good. Teacher work productivity was also considered good, although 5% rated it less good and 1% poor. Teacher well-being was mostly rated as good, but 9% of respondents indicated that their well-being was less satisfactory or poor. These findings suggest that further improvements are needed, particularly in the area of teachers' professional welfare.

Further analysis of variable dimensions revealed differences in contributions among aspects. For principals' mental health, the emotional dimension scored the highest (0.648), while the professional-organizational dimension scored the lowest (0.345). This indicates that principals generally manage emotions well but are weaker in organizational leadership. Within the school climate variable, the relationship dimension scored highest (0.668), while safety was lowest (0.457). Teacher work productivity scored highest on work quality (0.683) but lowest on efficiency (0.348). For teacher well-being, the income dimension scored highest (0.716), while professional development was the lowest (0.629). The details are presented in table 3 below.

Table 3. Scores of Variable Dimensions

Variable	Highest Dimension (Score)	Lowest Dimension (Score)	Variable
Principals' Mental Health	Emotional (0.648)	Professional-Organizational (0.345)	Principals' Mental Health
School Climate	Relationship (0.668)	Safety (0.457)	School Climate
Teacher Work Productivity	Work Quality (0.683)	Efficiency (0.348)	Teacher Work Productivity
Teacher Well-being	Income (0.716)	Professional Development (0.629)	Teacher Well-being

Source: Processed primary data, 2024

Table 3 shows that each variable has dominant dimensions that strengthen it. In principals' mental health, the emotional aspect is the strongest, while professional-organizational leadership remains a weakness. The school climate is supported by strong interpersonal relationships but lacks in safety aspects. Teacher productivity is strongest in work quality, though efficiency is relatively weak. Teacher well-

being is supported by adequate income, but professional development opportunities are less optimal. These findings highlight the need to improve weaker dimensions to achieve more balanced outcomes across variables.

The results of the canonical correlation analysis indicate a significant relationship between the independent variables (principals' mental health and school climate) and the dependent variables (teacher work productivity and teacher well-being). The canonical correlation coefficient was 0.600 for teacher productivity, indicating a strong relationship with a significance level of 0.000. Meanwhile, the relationship with teacher well-being had a coefficient of 0.399, which is weaker but still statistically significant (sig. 0.000). A complete description is presented in Table 2 below.

Table 4. Results of Canonical Correlation Analysis

Independent Variables	Dependent Variables	Canonical Correlation	Category	Significance
Principals' Mental Health & School Climate	Teacher Work Productivity	0.600	Strong	0.000
Principals' Mental Health & School Climate	Teacher Well-being	0.399	Weak	0.000

Source: Processed primary data, 2024

The results indicate that principals' mental health and school climate significantly influence both dependent variables. The strongest effect was observed on teacher productivity, meaning that principals' good mental health and a conducive school climate directly enhance teacher performance. In contrast, the effect on teacher well-being was relatively weaker, suggesting that teacher welfare is not only influenced by leadership and school climate but also by external factors such as educational policies, economic conditions, and social support.

Principals' Mental Health as the Foundation of Teacher Well-being and Productivity

The role of school principals extends beyond administrative responsibilities; they also serve as key figures in shaping the psychological atmosphere and work culture of schools. The findings of this study show that the emotional dimension of principals' mental health scored the highest (0.648)**,** while the professional-organizational dimension scored the lowest (0.345). This suggests that principals are relatively capable of managing emotions, maintaining composure, and fostering healthy interpersonal relationships, yet remain weak in organizational strategic management. This aligns with Sukmadinata (2020), who emphasized that principals' mental health determines how they cope with pressure, build interpersonal relations, and support teachers' professional commitment.

Principals with high emotional awareness are more effective in cultivating teachers' trust and loyalty (Wibowo, 2022). However, this study also reveals that emotional stability alone is insufficient to enhance teachers' work efficiency. Efficiency was found to be the weakest dimension of productivity (0.348). This underscores the need for a balance between emotional intelligence and professional competence. As

noted by Rohiat (2014) and reinforced by Saputra (2023), educational leadership requires not only emotional warmth but also strategic managerial capacity and systematic teacher development.

A Conducive School Climate for Teacher Well-being and Productivity

A conducive school climate forms the foundation for a healthy, productive, and sustainable teaching environment. The study shows that the relationship dimension scored the highest (0.668), while the safety dimension was the lowest (0.457). Harmonious relationships among school members foster collaboration, strengthen the sense of belonging, and enhance teachers' psychological resilience. This is consistent with Sulistyorini (2023), who argued that harmonious relationships among school stakeholders reinforce collective work spirit. Nevertheless, the low safety dimension reflects ongoing weaknesses in ensuring teachers' physical and psychological protection. Teachers perceived their income as relatively adequate (0.716), yet professional development scored lower (0.629). This imbalance is consistent with findings from Suyatno et al. (2019) and Sutjipto (2020), who highlighted the importance of transformative leadership and safe school climates to sustain teacher well-being and improve productivity. Thus, an ideal school climate must not only guarantee positive relationships but also ensure physical and psychological safety, while providing continuous support for teachers' professional development (Suryosubroto, 2022).

The Relationship Between Principals' Mental Health, School Climate, and Teacher Productivity

Canonical correlation analysis revealed a positive and significant relationship between principals' mental health and school climate with teacher productivity ($r = 0.600$, sig. 0.000). Teachers working in positive school climates and under mentally healthy principals tend to be more productive. This finding is consistent with Wibowo & Cahyono (2022), who affirmed that principals' mental health and supportive school climates significantly contribute to teacher performance. However, weaknesses in the efficiency dimension suggest that while work quality is relatively high (0.683), the management of time and resources remains suboptimal. This is likely related to administrative burdens and insufficient professional support, as also emphasized by Sukadari (2021).

The Relationship Between Principals' Mental Health, School Climate, and Teacher Well-being

The simultaneous relationship between principals' mental health and school climate with teacher well-being was found to be weak but significant ($r = 0.399$, sig. 0.000)**.** This indicates that while both factors are important, teacher well-being is also shaped by external elements such as education policies, social welfare, and workload. Sutarto (2020) suggested that principals with high emotional intelligence can foster empathetic work environments that enhance teacher motivation. Similarly, Purwanto (2022) asserted that principals' mental health is closely linked to managerial capacity in sustaining teacher well-being. Moreover, healthy school

climates are shown to have a positive relationship with teacher well-being (Sulistyorini, 2018; Wibowo & Indrawati, 2021). Teachers working in schools with open relationships, honest communication, and psychological protection feel more secure and satisfied. Nugroho & Hidayat (2023) also demonstrated that principals with good mental health can significantly enhance teacher well-being.

Synergy of Mental Health, School Climate, Well-being, and Productivity

This study confirms that principals' mental health and school climate play a substantial role in shaping teacher well-being and productivity. High levels of teacher well-being promote motivation, job satisfaction, and engagement in teaching, while teacher productivity is reflected in high-quality instruction. In line with Suwarto (2022), Munir (2020), and Fitriani & Widodo (2021), the combination of healthy mental states among principals and supportive school climates positively influences teacher productivity through enhanced teaching creativity, professional development participation, and stronger professional commitment. Therefore, improving teacher productivity cannot rely solely on strengthening technical aspects. Instead, it requires a comprehensive approach: fostering principals' mental health, strengthening safe and supportive school climates, and providing sustained professional development opportunities for teachers.

4. Conclusion

This study concludes that principals' mental health and school climate have a significant influence on both teacher productivity and teacher well-being in elementary schools in Garut Regency. Principals' mental health was found to be generally good, particularly in the emotional dimension, although weaknesses remain in the professional-organizational dimension. The school climate was perceived as conducive, especially in terms of interpersonal relationships, but was weaker in terms of safety. Teacher productivity was categorized as good, with strengths in the quality of work outcomes, although efficiency still requires improvement. Teacher well-being was relatively good, with adequate income as a strength, but professional development opportunities were found to be limited. The results of canonical correlation analysis revealed that principals' mental health and school climate together had a strong and significant relationship with teacher productivity, while their relationship with teacher well-being was significant but relatively weaker. These findings indicate that improvements in teacher productivity are more directly influenced by internal school factors, whereas teacher well-being is also shaped by external factors beyond the school environment.

The novelty of this research lies in the integration of canonical correlation analysis to examine the simultaneous relationships among principals' mental health, school climate, teacher productivity, and teacher well-being within the context of elementary schools in Garut Regency. This study provides a comprehensive understanding that leadership grounded in mental health and a positive school climate not only enhances teacher performance but also contributes to teacher well-

being. This study has several limitations. First, data collection relied solely on closed-ended questionnaires, which may have been influenced by respondents' subjectivity. Second, the study was limited to one district, which restricts the generalizability of the findings to other regions. Third, external factors such as government policies, economic conditions, and family support were not explored in depth, even though these aspects may also affect teacher well-being. Future studies are recommended to broaden the research scope to include wider geographical areas, enabling greater generalizability of the findings. Additionally, a mixed-methods approach involving in-depth interviews or observations should be employed to complement quantitative data. Further research should also incorporate external variables such as educational policies, compensation, and social support as factors influencing teacher well-being. Such a comprehensive approach will strengthen the formulation of more targeted and effective educational policies.

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