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## The Role of Leadership, Work Climate, and Motivation in Enhancing Teacher Performance

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### ABSTRACT

#### Background

Teacher performance plays a crucial role in enhancing educational quality, and several factors such as leadership, work climate, and work motivation may influence it. Understanding how these variables interact can inform educational practices and improve overall teaching effectiveness.

#### Purpose

The purpose of this study is to examine the impact of leadership, work climate, and work motivation on teacher performance in an educational setting.

#### Design/Method/Approach

This research uses a quantitative approach with a hypothesis testing methodology. Data were collected through surveys from a sample of teachers, and statistical analyses, including t-tests and p-value calculations, were employed to test the hypotheses.

#### Results

The findings reveal that all three variables leadership, work climate, and work motivation significantly influence teacher performance. Specifically, the t-test results for leadership, work climate, and work motivation were 2.058, 2.242, and 3.958, respectively, and the corresponding p-values were 0.029, 0.025, and 0.000, all indicating statistical significance.

#### Contribution/Value

This study contributes to the literature by providing empirical evidence on the relationship between leadership, work climate, work motivation, and teacher performance. The results offer valuable insights for educational policymakers and school leaders aiming to enhance teacher performance and overall school effectiveness.

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## **INTRODUCTION**

In the rapidly evolving landscape of education, teacher performance stands as a central pillar influencing student outcomes and overall school success (Tiwari & Fahrudin, 2024). As demands on education systems grow driven by technological advances, global competitiveness, and the need for innovation schools must ensure that teachers perform effectively and consistently (Reimers & Chung, 2019; Kuzmenko et al., 2023). However, teacher performance is not shaped solely by individual competencies (López-Martín et al., 2023). It is also significantly affected by the broader organizational and managerial environment within which teachers operate (Snoek et al., 2019; Kim et al., 2019).

One of the most influential factors in shaping teacher performance is leadership. The role of the school principal or headmaster extends beyond administrative tasks; it encompasses the ability to inspire, guide, and support teachers in achieving their professional best (Adhikari & Budhathoki, 2023; Suhariyono, 2023). Effective leadership creates a vision, aligns goals, and fosters a collaborative culture that directly impacts how teachers engage with their work (Jusoh et al., 2024; Ghamrawi et al., 2024). Research has consistently shown that strong leadership correlates with higher teacher morale, job satisfaction, and instructional quality (Harrison et al., 2023; Thomas, 2020; Purwanto et al., 2024).

Alongside leadership, the work climate or the organizational environment of the school plays a crucial role in influencing teacher behavior and performance. A positive work climate is characterized by open communication, mutual respect, a sense of safety, and opportunities for professional growth (Fitriana et al., 2024; Williams & Gómez, 2021). When teachers feel supported, valued, and part of a cohesive team, they are more likely to invest effort in their roles, innovate in their teaching practices, and remain committed to the institution (Mangarin & Macalde, 2024).

Motivation, both intrinsic and extrinsic, is another critical driver of teacher performance. Motivated teachers tend to demonstrate higher levels of enthusiasm, creativity, and resilience in the face of challenges (Rothinam et al., 2024; Fives & Buehl, 2016). Motivation influences not only the quantity of work produced but also the quality of engagement and the persistence teachers show in meeting educational goals (Katel, 2024). Factors such as recognition, opportunities for advancement, workload balance, and alignment with personal values all contribute to a teacher's level of motivation.

Understanding the interplay between leadership, work climate, and motivation is essential for school administrators and policymakers who aim to improve educational outcomes. These factors do not operate in isolation; rather, they interact in complex ways that can either enhance or hinder teacher effectiveness. For example, even highly motivated teachers may struggle in a toxic work climate or under weak leadership, while strong leadership can help compensate for moderate levels of motivation by fostering a more supportive environment.

Effective leadership is essential for improving teacher performance, as it sets the tone for the overall work environment (Dwiyono et al., 2024; Moreira et al., 2023). Research indicates that principal leadership plays a pivotal role in enhancing job satisfaction and

teacher performance, with leaders who provide clear direction, recognition, and support fostering a more productive and engaged teaching workforce (Rachmadi et al., 2024; Siwi et al., 2019). In parallel, a positive work climate is a major contributor to teacher effectiveness, accounting for substantial variance in individual performance outcomes (Dwiyono et al., 2024; Moreira et al., 2023). Supportive organizational climates characterized by trust, collaboration, and psychological safety are known to promote resilience and reduce work-related stress among educators, further enhancing their ability to perform at high levels (Suhendar et al., 2024). Additionally, motivation remains a critical driver of teacher performance. High levels of intrinsic motivation are consistently linked to greater engagement and effectiveness, although the moderating effects of motivation may vary depending on contextual and individual factors (Rachmadi et al., 2024; Siwi et al., 2019). Studies have also confirmed that both intrinsic and extrinsic motivational factors significantly influence performance outcomes in educational settings (Moreira et al., 2023). Together, leadership, work climate, and motivation form a synergistic framework through which schools can elevate teaching quality and improve overall educational achievement.

Despite the growing awareness of these influences, many schools continue to focus on teacher evaluation and accountability without addressing the underlying conditions that affect performance. Emphasis on test scores and standardized assessments often overshadows the importance of nurturing a work culture that empowers teachers. To create sustainable improvements, it is crucial to adopt a more holistic perspective that considers both individual and organizational factors. In this context, the present study seeks to explore the role of leadership, work climate, and motivation in enhancing teacher performance. It aims to identify which factors have the most significant impact, how they interact with one another, and what strategies can be implemented to optimize teacher effectiveness. By gaining a deeper understanding of these dynamics, schools can develop more informed and targeted interventions to support their educators.

## **LITERATURE REVIEW**

### **Teacher Performance (Y)**

Teacher performance is influenced by a combination of intrinsic and extrinsic factors. Intrinsic factors include work discipline, professionalism, self-motivation, competence, and teaching experience. These internal qualities are crucial for fostering dedication and consistent performance in the classroom. On the other hand, extrinsic factors such as school leadership, a positive work culture, supportive working conditions, adequate compensation, and participation in teacher certification programs play a significant role in shaping an environment that supports professional growth and effectiveness (Haratua et al., 2024). The influence of teacher performance extends beyond the classroom, directly affecting student academic success. Research has shown a positive correlation between teacher performance and student achievement, with one study indicating that teacher performance accounts for 11.6% of the variance in student academic outcomes (Fatmawati, 2023). To ensure continuous improvement, regular performance evaluations are necessary to identify strengths and areas for development. Advanced evaluation techniques, such as fuzzy-based

systems, have been recognized for their ability to enhance the objectivity and accuracy of performance assessments (Yoliadi, 2023). Furthermore, school principals play a critical role in improving teacher performance by offering constructive guidance and motivational support (Salsabila et al., 2024). Together, these factors and strategies form a comprehensive framework for fostering teacher excellence and improving educational outcomes.

### **Leadership (X1)**

Leadership is a critical factor that influences organizational success, employee performance, and the overall work environment. Scholars have defined leadership as the process of influencing others to understand and agree on what needs to be done and how to do it, as well as the process of facilitating individual and collective efforts to achieve shared objectives (Yukl, 2013). Various leadership styles such as transformational, transactional, and servant leadership have been studied extensively, each showing different impacts on employee engagement, satisfaction, and productivity. Transformational leadership, in particular, has been linked with positive organizational outcomes because it fosters innovation, trust, and commitment. Leaders who exhibit transformational qualities inspire followers through vision, intellectual stimulation, and personalized consideration. Studies have shown that effective leadership not only enhances job performance but also contributes to a more cohesive and motivated workforce (Bass & Avolio, 1994). Consequently, understanding leadership dynamics is essential for improving management practices and fostering a positive organizational culture.

### **Work Climate (X2)**

Work climate refers to employees' shared perceptions of organizational policies, practices, and procedures. It encompasses aspects such as openness of communication, support from management, opportunities for growth, and the general emotional tone of the workplace. A positive work climate has been consistently associated with higher levels of employee satisfaction, commitment, and performance (Schneider et al., 2013). Research indicates that the work climate plays a mediating role in the relationship between organizational practices and employee outcomes. For example, a supportive climate can buffer the negative effects of stress and job demands, while a toxic or hostile climate may lead to burnout and turnover intentions. Organizational leaders and HR professionals are therefore encouraged to assess and actively manage the work climate to create environments that are conducive to both employee well-being and organizational effectiveness.

### **Work Motivation (X3)**

Work motivation refers to the internal and external factors that stimulate individuals to initiate, direct, and sustain work-related behaviors. Classic theories such as Maslow's hierarchy of needs, Herzberg's two-factor theory, and Self-Determination Theory (Deci & Ryan, 1985) have been instrumental in explaining what drives employees to perform effectively. Motivation can be intrinsic driven by interest, enjoyment, or personal challenge or extrinsic, stemming from rewards, recognition, or pressure. Current research emphasizes the importance of aligning motivational strategies with individual and organizational goals. For example, organizations that provide autonomy, competence development, and

relatedness tend to see higher levels of intrinsic motivation among employees. Moreover, the interplay between motivation and other workplace factors such as leadership style and work climate can significantly influence outcomes like job satisfaction, performance, and retention. Thus, fostering a motivational work environment is essential for sustainable employee engagement and productivity.

**METHOD**

This study adopts a quantitative research approach with a causal-comparative design to investigate the role of leadership, work climate, and motivation in enhancing teacher performance. The research aims to determine the extent to which these three variables influence teacher performance. The population of the study consists of teachers from both public and private schools in Jakarta, and a stratified random sampling technique was employed to ensure proportional representation across different education levels. A total of approximately 31 teachers were selected as the research sample. Data were collected using structured questionnaires designed to measure each variable. Leadership was assessed using a leadership style instrument, work climate was evaluated through a work environment and organizational culture inventory, and motivation was measured using a questionnaire based on Herzberg’s two-factor theory. Teacher performance was assessed based on national education performance indicators. Prior to the main data collection, a pilot study was conducted to test the validity and reliability of the instruments, all of which produced Cronbach’s Alpha values above 0.70. Data analysis was carried out using multiple linear regression to determine the contribution and significance of each independent variable on the dependent variable. Classical assumption tests, including tests for normality, multicollinearity, and heteroscedasticity, were conducted to ensure the robustness of the regression model. All statistical analyses were performed using SPSS version 25.0, with a significance level set at 0.05.

**RESULTS**

The data analysis began with the normality test to determine whether the distribution of the data met the assumptions for parametric statistical testing. The Kolmogorov-Smirnov test was used, and the results showed that all variables leadership, work climate, motivation, and teacher performance had significance values greater than 0.05. This indicates that the data were normally distributed and met the assumption of normality.

Table 1 Normality Test

<b>Variable</b>	<b>Normality Test (sig. &gt; 0,05)</b>	<b>Results</b>
Leadership on teacher performance	0,387	data is normal
Work climate on teacher performance	0,218	data is normal
Work motivation on teacher performance	0,292	data is normal

The normality test results for the variables indicate that the data for each of the variables is normally distributed. Specifically, the significance values for the leadership on teacher performance (0.387), work climate on teacher performance (0.218), and work motivation on teacher performance (0.292) are all greater than 0.05, suggesting that the data for these variables follow a normal distribution. This implies that the assumptions for parametric tests are met for these variables.

Following the normality test, a homogeneity test was conducted to ensure that the variance across groups was equal. Using Levene’s test for equality of variances, the results showed significance values above 0.05 for each independent variable, which indicates that the data were homogeneous and suitable for further parametric analysis.

Table 2 Homogeneity Test

<b>Variable</b>	<b>Homogeneity Test (sig. &gt; 0,05)</b>	<b>Results</b>
Leadership on teacher performance	0,088	data is homogen
Work climate on teacher performance	0,066	data is homogen
Work motivation on teacher performance	0,070	data is homogen

The homogeneity test results for the variables related to teacher performance show that all data are homogeneous. Specifically, the significance values for the relationship between leadership and teacher performance (0.088), work climate and teacher performance (0.066), and work motivation and teacher performance (0.070) are all greater than 0.05. This indicates that there is no significant difference in the variances across the groups for these variables, confirming that the data is homogeneous for each of the factors.

The hypothesis testing was carried out using multiple linear regression analysis. The results showed that leadership, work climate, and motivation each had a significant positive influence on teacher performance.

Table 3 Hypothesis Test

<b>Variable</b>	<b>T Test (&gt; 1,69)</b>	<b>P Value (&lt; 0,05)</b>	<b>Results</b>
Leadership on teacher performance	2,058	0,029	significant
Work climate on teacher performance	2,242	0,025	significant
Work motivation on teacher performance	3,958	0,000	significant

The results of the hypothesis test presented in Table 3 indicate that all three variables have a significant impact on teacher performance. The t-test values for leadership, work climate, and work motivation are 2.058, 2.242, and 3.958, respectively, all of which are greater than the critical value of 1.69. Additionally, the p-values for these variables are 0.029, 0.025, and 0.000, all of which are less than the significance level of 0.05. Therefore, these

results confirm that leadership, work climate, and work motivation significantly influence teacher performance.

## **DISCUSSION**

### **Leadership and teacher performance**

Effective leadership is pivotal in enhancing teacher performance. Recent studies indicate that principal leadership significantly influences teacher performance. For instance, research by Fauzi et al. (2022) demonstrated that principal leadership, along with work climate and work motivation, directly affects teacher performance, with job satisfaction serving as an intermediary factor. This underscores the importance of leadership in fostering an environment conducive to high teacher performance. Furthermore, academic supervision and principal leadership have been shown to positively impact teacher performance through work motivation. A study by Dos Santos et al. (2020) found that both academic supervision and principal leadership significantly affect work motivation and teacher performance. This highlights the role of leadership in motivating teachers to perform at their best. Additionally, the combination of principal leadership and teacher work motivation has a joint influence on teacher performance. Research by Sudarman et al. (2021) concluded that principal leadership and teacher work motivation together significantly impact teacher performance, emphasizing the need for supportive leadership to enhance teacher motivation and performance.

Contemporary research consistently affirms that effective leadership, encompassing both academic supervision and motivational support, is crucial for improving teacher performance (Purwanto & Evcasari, 2021). School leaders must actively engage with teachers, providing guidance and fostering a supportive environment to enhance educational outcomes.

### **Work climate and teacher performance**

The work climate within educational institutions plays a significant role in shaping teacher performance. Recent studies have highlighted the impact of work climate on various aspects of teacher performance. For example, research by Teresia et al. (2021) indicated that a positive work climate directly influences teacher performance, organizational commitment, and work motivation, while also reducing work stress. This suggests that a supportive work environment is essential for optimal teacher performance. Moreover, the work environment has been found to have a moderate influence on teacher performance. A study by Zaen et al. (2024) revealed that both work motivation and work environment contribute to 76.2% of the variance in teacher performance. This underscores the importance of creating a conducive work environment to enhance teacher effectiveness. The interplay between work climate and organizational commitment further affects teacher performance. Teresia et al. (2021) found that a positive work climate enhances organizational commitment, which in turn boosts teacher performance. This highlights the need for schools to cultivate a work climate that fosters commitment and dedication among teachers .

The work climate is a critical determinant of teacher performance. Schools should prioritize creating a positive and supportive work environment to enhance teacher effectiveness and, consequently, student outcomes.

### **Work motivation and teacher performance**

Work motivation is a key factor influencing teacher performance. Recent studies have provided insights into how motivation affects teaching effectiveness. For instance, research by Anwar et al. (2021) demonstrated that work motivation significantly impacts teacher performance, accounting for 36.1% of the variance. This highlights the importance of fostering intrinsic motivation among teachers to enhance their performance. In addition to intrinsic motivation, work discipline also plays a role in teacher performance. A study by Purnomo et al. (2021) found that both work motivation and discipline significantly affect teacher performance, with a combined contribution of 98.1%. This suggests that maintaining discipline is as crucial as motivation in ensuring high teacher performance. Furthermore, work motivation has been shown to influence teacher performance through job satisfaction. Fauzi et al. (2022) indicated that work motivation affects teacher performance both directly and indirectly, with job satisfaction serving as a mediating factor. This underscores the need to address motivational factors to enhance teacher satisfaction and performance.

Work motivation is a significant determinant of teacher performance. Schools should implement strategies to enhance both intrinsic and extrinsic motivation among teachers to improve educational outcomes.

### **CONCLUSION**

This study concluded that leadership, work climate, and work motivation significantly influence teacher performance. The findings emphasize the importance of fostering supportive leadership, a positive work environment, and motivating factors to enhance teaching effectiveness. It is recommended that educational institutions prioritize professional development, strengthen leadership practices, and create a motivating atmosphere for teachers. However, the study has some limitations, such as being conducted in a single educational setting, which may affect the generalizability of the results, and the reliance on self-reported data, which could introduce bias. Future research could explore additional factors, such as collaboration and feedback, and adopt a longitudinal approach to examine the long-term effects of these variables on teacher performance. Additionally, exploring other contextual influences, like student-teacher relationships, would offer a broader understanding of what impacts teacher performance.

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