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The Influence of Principal Leadership, Work Motivation and Organizational Culture on Teacher Performance

Norpa Mailani¹⁾✉, Lantip Diat Prasajo²⁾

✉¹⁾Universitas Negeri Yogyakarta, Sleman, Indonesia

E-mail: norpamailani.2023@student.uny.ac.id

²⁾Universitas Negeri Yogyakarta, Sleman, Indonesia

E-mail: lantip@uny.ac.id

✉ Correspondence Author

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Abstract

Teachers and school principals are the most crucial participants in the implementation of teacher education. In addition to their roles and responsibilities, teachers as a profession are at the center of every attempt to improve the quality of education via educational reform. The purpose of this study is to determine the extent to which organizational culture, work motivation, and principal leadership affect the performance of State Vocational School teachers in Indragiri Hilir Regency. This study focuses on issues that affect the performance of these teachers. Ex post facto research, or after the fact, is the methodology used in this study. Data was gathered at State Vocational High Schools in Indragiri Hilir Regency via questionnaires. Instruments created by the researcher himself were used to gather data from each research variable. Using the IBM SPSS software, data analysis employs both a multiple regression test and a basic linear regression test. With a significance of $0.000 < 0.05$, an F_{cal} value of 39.928 greater than the F_{tabel} of 3.05, and a Coefficient R Square of 0.422, the study's findings indicated that the principal's leadership, work motivation, and organizational culture had a positive and significant impact on teachers' performance at State Vocational Schools in Indragiri Hilir Regency. This indicates that 42.2% of teacher performance is influenced by corporate culture. All pertinent parties actively participate in initiatives aimed at enhancing teacher performance, such as hiring competent teaching candidates.

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INTRODUCTION

As one of the foundations of the development of human resources (HR), educational quality is strategically important for the advancement of the country. This implies that the quality of education today will determine the nation's future, and high-quality education at the school level will lead to high-quality education. Using an education report card is one way to assess the quality

of education. The 2023 education report card image from one of the State Vocational Schools in Indragiri Hilir Regency still shows only modest progress in terms of quality issues brought on by classroom management, learning techniques, and learning about learning, evaluation of instructional strategies, school goals and objectives, and curriculum administration, the performance of the teachers is to blame for this. Putri & Edwarman, (2023) asserts that teacher performance is correlated with the capacity to fulfill duties and responsibilities in the classroom, such as lesson design, execution, and evaluation, to ensure that the outcomes meet predetermined standards.

The principal's leadership in formulating policies and collaborating with relevant parties to make choices is one of the elements that influences teacher performance (Damayanti & Asbari, 2024). Education management calls for careful consideration and analysis to accomplish the proper objectives. An organization's leaders are crucial. Education leaders serve as the organization's primary source of support for change, and decision-making is crucial to achieving work satisfaction in teacher performance management by giving each employee autonomy and confidence.

Psychological encouragement to boost productivity also affects the quality of teacher performance, so instructors who are highly motivated can work better and help the school reach its objectives. Conversely, a person may get demotivated due to repetitive tasks, stress, feeling underappreciated, or a lack of work satisfaction, which will also result in a decline in performance. It is undoubtedly impossible to separate school culture from teacher performance. The ideals that are embodied and used in day-to-day operations constitute school culture. The cultures of different schools might differ from one another. In addition to fostering students' growth and development, a positive school culture can raise educational standards. Among other things, being courteous, respecting one another, being on time, following the rules, and taking responsibility are all examples of how school culture is applied.

According to Hill & McShane, (2008), a strong organizational culture can boost performance, whereas a poor one can have the opposite effect. Establishing an effective school is not a good idea if the school culture is poor; conversely, a strong school culture will contribute to the improvement of an effective school. The following issues lead to poor teacher performance, according to the findings of the researcher's preliminary interviews and observations with the principal and teachers at State Vocational Schools in Indragiri Hilir Regency on October 1–3, 2024: Teacher discipline, including attendance, is still lacking, It is evident from the attendance summary for August and September 2024 that there were twenty individuals (27%) and fifteen individuals (20.54%) who did not show up for various reasons and without a cause in August and September of that year, respectively. Inaccurate instruction and leaving the classroom during class hours were discovered by the principal during an inspection. There is a duty to provide educational resources for instructors; yet, according to the School Quality Management summary, up to 30% of teachers do not create educational resources. The teacher's repetitive teaching style is the root cause of the low student accomplishment since it has no beneficial effect on learning outcomes.

Ineffective use of technology in TPACK-based learning activities is a sign of teachers' subpar technological proficiency, which is evident to many teachers when school principals notice that teachers are still boring and have not implemented TPACK-based learning. Even though teachers must improve the quality of their learning, including their mastery of technology, there are still activities that demonstrate their lack of proficiency with technology, such as filling out grades in the e-report card application that should be completed by subject teachers but are completed by others.

A more startling finding was that some teachers only participated in training to satisfy the performance requirements in Independent Teaching Platform. This indicates that some teachers have not fully engaged in both online and offline training, as evidenced by the 60% recap of teacher training from January to June 2024. Teachers' lack of excitement for participation in teacher training, such as MGMP and others, is caused by school principals' lack of firmness in directing them to do so. Some instructors' abilities to foster a supportive school culture that aids in the accomplishment of academic objectives have not been fully used. Although the administrator is a good manager of the school, the benefits for the teachers have not been fully realized; some instructors are only obedient when the principal is around, and some teachers neglect their responsibilities when the principal is not there.

The study focuses on identifying factors that affect teacher performance in State Vocational Schools in the region, specifically examining organizational culture, work motivation, and principal leadership. The novelty of this research lies in uncovering the simultaneous influence of school leadership, organizational culture, and work motivation on teacher performance in State Vocational High Schools in Indragiri Hilir Regency, an area that has not been extensively explored in previous studies, particularly within the context of vocational education in this region.

METHODS

This study uses an ex post facto research method, meaning it investigates past events through surveys. According to (Sugiyono, 2019), ex post facto research observes and examines past conditions or events to identify their causes. The study examines the influence of school leadership, work motivation, and organizational culture on the performance of vocational schoolteachers in Indragiri Hilir Regency. In this research, the independent variables are school leadership (X1), work motivation (X2), and organizational culture (X3), while the dependent variable is teacher performance (Y).

The research was conducted at the State Vocational High School in Indragiri Hilir Regency which consists of eight State schools, namely SMK Negeri 1 Tempuling, SMKN 1 Tembilahan Hulu, SMKN 1 Tembilahan, SMKN 2 Tembilahan, SMKN 1 Reteh, SMKN 1 Mandah, SMK Negeri 2 Kempas, and SMK Negeri 1 Tuah Kemuning. The time for conducting the research is from October 2024 to January 2025.

A population is a group of individuals or items that are the subject of research, but all their features are examined to draw conclusions. Up to 290 instructors from Indragiri Hilir Regency's State Vocational Schools make up the study's population. Using the Slovin formula to calculate the number of study samples, sampling was done with a 5% error margin limit and 95% degrees or confidence levels (Nyimbili & Nyimbili, 2024). 168 out of 290 participants were included in the study's sample, which was determined by applying this algorithm.

Instruments created by the researcher himself were used to gather data from each research variable. (1) A performance measurement questionnaire; (2) a leadership assessment of school principals; (3) a work motivation measurement questionnaire; and (4) an organizational culture measurement questionnaire comprises the instrument, which is constructed in the form of a questionnaire. The instruments that will be used to gather data are then constructed to calculate the principal's leadership score. A Likert scale with five response categories was employed by the author: frequently (SL), frequently (S), infrequently (J), sometimes (KK), and never (TP). Positive

statements have values of 5, 4, 3, 2, and 1, whereas negative statements have values of 1, 2, 3, 4, and 5. The IBM SPSS (Statistical Product and Service Solution) 27 is used to analyze the data for the hypothesis test utilizing both a basic linear regression test and a multiple regression test.

RESULT AND DISCUSSION

Results

1. Descriptive Analysis

There were five possible responses for each of the 29 statement items on the questionnaire for the Principal Leadership variable (X1). Table 1 displays suggested font sizes. Table 18 displays the findings of the Principal Leadership (X1) descriptive statistical computation. 128.73 was the average score, 134.00 was the median, 135 was the mode, 15.434 was the standard deviation, 238.200 was the variance, and 76 was the lowest and 145 was the highest. By examining the standard deviation below the average score, it is possible to conclude that the distribution of respondents' responses pertaining to the principal's leadership variable is uniformly distributed. to create the following five categories to determine the frequency distribution of the Leadership of State Vocational School Principals in Indragiri Hilir Regency.

Table 1. Variable Frequency Distribution of Principal Leadership (X1)

No.	Classification	Value Range	Frequency	Percentage
1	Very low	29-52,2	0	0,00%
2	Low	>52,2 – 75,4	0	0,00%
3	Medium	>75,4 – 98,6	17	10,12%
4	High	>98,6 – 121,8	19	11,31%
5	Very High	>121,8 – 145	132	78,57%
Amount			168	100%

Additionally, there were 29 statement questions with five possible answers on the questionnaire for the Work Motivation variable (X2). The table above displays the findings of the descriptive statistical computation of Work Motivation (X2). The score was 126.36 on average, 133.00 on the median, 145 on the mode, 20.248 on the standard deviation, 409.969 on the variance, and 75 on the lowest. Due to the standard deviation is below the average value, it may be concluded that the respondents' responses pertaining to work incentive factors are spread equally.

Table 2. Variable Frequency Distribution of Work Motivation (X2)

No.	Classification	Value Range	Frequency	Percentage
1	Very low	29-52,2	0	0,00%
2	Low	>52,2 – 75,4	1	0,60%
3	Medium	>75,4 – 98,6	23	13,69 %
4	High	>98,6 – 121,8	21	12,50 %
5	Very High	>121,8 – 145	123	73,21 %
Amount			168	100 %

Table 2 displays the findings of the descriptive statistical analysis of organizational culture (X3), which include the following: average score = 124.50; median = 128,00; mode/mode = 139; standard deviation/standard deviation = 16.864; difference/variation = 284,407; minimum value =

72; and maximum value = 145. It is possible to conclude that the respondents' responses pertaining to organizational culture factors are distributed equally.

Table 3. Variable Frequency Distribution of Organizational Culture (X3)

No.	Classification	Value Range	Frequency	Percentage
1	Very low	29-52,2	0	0,00 %
2	Low	>52,2 – 75,4	1	0,60 %
3	Medium	>75,4 – 98,6	19	11,31 %
4	High	>98,6 – 121,8	33	19,64 %
5	Very High	>121,8 – 145	115	68,45 %
Amount			168	100 %

There were twenty-three items and five possible answers on the questionnaire for the teacher performance variable (Y). Table 16 displays the findings of the teacher performance (Y) descriptive statistics computation. Standard deviation/standard deviation = 9.555; variance = 91.299; lowest value = 72; maximum value = 115; average score = 98.78, median = 98.00, mode/mode = 92.

Table 4. Variable Frequency Distribution of Teacher Performance (Y)

No.	Classification	Value Range	Frequency	Percentage
1	Very low	23- 41,4	0	0,00 %
2	Low	>41,4 – 59,8	0	0,00 %
3	Medium	>59,8 – 78,2	5	2,98 %
4	High	>78,2 – 96,6	67	39,88 %
5	Very High	>96,6 – 115	96	57,14 %
Amount			168	100 %

2. Normality Test

The residual value is normally distributed after the normality test in this study employs the Kormogorov-Smirnov test with a significant level of > value of 0.05. Table 23 has a significance value (Asymp. Sig. 2-tailed) of 0.200 larger than 0.05, indicating a normal distribution of the variable data.

Table 5. Results of the Normality Test of Research Variables

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		168
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	7,26371736
Most Extreme Differences	Absolute	,056
	Positive	,056
	Negative	-,049
Test Statistic		,056
Asymp. Sig. (2-tailed) ^c		,200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	,223
	99% Confidence Interval Lower Bound	,213
	Upper Bound	,234

3. Linearity Test

The IBM SPSS (Statistical Package for Social Science) version 27 for Windows linearity test, specifically utilizing linearity at a significance level of 0.05. The significant value of linearity <0.05 , which serves as the foundation for the linearity test's decision-making, indicates that the test is satisfied and that the independent and dependent variables have a linear relationship. To determine whether there is a linear relationship between the Principal Leadership (X1) and Teacher Performance (Y) variables, the linearity of the two variables was calculated. The results showed a significant linearity value of $0.000 < 0.005$. There is a linear relationship between the work motivation variable (X2) and the teacher performance variable (Y), according to the results of the calculation of the linearity of work motivation (X2) to Teacher Performance (Y), which yielded a significant value of linearity $0.000 < 0.005$. There is a linear relationship between the variables of Organizational Culture (X3) and Teacher Performance (Y), according to the results of the calculation of the linearity of Organizational Culture (X3) to Teacher Performance (Y), which yielded a significant linearity value of $0.000 < 0.005$. An overview of the linearity test's findings is provided below.

Table 6. Linearity Test Results Summary

Variable	Linearity	Description
Principal Leadership (X1)	0,000	Linear
Work Motivation (X2)	0,000	Linear
Organizational Culture (X3)	0,000	Linear

4. Hypothesis Test

The purpose of this study is to ascertain how independent factors together affect bound variables. Based on decision-making, the partial test is used to ascertain the impact of each independent variable on the binding variable. If the probability is less than 0.05 and the t-calculation is more than the t-table, then H_a is accepted and H_0 is rejected.

Table 7. Multiple Linear Regression Test Results

		Coefficients ^a			
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	
Model		B		Beta	t
1	(Constant)	49,838	4,915		10,140
	Kepemimpinan Kepala Sekolah (X1)	,149	,069	,241	2,154
	Motivasi Kerja (X2)	,120	,051	,254	2,330
	Budaya Organisasi (X3)	,117	,057	,207	2,059
					Sig.
					,000
					,033
					,021
					,041

a. Dependent Variable: Kinerja guru (Y)

The computations' outcomes in the above table can be understood as follows:

- 1) The impact of the principal's leadership on the performance of the teachers at the State Vocational School in Indragiri Hilir Regency is the subject of the first hypothesis test (H1). With a calculation value of $2.154 > \text{the table } 1.97$, the significant value of the principal's leadership (X1) was $0.033 < 0.05$, as determined by the Coefficients table. The determinants

of teacher performance at State Vocational Schools in Indragiri Hilir Regency are positively and significantly impacted by the principal's leadership, as seen by the rejection of H0 and acceptance of Ha.

- 2) The impact of job motivation on the performance of State Vocational School instructors in Indragiri Hilir Regency is the subject of the first hypothesis test (H2). The Coefficients table yielded the significant value of work motivation (X2), which was $0.021 < 0.05$ with a calculation value of $2.330 > \text{table } 1.97$. The factors of Teacher Performance at State Vocational Schools in Indragiri Hilir Regency are positively and significantly impacted by work motivation, as evidenced by the rejection of H0 and acceptance of Ha.
- 3) The impact of organizational culture on the performance of State Vocational School instructors in Indragiri Hilir Regency is the subject of the first hypothesis test (H3). Based on the Coefficients table, the organizational culture significant value (X2) was determined to be $0.041 < 0.05$, with a computed value of $2.059 > \text{table } 1.97$. The factors of Teacher Performance at State Vocational Schools in Indragiri Hilir Regency are positively and significantly impacted by organizational culture, as evidenced by the rejection of H0 and acceptance of Ha.

The purpose of the Simultaneous Hypothesis Test (Test F) is to determine if the independent variables of organizational culture, work motivation, and principal leadership have a simultaneous impact on the bound variable (teacher performance). According to the findings of the above table's analysis, the F value was determined to be $39.928 > F \text{ table } (3.05)$ and $\text{sig } (0.000) < 0.05$. Afterward, H0 was rejected, and Ha was accepted. The factors of Principal Leadership (X1), Work Motivation (X2), and Organizational Culture (X3) all have a favorable and substantial impact on the performance of instructors (Y) at State Vocational Schools in Indragiri Hilir Regency. The table below displays the analysis's findings.

Table 8. F Test Results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6435,666	3	2145,222	39,928	,000 ^b
	Residual	8811,186	164	53,727		
	Total	15246,851	167			

a. Dependent Variable: Kinerja guru (Y)
 b. Predictors: (Constant), Budaya Organisasi (X3), Motivasi Kerja (X2), Kepemimpinan Kepala Sekolah (X1)

Discussion

The significance of 0.000 less than the significance level of 0.05 indicates that the study's findings demonstrate the positive and significant effects of Principal Leadership (X1), Work Motivation (X2), and Organizational Culture (X3) on the performance of State Vocational School teachers in Indragiri Hilir Regency. Since the principal has a significant impact on how education is conducted and how well teachers perform in the classroom, he must effectively perform his leadership duties to oversee and mentor teachers to reach the category of exceptional performance. Cooperation and a sense of accountability for one another's responsibilities can make this a reality. For schools to continue to grow and have qualified teachers who can educate the country's children well and take their performance seriously, leadership is one of the key components in reaching the previously established goals. They will also continue to work to provide the best for the

advancement of the organization or school where they work (Mailina & Ali, 2024). It can be inferred that teacher performance is significantly impacted by the principal's leadership in a good and suitable school (Rohmat et al., 2022). The findings of this study support those of studies by which found that principals' leadership significantly affects teacher performance (Harahap et al., 2023).

The next factor is work motivation which is a mental impulse that moves and directs behavior in each person. Work motivation affects teacher performance because the stronger or higher the motivation that a person has in doing a job, the higher the teacher's performance. The motivation that a teacher has makes the teacher enthusiastic in developing creativity, as well as actualizing all the abilities possessed and making all efforts to achieve maximum results. The results of this study are in line with research conducted by (Damayani et al., 2020; Mahfud, 2020; Zulkarnaen et al., 2020) which states that the principal as a leader has a significant influence on teacher performance and is a determinant of the quality of teacher performance.

Additionally, Uha, (2013) asserts that organizational culture affects human resources to fulfill the organization's vision, purpose, and objectives. Furthermore, it will strengthen the team's unity across divisions, departments, or organizational units, enabling them to serve as the link that unites all members of the company. Company culture has an impact on employee behavior. The norms followed, the prevailing values, the philosophy, the rules, and the school atmosphere all contribute to the school culture, which is the order of conduct. This helps instructors perform better so they can provide their kids the greatest education possible. This is consistent with the notion proposed by Wibowo et al. (2023), according to which organizational culture may positively impact human resource performance. According to this viewpoint, instructors who perform well will help the school reach its objectives in a more positive way. A positive company culture will encourage teachers to perform better. The findings of this study are consistent with studies showing that school culture also affects teacher performance (Sailer et al., 2021; Skukauskaitė & Girdzijauskienė, 2021; Zulkifli & Danis, 2022). We may infer that the performance of State Vocational School instructors in Indragiri Hilir Regency is influenced by the Principal's Leadership, Work Motivation, and Organizational Culture.

CONCLUSIONS

In State Vocational Schools in Indragiri Hilir Regency, teacher performance is positively and significantly impacted by the leadership, work motivation, and organizational culture of the principal. This effect is statistically significant, with a significance level of $0.000 < 0.05$, an F_{cal} value of 39.928 that is higher than the F_{table} 3.05, and a R Square coefficient of 0.422. This indicates that 42.2% of teacher performance is influenced by corporate culture. Maintaining and enhancing the high-performance tendency is necessary to meet educational objectives. The factors of organizational culture, work motivation, and principal leadership are crucial for raising teacher performance, it is concluded. For best outcomes, all these factors need to be appropriately regulated.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Norpa Mailani. Acquisition of data: Norpa Mailani. Analysis and interpretation of data: Lantip Diat Prasajo. Drafting the manuscript: Norpa Mailani. Critical revision of the manuscript for important intellectual content: Lantip Diat Prasajo. Statistical analysis: Norpa Mailani.

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