



## REVEALING THE ROLE OF QUALITY OF WORK LIFE IN ENHANCING TEACHERS' ACHIEVEMENT MOTIVATION: A QUANTITATIVE STUDY IN ELEMENTARY SCHOOLS

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### ABSTRACT

This study aims to determine the effect of quality of work life on achievement motivation of elementary school teachers. The study used a quantitative approach with a survey method. The research sample was 258 randomly selected teachers. Data were collected using a closed questionnaire and analyzed using SPSS software. The results showed that there was a positive and significant effect between quality of work life on teacher achievement motivation. The regression equation obtained was  $\hat{Y} = 67.360 + 0.432X$ , with a positive regression coefficient of 0.432. This means that every one unit increase in the quality of work life will increase teacher achievement motivation by 0.432 units. The significance value of 0.000 and t count of 7.701 which is greater than t table (1.65) indicate that the effect is significant. In addition, the R Square value of 0.402 indicates that 40.2% of the variation in teacher achievement motivation is explained by the quality of work life, while the remaining 59.8% is influenced by other factors outside the model. Improving the quality of work life is an important factor in encouraging teacher enthusiasm and achievement, so it needs to be a concern in managing human resources in the school environment.

Keywords: achievement motivation, quality of work life, elementary school teachers

### INTRODUCTION

Achievement motivation is a concept developed by social psychologist McClelland about the need to achieve achievement which states that motivation varies, according to the strength of a person's need for achievement. In explaining motivation there are three needs in realizing power / strength. Ryan & Deci (2000) believe that the taxonomy of human motivation is based on three aspects that are considered innate human needs: autonomy, relatedness (sense of belonging), and competence which when met increase well-being. In this case, being healthy means having a genetic predisposition for self-development, related to providing an environment that provides support and values for individuals to set their goals autonomously in the context of action and towards self-actualization.

The achievement of the need for a drive that arises to do something more than others, achieving predetermined standards, trying hard to achieve. A person will behave in such a way that is in accordance with these needs/strengths. While the desire for interpersonal relationships by behaving with the organizational environment in a friendly, polite, and friendly manner. In fact, researchers conceptualize achievement motivation as a personality disposition that is formed early on and remains stable over time. In the field of education, achievement motivation has studied the processes that influence a person's

choices, involvement, performance, and level of educational achievement (Schunk et al., 2014).

Teachers who have high achievement motivation in carrying out their duties and responsibilities as educators are encouraged to always innovate, challenged to do their work, trying to always get information related to the learning process being carried out. In addition, teachers who are highly motivated to achieve try to do something well to get satisfaction with what they do. High performance in teachers is closely related to high achievement motivation (Tuti, 2021). In carrying out their duties and responsibilities, teachers who have achievement motivation will carry out their responsibilities professionally.

Many factors influence teacher achievement motivation, such as a combination of effective principal leadership and appropriate incentives can significantly increase teacher achievement motivation (Candra et al., 2020) as well as organizational justice and work environment (Susanto et al., 2023). At the teacher level (previous teacher experience in learning activities, teaching experience, self-efficacy and learning conception) and school level (work and emotional pressure, co-worker support and principal leadership) are related to teacher achievement motivation in professional learning (Zhang et al., 2021).

Given the importance of the role of teachers in the success of education, various efforts aimed at increasing teacher achievement motivation continue to be carried out (Rahawarin & Arikunto, 2015; Supardi, 2009). These efforts include giving awards to teachers who excel in their work and coaching to teachers who do not excel (Kartowagiran, 2011; Sulastri et al., 2020). In addition, the government also improves teacher welfare by providing allowances, with the hope that teachers will be more focused and enthusiastic in carrying out their responsibilities.

Although various efforts have been made by the government to increase teacher achievement motivation, several phenomena were found according to the results of literature studies. First, some teachers are less professional in their work, as seen from their reluctance to design varied and interesting learning media (Safari, 2011). Second, there are teachers who are not yet professional in their work, marked by their tendency to procrastinate or neglect work such as correcting student worksheets and preferring to chat with colleagues. The low responsibility of teachers towards their work can also be seen from their indifferent behavior or letting students wander around during the learning process (Candra et al., 2020). Third, when the principal provides an opportunity to take part in the outstanding teacher competition, many teachers refuse on the grounds that they are unable, inexperienced, not confident, not enough materials, and so on (Sabandi, 2013).

Related to the problem of teacher achievement motivation above, this can be caused by several factors such as the quality of work life. Aljuhri (2012) stated that the quality of work life has a positive influence on teacher achievement motivation. This positive influence means that if the quality of work life is good, then employee motivation will also be good. Conversely, if the quality of employee work life is poor, employee motivation will decrease (Nabila, 2016). This is reinforced by the statement of Leitão et al. that considering aspects of the quality of work life including adequate and fair compensation, safe and healthy working conditions, career opportunities, ongoing security; social integration in the work organization, and participation in organizational performance (Leitão et al., 2021). A good quality of work life makes employees and organizations healthier, more committed, work and produce more and better (Ashrafi et al., 2018).



The quality of work life is contained in Article 27 paragraph 2 of the 1945 Constitution, where work is a very important source of income so that a person can meet the basic needs of himself and his family. Employment is an important thing, as stated in Article 27 paragraph (2) of the 1945 Constitution which clearly states: "Every citizen has the right to work and a decent living". It can be understood that this regulation can guarantee that all people have decent work and a decent living.

Quality of work life is an activity in a company aimed at improving the working environment that can increase work enthusiasm and passion so that company goals can be achieved (Thakur & Sharma, 2019). Organizations must continuously develop this enthusiasm and passion for work, so that a high work culture is created for employees. The behavior of employees towards fulfilling their own needs and desires will provide a positive response to organizational performance (Pereira et al., 2022). Thus, a quality organization is a company that has a good quality of work life, which can improve employee welfare and can create competitive and competent employees.

This study aims to analyze the influence of the quality of work life on the achievement motivation of elementary school teachers, especially in East Jakarta. This study provides a contribution of ideas, adds insight and provides empirical evidence from previous studies.

## **METHOD**

### **1. Approach**

This type of research is quantitative with a survey method chosen to examine the relationship and influence of work life quality variables on teacher achievement motivation objectively and measurably.

### **2. Population and sample**

The population of the study was all public elementary school teachers in the Ciracas area, East Jakarta. The sample was taken using random sampling technique used to ensure population representation. The number of samples was calculated using the Slovin formula and obtained 258 teachers, which was considered adequate for inferential statistical analysis.

### **3. Data collection**

Data collection was carried out by distributing closed questionnaires compiled using a five-point Likert scale (1-5), namely strongly agree = 5; agree = 4; disagree = 3; disagree = 2; and strongly disagree = 1. If the statement is negative: strongly agree = 1; agree = 2; disagree = 3; disagree = 4; and strongly disagree = 5.

### **4. Research instruments**

Teacher achievement motivation variable (Y)

Teacher achievement motivation is a score obtained from respondents' answers regarding having responsibility, having targets to achieve, working creatively, trying to achieve ideals, anticipating work and carrying out tasks well.

Quality of work life variable (X)

The quality of teachers' work life is a score obtained from respondents' answers regarding employee involvement, conflict resolution, communication, health, safety, job security, compensation, pride in the institution and career development.

### **5. Hypothesis**

$H_1 : \rho_{y1} > 0$  (there is an influence of the quality of work life on teacher achievement motivation)

$H_0 : \rho_{y1} \leq 0$  (there is no influence of quality of work life on teacher achievement motivation)

### 6. Data analysis

Data processing in this study used SPSS software version 25. Data analysis in this study included normality, linearity, and hypothesis testing.

## RESULTS AND DISCUSSION

### Results

#### 1. Normality test

Data normality test was performed using the Kolmogorov-Smirnov Test . Data is said to be normally distributed if the analysis has an Asymp.sig value (2-tailed) > 0.05. The results in Table 1 show that the variable X against Y has a normal data distribution with a significance value (Asymp. Sig. 2-tailed) of 0.066. Thus, the normality assumption is met and the data is worthy of further analysis.

Table 1. Normality test

Variables	N	Asymp. Sig. (2 tailed) (> 0.05)	$\alpha = 0.05$	Description
X to Y	258	0.066	0.05	Data is normally distributed

#### 2. Linearity test

The results of the linearity test calculations can be seen in the following table:

Table 2. Linearity test of X to Y

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	Sum of F <sub>count</sub>	F <sub>table</sub> $\alpha = 0.05$
Total	258	45120,744			
Coefficient (a)	1				
Regression (b/a)	1	8486,647	8486,647		
Remainder (S)	256	36634,097	143,102	59,305	3.04
Tuna Match	56	10141,387	181,096		
Error (G)	200	26943,719	134,719	1,344	1,396

Based on Table 4.3 above, it can be seen that the significance test of the regression of X against Y obtained a calculated F of 59.305. This value is greater when compared to the F<sub>table</sub> at  $\alpha = 0.05$  of 3.04 so that the regression equation is declared significant. From the linearity test, the calculated Fvalue was obtained at 1.344 and the F<sub>table</sub> at the error level of  $\alpha$  (0.05) with a numerator dk of 56 and a denominator dk of 200 was 1.396. The calculated F<sub>value</sub>  $\leq$  F<sub>table</sub>, so the regression equation of teacher achievement motivation on the quality of work life is linear.

#### 3. Hypothesis testing

Table 3. Regression equation of X to Y

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	67,360	6,609	
Quality of Work Life	0.432	0.056	0.434

From the results of testing the quality of work life on teacher achievement motivation in Table 2, the constant (a) is = 67.360 and the regression coefficient (b) = 0.434. Thus, the regression equation is  $\hat{Y} = 67.360 + 0.434X$ . The constant of 67.360 states that if the quality of work life ( $X_2$ ) is zero or does not increase, then the teacher's achievement motivation (Y) will remain at 67.360. The regression coefficient (b) of 0.432 (positive) indicates a unidirectional and meaningful influence that if the quality of work life is increased by one unit, it will increase the teacher's achievement motivation by 0.432 units.

Furthermore, Table 4 shows that variable X against Y has a significance value of  $0.000 < 0.05$ , while the calculated  $t_{\text{value}}$  is  $7.701 > t_{\text{table}}$  (1.65). Thus, the hypothesis that states that there is a positive and significant influence of the quality of work life on the achievement motivation of elementary school teachers can be accepted.

Table 4. Coefficient Values of X to Y

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67,360	6,609		10,192	0,000
	Quality of Work Life	0.432	0.056	0.434	7,701	0,000

Meanwhile, the R Square value of 0.402 in Table 5 means that 40.2% of the variation in teacher achievement motivation is explained by the quality of work life. The remaining 59.8% is influenced by other factors outside this model. The Adjusted R Square value of 0.399 confirms that these results are quite consistent. These data show that the quality of work life has a significant influence on teachers' enthusiasm in achieving achievements.

Table 5. R square value of X to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 <sup>a</sup>	0.402	0.399	11,963

### Discussion

Previous studies have shown that positive work-life quality directly increases teachers' work motivation. In a study conducted by Murgiwati et al. (2020), an influence coefficient of 0.298 to 0.329 was obtained, indicating that the better the working conditions of teachers in terms of work-life balance, job security, involvement in decision-making, and social relationships in the workplace, the higher their motivation to work with enthusiasm and achieve achievements. A supportive work environment provides a sense of comfort and satisfaction, which encourages teachers to show their best performance in learning.

Quality of work life (QWL) not only acts as a direct factor, but also as a mediator between job happiness and teacher performance. Hasanati et al. (2025) found that teachers who feel happy at work will have better performance if their quality of work life is also high. This shows that happiness alone is not enough; teachers need a fair work system, adequate facilities, a balanced workload, and supportive management so that happiness can be transformed into motivation to achieve. Without a good quality of work life, job happiness does not automatically improve performance.

QWL has also been found to have a significant influence on organizational commitment, which then has an impact on teacher performance and motivation (Hersanti et al., 2020). In this context, high quality of work life makes teachers feel appreciated,

treated fairly, and have a clear future in the organization. This forms loyalty and a sense of belonging to the school or institution where they serve. This commitment is what drives teachers to show achievement motivation, work with dedication, and continue to improve the quality of learning. The direct influence of achievement motivation on teacher performance is smaller than the quality of work life. This means that although achievement motivation is an important factor in improving teacher performance, external factors such as the quality of work life have a stronger influence. This indicates that in the context of education, motivation does not only come from within the teacher, but is very dependent on supportive work environment conditions.

In addition to the QWL and intrinsic motivation, there are other factors such as instructional leadership and organizational culture that also influence both variables. Saragih (2022) emphasized that the principal's leadership style, work culture values, and a positive organizational climate can improve the quality of work life and teacher motivation. In other words, teacher achievement motivation is not just the result of a single variable, but the result of complex interactions between various elements in the work environment.

## CONCLUSION

Based on the results of the regression analysis, it was found that the quality of work life has a positive and significant influence on the achievement motivation of elementary school teachers. The regression equation obtained is  $\hat{Y} = 67.360 + 0.432X$ , which shows that every one unit increase in the quality of work life will increase the teacher's achievement motivation by 0.432 units. The significance value of 0.000 and t count of  $7.701 > t$  table (1.65) confirm that the influence is statistically significant. In addition, the R Square value of 0.402 indicates that 40.2% of the variation in teacher achievement motivation can be explained by the quality of work life, while the remaining 59.8% is influenced by other factors. With an Adjusted R Square of 0.399, these results are consistent and strengthen the finding that the quality of work life plays an important role in encouraging teacher motivation to achieve achievement.

Several suggestions can be given to improve teacher achievement motivation through improving the quality of work life. For schools, it is important to create a supportive, fair, and motivating work environment, such as providing adequate facilities, giving awards for teacher performance, and improving communication and professional relationships between school leaders and teachers. These efforts are expected to be able to increase teacher enthusiasm in achieving achievements. For the education office, policies are needed that are oriented towards improving teacher welfare, such as providing performance-based incentives, career development training, and support for a healthy work climate. The office also needs to conduct regular monitoring and evaluation of teacher working conditions so that the policies implemented are in accordance with the needs in the field. For further research, it is recommended to add other variables such as leadership style, work culture, or workload to provide a more comprehensive picture. The use of a mixed method approach is also recommended in order to explore quantitative and qualitative data in more depth and expand the scope of the research location.

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