



Leadership, Committee Oversight, and Recruitment as Determinants of Employee Job Satisfaction and Performance in Private Schools

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan yayasan, pengawasan komite, dan sistem rekrutmen terhadap kepuasan kerja dan kinerja pegawai, serta hubungan antara kepuasan kerja dan kinerja pegawai. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan seluruh 60 pegawai SDS Yayasan Pendidikan Persada Indah, Kecamatan Tualang, Kabupaten Siak, sebagai responden melalui metode sensus. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS). Hasil penelitian menunjukkan bahwa gaya kepemimpinan yayasan tidak berhubungan secara signifikan dengan kepuasan kerja ($p = 0,494$) maupun kinerja pegawai ($p = 0,968$). Sebaliknya, pengawasan komite berhubungan secara signifikan dengan kepuasan kerja ($p < 0,001$) dan kinerja pegawai ($p < 0,001$). Sistem rekrutmen juga berhubungan secara signifikan dengan kepuasan kerja dan kinerja pegawai ($p < 0,001$). Selanjutnya, kepuasan kerja berhubungan secara signifikan dengan kinerja pegawai ($p < 0,001$). Model penelitian menjelaskan 72,8% variasi kepuasan kerja dan 66,7% variasi kinerja pegawai berdasarkan nilai adjusted R^2 . Temuan ini menunjukkan bahwa pengawasan komite dan praktik rekrutmen memiliki peran yang lebih konsisten terhadap outcome pegawai dibandingkan dengan gaya kepemimpinan yayasan pada sekolah swasta yang diteliti. Oleh karena itu, penguatan tata kelola dan praktik rekrutmen dapat mendukung kepuasan kerja dan kinerja pegawai.

Kata Kunci: Kepemimpinan Yayasan, Pengawasan Komite, Sistem Rekrutmen, Kepuasan Kerja, Kinerja Pegawai.

ABSTRACT

This study aims to examine the effects of foundation leadership style, committee oversight, and the recruitment system on employee job satisfaction and performance, as well as the relationship between job satisfaction and employee performance. A quantitative approach was employed using a census of 60 employees at SDS Yayasan Pendidikan Persada Indah, Tualang District, Siak Regency. Data were collected through a questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results show that foundation leadership style was not significantly related to job satisfaction ($p = 0.494$) or employee performance ($p = 0.968$). In contrast, committee oversight was significantly related to job satisfaction ($p < 0.001$) and employee performance ($p < 0.001$). The recruitment system was also significantly related to job satisfaction and employee performance ($p < 0.001$). Furthermore, job satisfaction was significantly related to employee performance ($p < 0.001$). The model explained 72.8% of the variance in job satisfaction and 66.7% of the variance in employee performance based on adjusted R^2 . These findings indicate that committee oversight and recruitment practices have a more consistent role in employee outcomes than foundation leadership style within the studied private school. Strengthening governance and recruitment practices may therefore support employee job satisfaction and performance.

Keywords: Foundation Leadership, Committee Oversight, Recruitment System, Job Satisfaction, Employee Performance.

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INTRODUCTION

Education is one of the sectors that heavily depends on the quality of human resources. The successful delivery of educational services is determined not only by curricula, facilities, or learning systems but also by an organization's ability to manage employees who perform various educational and administrative functions (Phakamach et al., 2023). In the context of private schools, human resource management becomes increasingly important because the sustainability and quality of educational services are strongly influenced by the organization's capacity to establish effective work systems and maintain employee performance. Private schools constitute an important part of the national education system while simultaneously facing challenges in maintaining and improving employee performance (Taher et al., 2024).

Ideally, employees in educational organizations are expected to perform their duties and responsibilities effectively to support the achievement of school objectives. Strong employee performance is one of the prerequisites for effective organizational processes, as the quality of employees' work ultimately affects the overall delivery of educational services (Masnawati & Darmawan, 2022). However, employee performance cannot be viewed solely as the outcome of individual capabilities. Rather, it is shaped within an organizational environment involving various managerial factors, including how leadership is exercised, how organizational activities are monitored, and how the organization acquires and places its human resources (Sen et al., 2026).

Within private schools, these dynamics have distinctive characteristics. The governance structure involves not only the school's internal management but also foundations and school committees, which perform different functions in supporting educational operations (Maisaroh et al., 2024). School committees may contribute through advisory, supportive, supervisory, and mediating roles, making oversight an important component of school governance. At the same time, foundations occupy a strategic position in directing and managing the organization, including through leadership practices that may influence employees' working conditions (Onesti, 2023). In addition, recruitment processes determine the extent to which organizations acquire employees whose qualifications and characteristics align with job requirements and organizational needs (Shaoan et al., 2024).

Theoretically, leadership style, oversight, and recruitment systems are expected to contribute to the development of supportive working conditions. Leadership is expected to provide direction, motivation, and support for employees. Oversight is expected to function not only as a control mechanism but also as a means of ensuring accountability and alignment between work implementation and organizational objectives. Meanwhile, an effective recruitment system is expected to promote a better match between employee characteristics and job requirements (Salvadorinho et al., 2024). These conditions may subsequently influence how employees evaluate their work and how they perform their assigned responsibilities.

Nevertheless, the relationships between these factors and employee job satisfaction and performance do not always demonstrate consistent patterns. Previous studies have reported differing findings regarding the effects of leadership, oversight, and recruitment on employee outcomes (Makkulawu Panyiwi Kessi et al., 2025). For example, some studies have found that oversight positively affects both job satisfaction and performance, whereas others have reported insignificant relationships (Tucaliuc et al., 2025). These inconsistencies suggest that the effectiveness of managerial practices may depend on organizational characteristics and the context in which such practices are implemented (Brauckmann et al., 2023).

This research gap becomes particularly relevant in the context of private schools. Discussions on leadership, oversight, recruitment, job satisfaction, and employee performance have generally examined these variables within broader organizational settings (Latif, 2024). However, private schools operate under governance structures involving multiple

organizational actors with distinct roles. In this context, foundation leadership, committee oversight, and recruitment systems should not merely be viewed as separate human resource management practices (Az-Zahra et al., 2026). Instead, they may represent interconnected elements of the organizational environment that collectively relate to employee job satisfaction and performance.

Based on this context, this study brings together three organizational factors, namely foundation leadership, committee oversight, and recruitment, in a single empirical model to examine their relationships with two important human resource outcomes: employee job satisfaction and performance. The study contributes by examining leadership, governance through committee oversight, and recruitment practices within the specific context of a private primary school, while considering job satisfaction and employee performance as interrelated outcomes. The research model examines the direct relationships of the three organizational factors with job satisfaction and employee performance, as well as the relationship between job satisfaction and employee performance.

Empirically, the study was conducted among all 60 employees of SDS Yayasan Pendidikan Persada Indah in Tualang District, Siak Regency. This context provides an opportunity to examine how leadership, committee oversight mechanisms, and recruitment systems are associated with job satisfaction and employee performance within a specific educational organization. Given the inconsistent findings of previous studies and the distinctive governance characteristics of private schools, examining these relationships is important for developing a more contextually grounded understanding of the organizational factors associated with employee outcomes.

Therefore, this study aims to analyze the effects of foundation leadership, committee oversight, and recruitment systems on employee job satisfaction and performance, as well as the effect of job satisfaction on employee performance at SDS Yayasan Pendidikan Persada Indah in Tualang District, Siak Regency. The findings are expected to contribute empirical evidence to the field of human resource management in educational organizations, particularly by improving the understanding of organizational factors associated with employee job satisfaction and performance in private schools.

THEORETICAL BACKGROUND AND HYPOTHESIS DEVELOPMENT

Foundation Leadership Style

Leadership is an important aspect of organizational management because it concerns the ability of leaders to influence, direct, and mobilize organizational members toward the achievement of established objectives. In private educational organizations, foundation leadership occupies a strategic position because foundations are involved not only in overseeing educational institutions but also in shaping organizational policies, management practices, and the working environment. Leadership style reflects the behavioral patterns through which leaders perform their roles and interact with organizational members. Different leadership approaches may therefore create different experiences for employees and influence how they respond to their work environment (Matinul Haq & Roesminingsih, 2024).

Leaders who provide clear direction, maintain effective communication, offer support, and involve employees in organizational processes may contribute to a more positive working environment (Hartati et al., 2025). Conversely, leadership practices that are not aligned with employee needs or organizational characteristics may affect how employees perceive and perform their work. In this study, foundation leadership style is positioned as an organizational factor that may be associated with employee job satisfaction and performance. Conceptually, effective leadership is expected to create supportive working conditions, clarify work expectations, and encourage employees to perform their duties and responsibilities effectively (Wu, 2024).

Foundation Leadership Style and Job Satisfaction

Job satisfaction reflects an individual's evaluation of their work and the various aspects associated with it. The organizational environment and employees' relationships with individuals who hold authority may influence the development of such satisfaction. Leadership style may affect how employees receive direction, obtain support, perceive fairness, and understand organizational expectations regarding their work (Mgaiwa, 2023). Leadership that promotes positive working relationships and provides adequate support may contribute to more favorable work experiences. Accordingly, foundation leadership style is expected to be associated with employee job satisfaction (Ataman et al., 2024).

H1: Foundation leadership style affects employee job satisfaction.

Committee Oversight

Oversight is an important function in organizational management because it is intended to ensure that organizational activities are carried out in accordance with established plans, regulations, and objectives. In educational organizations, oversight should not be viewed solely as a control mechanism but also as part of a governance process that supports accountability and continuous improvement. Within the school context, committees may perform advisory, supportive, supervisory, and mediating functions in educational administration. Committee oversight can therefore be understood as a governance mechanism that may influence the organizational environment. Effective oversight is expected to provide clarity regarding duties and responsibilities, ensure alignment between organizational activities and objectives, and promote accountability. However, its contribution may depend on how oversight is implemented and perceived by employees within the organization (Kamara et al., 2024).

Committee Oversight and Job Satisfaction

Clear, objective, and constructive oversight may contribute to a more structured working environment. Employees may gain greater clarity regarding work standards, responsibilities, and organizational expectations. Under such conditions, oversight may function not only as a control mechanism but also as support for effective task implementation. Conversely, oversight perceived as excessive pressure or intervention may generate different employee responses. Therefore, the relevance of oversight depends not only on its existence but also on how it is implemented within the organizational environment (Horwood et al., 2022).

In this study, committee oversight is positioned as a governance-related factor that may be associated with employee job satisfaction. When oversight provides clarity, accountability, and appropriate support, employees may develop more favorable perceptions of their work environment.

H2: Committee oversight affects employee job satisfaction.

Recruitment System

Recruitment represents an initial stage of human resource management through which organizations seek to attract and acquire individuals who meet organizational requirements. An effective recruitment system should not focus solely on fulfilling workforce needs but also on achieving alignment between candidates' competencies and characteristics and the requirements of available positions (Abdul & Amrulloh, 2024).

In educational organizations, the quality of individuals entering the organization may influence subsequent work processes. Recruitment is therefore strategically important because it serves as an initial mechanism for ensuring that the organization acquires employees who match its needs and institutional characteristics. A recruitment system that is planned,

transparent, and aligned with organizational requirements may promote a better fit between employees and their jobs (Abdul Basith et al., 2025).

Recruitment System and Job Satisfaction

Recruitment may be associated with job satisfaction because the process can influence the degree of alignment between individual characteristics and job requirements. Employees recruited based on relevant competencies and job requirements may be better positioned to understand their responsibilities and adapt to the organizational environment. In addition, transparent and fair recruitment processes may contribute to positive initial perceptions of the organization.

Employees' early experiences when entering an organization may influence how they subsequently evaluate their work and workplace (Shahzad et al., 2024). Therefore, an appropriate recruitment system may contribute to a better fit between employees and their work, which may subsequently be reflected in their job satisfaction.

H3: The recruitment system affects employee job satisfaction.

Foundation Leadership Style and Employee Performance

Leadership may also be associated with employee performance because leaders play an important role in providing direction, establishing expectations, coordinating activities, and encouraging employees to achieve organizational objectives. The manner in which these functions are performed may influence employees' work behavior and task execution.

A leadership style that is aligned with organizational conditions and employee characteristics is expected to encourage more effective work performance. Through appropriate direction, communication, support, and decision-making processes, leaders may create conditions that facilitate the achievement of employee performance (Sanjani, 2024). In the context of private schools, foundation leadership may therefore be relevant to how employees carry out their responsibilities and contribute to organizational objectives.

H4: Foundation leadership style affects employee performance.

Committee Oversight and Employee Performance

Oversight may also be associated with employee performance because it enables organizations to monitor the implementation of work. Through oversight, organizations can assess whether tasks are performed according to established standards and provide feedback or evaluation when deviations are identified. In educational organizations, committee oversight may contribute to greater accountability in school operations. Clear standards, evaluation processes, and attention to task implementation may encourage employees to perform their responsibilities more effectively (Sutami & Wijayanti, 2025). Appropriate oversight can therefore support the alignment between employee activities and organizational expectations and may contribute to improved employee performance.

H5: Committee oversight affects employee performance.

Recruitment System and Employee Performance

Employee performance may also be associated with recruitment processes. Organizations that are able to recruit employees whose competencies and characteristics match job requirements may have a stronger foundation for achieving the expected level of performance. A good fit between individuals and their jobs may help employees perform their duties more effectively.

An effective recruitment system enables organizations to select candidates based on criteria relevant to job requirements. Consequently, recruited employees are expected to possess the competencies and characteristics necessary to support effective task performance (Hulme

& Wood, 2022). In the context of educational organizations, appropriate recruitment may therefore provide a foundation for employees to perform their responsibilities in accordance with institutional expectations.

H6: The recruitment system affects employee performance.

Job Satisfaction and Employee Performance

Job satisfaction is an important construct in human resource management because it reflects how individuals evaluate their work and work experiences. Job satisfaction may be influenced by various factors, including working conditions, organizational relationships, rewards, development opportunities, and employees' experiences while performing their work.

Employees with higher levels of job satisfaction are theoretically more likely to demonstrate positive attitudes toward their work. These attitudes may be reflected in greater involvement, motivation, responsibility, and willingness to perform organizational duties. Conversely, low job satisfaction may weaken employees' attachment to their work. In this study, job satisfaction is positioned as a factor directly associated with employee performance. When employees experience greater satisfaction with their work and organizational environment, they may be more likely to contribute effectively to the achievement of organizational objectives (Widayatsih & Dian Lestari, 2023).

H7: Job satisfaction affects employee performance.

METHODS

This study employed a quantitative approach to examine the relationships between organizational factors, employee job satisfaction, and employee performance. The research was conducted at SDS Yayasan Pendidikan Persada Indah in Tualang District, Siak Regency. The population consisted of all employees of the school, totaling 60 individuals. Since the entire population was included in the study, a census or total sampling approach was employed. Thus, the final sample consisted of 60 employees. Primary data were collected using a questionnaire distributed to all respondents. All questionnaire items were measured using a five-point Likert scale to capture respondents' levels of agreement with the statements provided.

The study examined five constructs: foundation leadership style (X1), committee oversight (X2), recruitment system (X3), job satisfaction (Y1), and employee performance (Y2). Foundation leadership style was measured using five indicators, committee oversight using four indicators, recruitment system using four indicators, job satisfaction using five indicators, and employee performance using five indicators. The research model examined seven direct relationships among these constructs. Foundation leadership style, committee oversight, and the recruitment system were examined in relation to job satisfaction and employee performance, while job satisfaction was examined in relation to employee performance. The proposed relationships are presented in Figure 1.

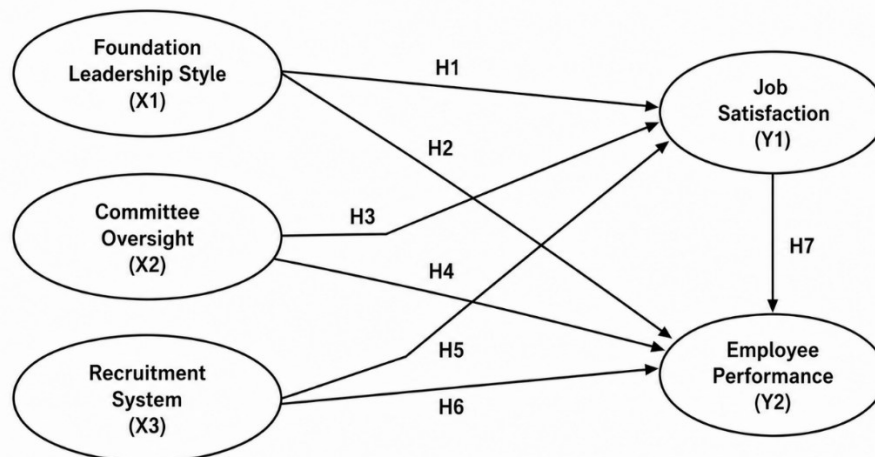


Fig. 1. Research Framework

As illustrated in Figure 1, the research model specifies seven hypotheses. H1 examines the relationship between foundation leadership style and job satisfaction, H2 examines the relationship between committee oversight and job satisfaction, and H3 examines the relationship between the recruitment system and job satisfaction. H4 examines the relationship between foundation leadership style and employee performance, H5 examines the relationship between committee oversight and employee performance, and H6 examines the relationship between the recruitment system and employee performance. Finally, H7 examines the relationship between job satisfaction and employee performance. This sequence corresponds directly to the hypothesis formulation in the theoretical background and the hypothesis testing presented in the results section.

The data were analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The analysis consisted of measurement model and structural model evaluations. The measurement model was assessed to determine whether the indicators adequately represented their respective constructs. Convergent validity was evaluated using outer loading and Average Variance Extracted (AVE), while construct reliability was assessed using Composite Reliability. Discriminant validity was also examined to ensure that each construct was empirically distinct from the other constructs in the model.

After the measurement model satisfied the required validity and reliability criteria, the structural model was evaluated to examine the explanatory power of the endogenous variables and the proposed relationships among the constructs. The explanatory power of the model was assessed using the coefficient of determination (R^2). Hypothesis testing was conducted using a bootstrapping procedure by examining the path coefficients and p-values. A relationship was considered statistically significant when the p-value was below 0.05. The hypothesis testing followed the same H1–H7 sequence specified in Figure 1 and the theoretical background.

RESULT AND DISCUSSION

Result

Respondent Characteristics

This study involved 60 employees of SDS Yayasan Pendidikan Persada Indah as respondents. The entire population was included in the study using a census approach. Before presenting the measurement and structural model results, an overview of employee performance at SDS Yayasan Pendidikan Persada Indah is presented. Table 1 summarizes employee performance achievements from 2021 to 2023 based on the Employee Performance Target (Sasaran Kinerja Pegawai or SKP) and behavioral assessment.

Table 1. Employee Performance Achievement from 2021 to 2023

Year	Number of Employees	Very Good	Good	Fair	Poor	Very Poor
2021	60	20	40	0	0	0
2022	60	40	20	0	0	0
2023	60	55	5	0	0	0

The results indicate a consistent improvement in employee performance over the three-year period. In 2021, 20 of the 60 employees were categorized as having very good performance, while 40 were categorized as good. In 2022, the number of employees receiving a very good rating increased to 40, while 20 employees were categorized as good. The improvement continued in 2023, when 55 employees received a very good rating and only five were categorized as good. No employees were classified as having fair, poor, or very poor performance during the observed period. Overall, the proportion of employees receiving a very good performance rating increased from 33.3% in 2021 to 66.7% in 2022 and 91.7% in 2023.

Measurement Model Evaluation

The measurement model was evaluated to ensure that the indicators met the required validity and reliability criteria before testing the structural relationships among the constructs. The evaluation included convergent validity, construct reliability, and discriminant validity. Convergent validity was assessed using outer loading and Average Variance Extracted (AVE), while construct reliability was assessed using Composite Reliability.

The results show that all indicators had outer loading values in table 2 above the minimum threshold of 0.60. The outer loading values for foundation leadership style ranged from 0.676 to 0.800, committee oversight from 0.813 to 0.900, the recruitment system from 0.899 to 0.935, job satisfaction from 0.820 to 0.901, and employee performance from 0.723 to 0.938. These results indicate that all indicators met the required criterion for convergent validity and were retained in the measurement model.

Table 2. Outer Loading Results

Variable	Indicator	Outer Loading	Cut-off Value	Remark
Foundation Leadership Style (X1)	X11	0.676	0.60	Valid
	X12	0.781	0.60	Valid
	X13	0.800	0.60	Valid
	X14	0.768	0.60	Valid
	X15	0.727	0.60	Valid
Committee Oversight (X2)	X21	0.867	0.60	Valid
	X22	0.900	0.60	Valid
	X23	0.899	0.60	Valid
	X24	0.813	0.60	Valid
Recruitment System (X3)	X31	0.899	0.60	Valid
	X32	0.923	0.60	Valid
	X33	0.905	0.60	Valid
	X34	0.935	0.60	Valid
Job Satisfaction (Y1)	Y11	0.820	0.60	Valid
	Y12	0.892	0.60	Valid
	Y13	0.878	0.60	Valid
	Y14	0.886	0.60	Valid
	Y15	0.901	0.60	Valid
Employee Performance (Y2)	Y21	0.723	0.60	Valid
	Y22	0.894	0.60	Valid
	Y23	0.938	0.60	Valid
	Y24	0.911	0.60	Valid
	Y25	0.883	0.60	Valid

Convergent validity was further assessed using the Average Variance Extracted (AVE) in table 3. All constructs had AVE values above the recommended minimum of 0.50. Foundation leadership style had an AVE of 0.565, committee oversight 0.758, the recruitment system 0.839, job satisfaction 0.767, and employee performance 0.762. These results indicate that each construct explained an adequate proportion of the variance in its indicators and therefore satisfied the convergent validity criterion.

Table 3. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)	Cut-off Value	Remark
Foundation Leadership Style (X1)	0.565	0.50	Valid
Committee Oversight (X2)	0.758	0.50	Valid
Recruitment System (X3)	0.839	0.50	Valid
Job Satisfaction (Y1)	0.767	0.50	Valid
Employee Performance (Y2)	0.762	0.50	Valid

Construct reliability was assessed using Composite Reliability as seen in table 4. The results show that all constructs achieved satisfactory reliability values. Composite Reliability was 0.866 for foundation leadership style, 0.926 for committee oversight, 0.954 for the recruitment system, 0.943 for job satisfaction, and 0.941 for employee performance. Thus, all constructs demonstrated adequate internal consistency..

Table 4. Composite Reliability Results

Variable	Composite Reliability	Cut-off Value	Remark
Foundation Leadership Style (X1)	0.866	0.60	Reliable
Committee Oversight (X2)	0.926	0.60	Reliable
Recruitment System (X3)	0.954	0.60	Reliable
Job Satisfaction (Y1)	0.943	0.60	Reliable
Employee Performance (Y2)	0.941	0.60	Reliable

As seen in table 5, discriminant validity was then assessed to ensure that each construct was empirically distinct from the other constructs in the model. The results indicate that all constructs satisfied the discriminant validity criterion used in the study. This finding suggests that foundation leadership style, committee oversight, the recruitment system, job satisfaction, and employee performance represent empirically distinguishable constructs.

Table 5. Discriminant Validity Results

Variable	Recruitment System (X3)	Employee Performance (Y2)	Committee Oversight (X2)	Foundation Leadership Style (X1)	Job Satisfaction (Y1)
Recruitment System (X3)	0.916	-	-	-	-
Employee Performance (Y2)	0.690	0.873	-	-	-
Committee Oversight (X2)	0.762	0.725	0.870	-	-
Foundation Leadership Style (X1)	0.585	0.733	0.707	0.752	-
Job Satisfaction (Y1)	0.765	0.770	0.814	0.706	0.876

Overall, the measurement model demonstrated satisfactory validity and reliability across all constructs. Therefore, the analysis proceeded to the evaluation of the structural model and the testing of the proposed relationships.

Structural Model Evaluation

The structural model, as seen in table 6 was evaluated to determine the explanatory power of the exogenous variables for the endogenous variables. The evaluation was based on the coefficient of determination (R^2) and adjusted R^2 . Job satisfaction had an R^2 value of 0.738 and an adjusted R^2 value of 0.728. This indicates that foundation leadership style, committee oversight, and the recruitment system jointly accounted for 72.8% of the variance in job satisfaction, while the remaining 27.2% was explained by factors outside the research model. Employee performance had an R^2 value of 0.684 and an adjusted R^2 value of 0.667. Thus, foundation leadership style, committee oversight, the recruitment system, and job satisfaction jointly accounted for 66.7% of the variance in employee performance, while the remaining 33.3% was attributable to factors not included in the model.

Table 6. Coefficient of Determination (R^2) Results

Endogenous Variable	R^2	Adjusted R^2	Explained Variance
Job Satisfaction (Y1)	0.738	0.728	72.8%
Employee Performance (Y2)	0.684	0.667	66.7%

Hypothesis Testing

The hypothesis testing results are presented in Table 8. Seven direct relationships were tested in the proposed model using the bootstrapping procedure. A relationship was considered statistically significant when the p -value was below 0.05. The results show that foundation leadership style had a positive path coefficient with job satisfaction ($\beta = 0.373$), but the relationship was not statistically significant ($p = 0.494$). Therefore, H1 was not supported. Committee oversight showed a positive and statistically significant relationship with job satisfaction ($\beta = 0.062$, $p < 0.001$), supporting H2, while the recruitment system was also positively and significantly related to job satisfaction ($\beta = 0.165$, $p < 0.001$), supporting H3. Regarding employee performance, foundation leadership style again showed a positive path coefficient ($\beta = 0.246$), but the relationship was not statistically significant ($p = 0.968$); therefore, H4 was not supported. Committee oversight had a positive and statistically significant relationship with employee performance ($\beta = 0.395$, $p < 0.001$), supporting H5. Similarly, the recruitment system was positively and significantly related to employee performance ($\beta = 0.311$, $p < 0.001$), supporting H6. Finally, job satisfaction showed a positive and statistically significant relationship with employee performance ($\beta = 0.321$, $p < 0.001$), supporting H7.

Table 7. Hypothesis Testing Results

Hypothesis	Exogenous Variable	Endogenous Variable	Path Coefficient (β)	Critical Ratio	p -Value	Conclusion
H1	Foundation Leadership Style	Job Satisfaction	0.373	0.688	0.494	Not Supported
H2	Committee Oversight	Job Satisfaction	0.062	4.465	< 0.001	Supported
H3	Recruitment System	Job Satisfaction	0.165	4.507	< 0.001	Supported
H4	Foundation Leadership Style	Employee Performance	0.246	0.040	0.968	Not Supported
H5	Committee Oversight	Employee Performance	0.395	3.864	< 0.001	Supported
H6	Recruitment System	Employee Performance	0.311	3.873	< 0.001	Supported
H7	Job Satisfaction	Employee Performance	0.321	3.819	< 0.001	Supported

The hypothesis testing results indicate that committee oversight and the recruitment system were significantly related to both job satisfaction and employee performance. Job satisfaction was also significantly related to employee performance. In contrast, foundation leadership style was not significantly related to either job satisfaction or employee performance in the proposed model. These findings provide the basis for further interpretation and comparison with previous studies in the Discussion section.

Discussion

The findings indicate that the relationships between organizational practices and employee outcomes vary across the factors examined in this study. Rather than showing a uniform pattern, the results point to differences in how leadership, oversight, and recruitment are associated with employee experiences and performance within the studied private school.

The first finding concerns the relationship between foundation leadership style and job satisfaction. The path coefficient was positive ($\beta = 0.373$), but the relationship was not statistically significant ($p = 0.494$). This result differs from the general expectation that leadership practices characterized by direction, support, and effective communication contribute to more positive employee experiences. Previous research has reported relationships between perceived leadership styles and academics' job satisfaction, indicating that leadership can be relevant to how employees evaluate their work environment (Mgaiwa, 2023). However, the present finding suggests that such a relationship is not necessarily evident when leadership is examined specifically at the foundation level within a private primary school. One possible explanation is the organizational distance between foundation leadership and employees' daily work experiences. Employees may interact more frequently with school-level management and colleagues than with foundation-level decision makers. As a result, their job satisfaction may be shaped more directly by immediate working conditions and daily organizational interactions than by their perception of foundation leadership. Thus, the positive coefficient should be interpreted only as the direction of the estimated relationship, while the non-significant p -value indicates that H1 is not empirically supported.

A similar pattern is found for foundation leadership style and employee performance. The relationship was positive but statistically insignificant ($\beta = 0.246$; $p = 0.968$), meaning that H4 was not supported. This finding differs from studies that emphasize leadership as an important factor in directing organizational activities and supporting performance. For example, previous research on educational leadership has highlighted the contribution of school leadership to organizational and educational outcomes (Sanjani, 2024). However, the present result suggests that the influence of leadership may depend on the level at which leadership is exercised and on the organizational structure surrounding employees. In this study, foundation leadership may establish broad policies and organizational direction, whereas employees' actual performance may depend more directly on operational supervision, task requirements, competencies, and work processes at the school level. The result therefore does not imply that leadership is irrelevant to performance; rather, it indicates that foundation leadership style, as measured in this study, does not provide sufficient statistical evidence to explain differences in employee performance. This distinction is important because the positive path coefficient alone cannot be interpreted as a significant effect.

The findings for committee oversight provide a different pattern. Committee oversight was significantly related to job satisfaction ($\beta = 0.062$; $p < 0.001$) and employee performance ($\beta = 0.395$; $p < 0.001$). The relationship with job satisfaction, although relatively small in magnitude, indicates that employees' perceptions of oversight are associated with how they evaluate their work environment. This finding is consistent with the view that governance and oversight can contribute to clearer responsibilities, accountability, and organizational

processes. Previous research has also emphasized the role of school committees in supporting school management and organizational functions, while studies of educational organizations have highlighted the importance of effective management and accountability mechanisms. The stronger coefficient for employee performance suggests that oversight may be particularly relevant to the implementation of work. Through monitoring, evaluation, and clarification of expectations, oversight can provide employees with a clearer understanding of the standards against which their work is assessed. The findings therefore support H2 and H5 and reinforce the relevance of committee oversight as a governance component in private school management.

The recruitment system also demonstrates significant relationships with both job satisfaction ($\beta = 0.165$; $p < 0.001$) and employee performance ($\beta = 0.311$; $p < 0.001$). These findings support H3 and H6 and are consistent with the argument that recruitment is an important starting point for aligning employee characteristics with organizational and job requirements. Previous research has emphasized the importance of recruitment and human resource planning in educational institutions, particularly in ensuring that organizations acquire personnel who are appropriate for institutional needs (Abdul Basith et al., 2025; Shaoan et al., 2024). The significant relationship with job satisfaction suggests that recruitment may be relevant not only to the organization's acquisition of human resources but also to employees' subsequent work experiences. At the same time, the stronger coefficient for employee performance indicates that recruitment may be particularly important in ensuring that employees possess characteristics and competencies that correspond to their assigned responsibilities. Thus, the findings provide empirical support for viewing recruitment as an integral part of human resource management rather than simply an administrative process for filling vacancies.

The significant relationship between job satisfaction and employee performance further strengthens the connection between employees' work experiences and organizational outcomes. Job satisfaction was positively and significantly related to employee performance ($\beta = 0.321$; $p < 0.001$), supporting H7. This result is in line with the broader human resource management perspective that favorable work experiences may be associated with employees' motivation, involvement, and willingness to carry out their responsibilities. Previous research has also examined job satisfaction as an important employee-related outcome within strategic human resource practices (Shahzad et al., 2024). In the present study, the significant relationship suggests that efforts to improve employee performance should not focus exclusively on work control and task requirements but should also consider conditions that shape employees' satisfaction with their work.

Taken together, the findings suggest that the relevance of organizational practices to employee outcomes depends on how closely those practices are connected to employees' work environment and daily responsibilities. In the studied private school, committee oversight and recruitment showed significant relationships with both job satisfaction and employee performance, while foundation leadership style did not. The significant relationship between job satisfaction and employee performance further indicates that employees' work experiences remain relevant to performance outcomes. These findings highlight the importance of examining governance and human resource practices within the specific organizational context in which they are implemented.

CONCLUSION

This study examined the relationships of foundation leadership style, committee oversight, and the recruitment system with employee job satisfaction and performance, as well as the relationship between job satisfaction and employee performance in a private school. The

findings show that foundation leadership style was not significantly related to either job satisfaction ($\beta = 0.373$; $p = 0.494$) or employee performance ($\beta = 0.246$; $p = 0.968$). In contrast, committee oversight was significantly related to job satisfaction ($\beta = 0.062$; $p < 0.001$) and employee performance ($\beta = 0.395$; $p < 0.001$), while the recruitment system was also significantly related to job satisfaction ($\beta = 0.165$; $p < 0.001$) and employee performance ($\beta = 0.311$; $p < 0.001$). Job satisfaction was significantly related to employee performance ($\beta = 0.321$; $p < 0.001$). The model explained 72.8% of the variance in job satisfaction and 66.7% of the variance in employee performance based on the adjusted R^2 values. These findings indicate that committee oversight and recruitment practices have a more consistent role in employee outcomes within the research setting than foundation leadership style. Strengthening oversight mechanisms, improving recruitment practices, and maintaining conditions that support employee job satisfaction may therefore be relevant to sustaining employee performance in private schools.

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