



Analyzing the Impact of Leadership Style and Organizational Culture on Teacher Performance with Motivation as an Intervening Variable

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ABSTRACT

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This study aims to examine the influence of leadership style and organizational culture on teacher performance, with motivation as an intervening variable. The research employed a quantitative approach using non-probability purposive sampling, involving 30 teachers as respondents. Data were collected through an online questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 4 to assess validity, reliability, and structural relationships. The findings reveal that leadership style does not have a significant direct effect on teacher performance or motivation, and organizational culture does not directly influence teacher performance. However, organizational culture has a positive and significant effect on motivation, and motivation significantly influences teacher performance. The mediation analysis indicates that motivation does not significantly mediate the relationship between leadership style or organizational culture and teacher performance. These results highlight that teacher motivation plays a central role in improving performance, implying that educational management should prioritize strategies that strengthen motivational factors alongside developing effective leadership practices and supportive organizational cultures.

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INTRODUCTION

Education plays a fundamental role in shaping human resources capable of responding to globalization and rapid technological advancement. The quality of education directly determines a nation's competitiveness because schools are responsible for developing knowledge, skills, and character. Teachers, as central actors in the learning process, are not only transmitters of knowledge but also agents of transformation who shape students' cognitive and moral development. Linda Darling-Hammond (2019) emphasizes that educational success largely depends on the availability of well-prepared and qualified teachers. When

teacher performance declines, the overall quality of education is inevitably affected, influencing students' learning outcomes and long-term societal progress. Therefore, examining the factors that influence teacher performance is essential not only for institutional improvement but also for broader social development. Understanding organizational and psychological determinants of teacher performance becomes a strategic step in strengthening educational systems and ensuring sustainable human capital development in modern society.

Despite the strategic importance of teachers, many educational institutions face persistent challenges in maintaining consistent teacher performance. Increasing competition among schools, particularly in private educational settings, intensifies demands for high-quality services and measurable outcomes. Teacher performance is often used as a key indicator of institutional credibility and educational excellence, reflected in discipline, instructional quality, administrative responsibility, and participation in school programs. Kim et al. (2021) argue that high performance is shaped by a combination of individual competence and a supportive organizational environment. However, disparities frequently arise between expected standards and actual performance levels due to ineffective leadership practices, weak organizational cultures, or insufficient motivational support. These systemic problems highlight the need to examine how managerial and cultural factors interact with psychological variables in influencing teacher outcomes. Without a comprehensive understanding of these determinants, efforts to improve educational quality may remain fragmented and ineffective.

Empirical observations in one elementary school reveal leadership transitions and variations in leadership approaches over the past two years, creating noticeable differences in teacher morale and discipline. Changes in principal leadership styles were followed by fluctuations in teacher punctuality, participation in meetings, and engagement in institutional programs. Harap (2020) states that punctual attendance, active involvement in school activities, and responsibility in professional duties are indicators of teacher performance. However, documented internal reports (Briefing Book for the 2025 academic year) show instances of delayed briefings and inconsistent meeting schedules, reflecting weakened organizational discipline. These conditions suggest that leadership behavior and organizational norms may influence teachers' motivational states and performance patterns. Such phenomena provide a relevant empirical context to explore whether leadership style and organizational culture directly shape teacher performance or operate indirectly through motivational mechanisms.

Previous studies have examined the relationship between leadership style and teacher performance with mixed findings. Siti et al. (2024) demonstrate that principal leadership positively influences teacher performance, both directly and through work discipline. Similarly, Yulianingsih and Ardi (2022) find that

transformational and participatory leadership enhance job satisfaction and performance. These studies suggest that democratic or participatory leadership fosters commitment and accountability among teachers. However, Fadhli et al. (2023) report that leadership style does not always produce a significant direct impact on teacher performance, indicating contextual variability. Such inconsistencies imply that leadership may not operate in isolation but may depend on intervening psychological or organizational variables. The divergence of empirical results reveals a theoretical gap regarding how leadership style translates into measurable teacher outcomes, especially within specific institutional contexts.

Organizational culture has also been identified as a determinant of teacher performance, yet findings remain inconclusive. Lisa Atma Dewi et al. (2025) report that organizational culture positively affects performance through increased work discipline, while Siregar et al. (2024) and Ratnasari and Sutjahjo (2021) confirm significant direct effects. Conversely, other studies suggest that the impact of organizational culture may be indirect, mediated by psychological factors such as motivation. Herzberg (1959) and Maslow (1943) emphasize that work conditions, recognition, and self-actualization needs influence individual motivation, which in turn affects performance. Mustika and Syamsudin (2023) show that motivation directly enhances teacher performance, while Ariani et al. (2025) position motivation as an intervening variable. These variations indicate a research gap concerning whether leadership style and organizational culture exert direct effects or function through motivational mechanisms.

This study contributes to the state of the art by simultaneously examining leadership style and organizational culture within a single structural model, incorporating motivation as an intervening variable. Unlike prior research that often tested these variables separately or emphasized direct relationships, this study integrates managerial, cultural, and psychological dimensions using Partial Least Squares–Structural Equation Modeling (PLS-SEM). By addressing empirical inconsistencies found in earlier studies, this research offers a more comprehensive explanation of teacher performance determinants. The novelty lies in empirically testing whether motivation functions as a central mechanism linking leadership and culture to performance, thereby clarifying theoretical ambiguities in educational management literature. Resolving this issue is important because understanding the correct causal structure enables school leaders to design more effective performance improvement strategies.

Based on theoretical debates and empirical phenomena, the central research problem concerns whether leadership style and organizational culture directly influence teacher performance or whether their effects operate through work motivation. This study argues that motivation serves as a critical psychological mechanism translating managerial practices and cultural values into measurable performance outcomes. The working hypothesis assumes that

while leadership style and organizational culture may not always produce direct effects, they significantly shape teacher motivation, which subsequently determines performance. By testing this argument, the research aims to clarify causal pathways and provide empirical evidence for educational management theory. The expected contribution lies in offering a more precise understanding of how leadership and culture should be strategically aligned to strengthen teacher motivation and achieve sustainable improvements in performance.

RESEARCH METHODS

This study employed a quantitative research design using a causal-explanatory approach to examine the relationships among leadership style, organizational culture, motivation, and teacher performance. The quantitative method was selected because it enables the measurement of variables objectively and facilitates hypothesis testing through statistical procedures (Sugiyono, 2020). A structural model was developed to analyze both direct and indirect effects, particularly the mediating role of motivation. The use of Partial Least Squares–Structural Equation Modeling (PLS-SEM) was considered appropriate due to its suitability for predictive analysis, complex models, and relatively small sample sizes (Hair et al., 2019). This design allows for a systematic examination of causal relationships among constructs and provides robust empirical evidence regarding the determinants of teacher performance within an organizational context.

The research was conducted at a private elementary school selected due to observable variations in leadership practices and organizational dynamics that potentially influence teacher performance. The site was chosen purposively because it provided a relevant empirical context for examining the interaction between managerial and motivational factors. The unit of analysis consisted of teachers, who represent the primary actors in the educational process. The population included all 30 teachers, and a census approach was applied in which the entire population participated as respondents. Data were collected using a structured, closed-ended questionnaire distributed via Google Form to ensure efficiency and accessibility. Primary data were obtained directly from respondents, while secondary data were gathered from institutional documents and internal reports to support contextual analysis.

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were applied to summarize respondents' characteristics and provide an overview of variable distributions. Inferential analysis employed PLS-SEM using SmartPLS 4.0 to test the hypothesized structural relationships. The analysis followed two main stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). The measurement model assessment included testing convergent

validity through Average Variance Extracted (AVE), internal consistency reliability using Composite Reliability, and discriminant validity through the Heterotrait–Monotrait (HTMT) ratio (Hair et al., 2019). The structural model evaluation examined path coefficients, coefficient of determination (R^2), effect size (f^2), and hypothesis significance using bootstrapping procedures to determine statistical significance levels.

To ensure data validity and reliability, several procedures were implemented. Instrument validity was assessed through construct validity testing within the PLS-SEM framework, ensuring that indicator loadings exceeded recommended thresholds and AVE values were above 0.50 (Hair et al., 2019). Reliability was confirmed through Composite Reliability values exceeding 0.70, indicating internal consistency (Sugiyono, 2020). Additionally, discriminant validity was verified using HTMT ratios below 0.90 to confirm construct distinctiveness. The use of standardized measurement scales, structured questionnaires, and statistical validation procedures strengthens the credibility and robustness of the research findings, ensuring that conclusions drawn from the model are empirically supported and methodologically sound.

RESULTS AND DISCUSSION

Results

A total of 30 teachers participated in this study, representing the entire teacher population involved in the analysis of leadership style and organizational culture on teacher performance, with motivation as an intervening variable. The use of a census approach ensured that the data reflected the comprehensive perspectives of the teachers directly involved in analyzing these three variables.

Measurement Model (Outer Model)

The measurement model was evaluated to assess reliability and construct validity, meeting the recommended thresholds for internal consistency reliability and convergent validity. Composite reliability values for all variables exceeded the minimum threshold of 0.70, indicating adequate reliability. Convergent validity was also confirmed, as the Average Variance Extracted (AVE) values for all constructs were above 0.50.

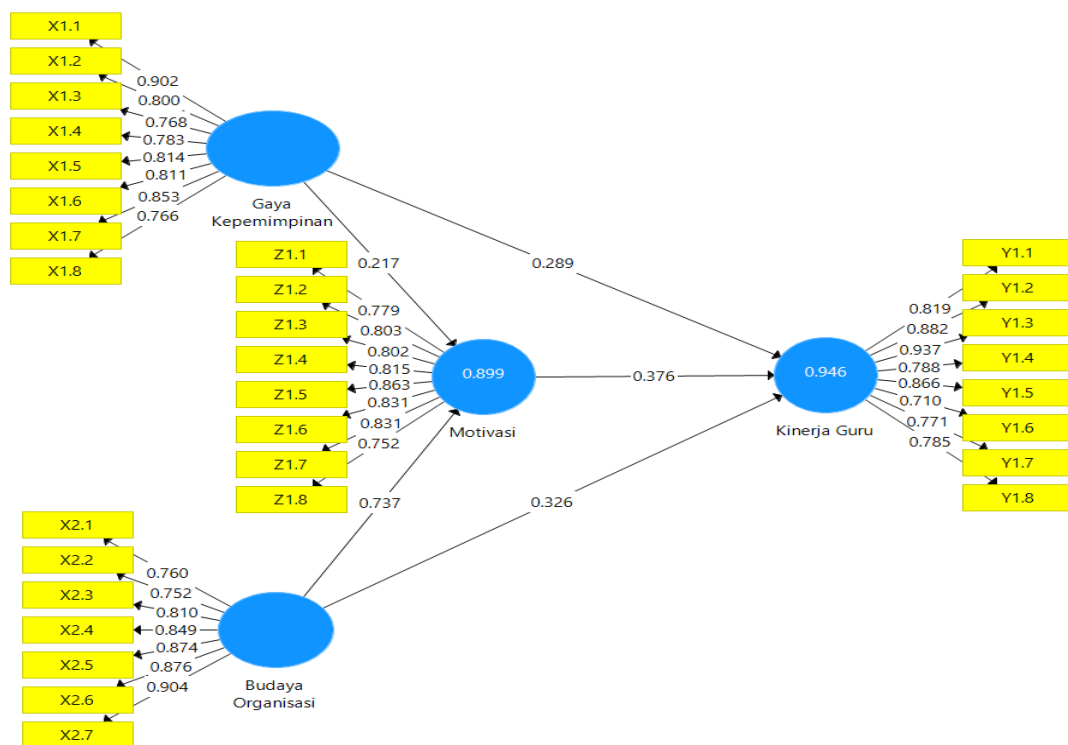


Figure 1. Outer Model (Measurement Model)

Table 2. Construct Reliability and Convergent Validity

Variable	Average Extracted (AVE)	Variance	Composite Reliability
Leadership Style	0.661		0.940
Organizational Culture	0.695		0.941
Motivation	0.656		0.938
Teacher Performance	0.677		0.938

Source: SmartPLS v4.0.6 Output

Discriminant validity was assessed using the Heterotrait–Monotrait (HTMT) ratio. All HTMT values were below the recommended threshold of 0.90, indicating that each construct was empirically distinct from one another. These results confirm that the measurement model is reliable and valid for subsequent structural model analysis.

Structural Model (Inner Model)

The structural model was evaluated to examine the hypothesized relationships between leadership style, organizational culture, teacher performance, and motivation as an intervening variable.

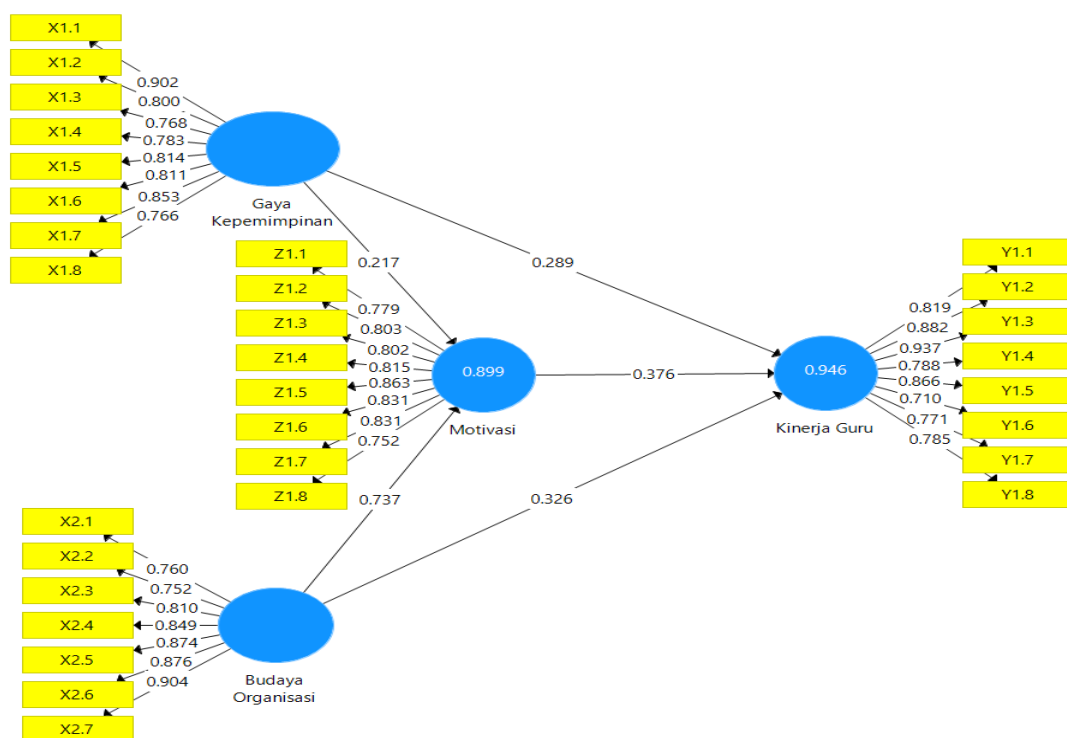


Figure 3. Inner Model (Structural Model)

Table 4. Path Coefficients and Hypothesis Testing

Relationship	β	t-value	p-value	Decision
Leadership Style -> Motivation	0.217	0.740	0.460	Not Significant
Organizational Culture-> Motivation	0.737	2.559	0.011	Positive, Significant
Leadership Style -> Teacher Performance	0.289	1.345	0.179	Not Significant
Organizational Culture-> Teacher Performance	0.326	1.289	0.198	Not Significant
Motivasi -> Kinerja Guru	0.376	2.294	0.022	Positive, Significant
Leadership Style-> Motivation -> Teacher Performance	0.082	0.623	0.534	Not Significant
Organizational Culture-> Motivation -> Teacher Performance	0.277	1.313	0.190	Not Significant

Source: SmartPLS v4.0.6 Output

Table 4. shows that not all tested relationships between variables have a significant effect. Of the seven proposed hypotheses, two direct-effect hypotheses were supported, while the others were not empirically supported.

The results indicate that Leadership Style does not have a significant effect on Motivation ($\beta = 0.217$; $p = 0.460$) nor on Teacher Performance ($\beta = 0.289$; $p = 0.179$). Likewise, Organizational Culture does not significantly affect Teacher Performance ($\beta = 0.326$; $p = 0.198$). Furthermore, the indirect effect analysis shows that Motivation does not mediate the relationship between Leadership Style and Teacher Performance ($\beta = 0.082$; $p = 0.534$), nor the relationship between Organizational Culture and Teacher Performance ($\beta = 0.277$; $p = 0.190$).

In contrast, Organizational Culture has a positive and significant effect on Motivation ($\beta = 0.737$; $p = 0.011$). Motivation also has a positive and significant effect on Teacher Performance ($\beta = 0.376$; $p = 0.022$). These findings indicate that strengthening Organizational Culture can enhance teachers' Motivation, and higher Motivation contributes to improved Teacher Performance.

Overall, Motivation plays an important role as a direct determinant of Teacher Performance, although it has not been proven to function as a mediating variable in this research model.

Effect Size Analysis

Effect size (f^2) analysis was conducted to evaluate the relative contribution of each independent variable to leadership style and organizational Culture.

Table 5. Effect Size (f^2) and Pratical Importance

Variable	f^2	Effect Category	Pratical Interpretation
Leadership Style-> Teacher Performance	0.107	Small	Provides a limited contribution to teacher performance.
Leadership Style -> Motivation	0.033	Small	Has a minor contribution to teacher motivation.
Organizational Culture -> Teacher Performance	0.101	Small	Contributes slightly to improving teacher performance.
Organizational Culture -> Motivation	0.382	Large	Strong and substantial contribution to enhancing teacher motivation.
Motivation -> Teacher Performance	0.265	Medium	Moderately contributes to improving teacher performance.

Leadership style and organizational culture on teacher performance show small effect sizes, while organizational culture on motivation shows a large effect size. Meanwhile, motivation on teacher performance demonstrates a medium

effect size. These findings indicate that organizational culture plays the most dominant role in enhancing teacher motivation, and motivation provides a fairly strong contribution to determining teacher performance.

Discussion

The results of the Partial Least Squares–Structural Equation Modeling (PLS-SEM) analysis indicate that leadership style and organizational culture do not have a direct and significant effect on teacher performance. However, organizational culture significantly influences motivation, and motivation significantly affects teacher performance. These findings position motivation as the most influential variable in explaining performance outcomes. This pattern suggests that managerial and cultural factors may not immediately translate into measurable performance indicators unless they first shape teachers' internal psychological states. Therefore, performance improvement appears to depend more on motivational dynamics than solely on structural or managerial interventions.

The insignificant direct effect of leadership style on teacher performance implies that existing leadership practices may not yet align optimally with teachers' expectations and organizational needs. According to Yukl (2013), leadership effectiveness depends on the compatibility between leadership behavior, subordinate characteristics, and situational context. Similarly, Bass and Avolio (1994) emphasize that transformational leaders must provide inspiration, intellectual stimulation, and individualized consideration to generate meaningful performance change. If these dimensions are not strongly perceived by teachers, leadership influence may remain limited to administrative coordination rather than substantive performance enhancement.

The findings also show that organizational culture does not directly influence teacher performance. This result is consistent with Schein (2010), who conceptualizes organizational culture as shared values and assumptions that gradually shape behavior over time rather than producing immediate performance outcomes. Robbins and Judge (2017) further explain that culture primarily influences attitudes, perceptions, and motivational patterns before affecting measurable results. Consequently, culture may function as a foundational environment that supports psychological readiness rather than acting as a direct performance driver.

A significant positive relationship was found between organizational culture and motivation. This suggests that a supportive, disciplined, and

collaborative environment strengthens teachers' internal drive. Herzberg's (1959) Two-Factor Theory explains that institutional policies, interpersonal relations, and working conditions operate as hygiene and motivator factors influencing work motivation. When organizational culture reinforces recognition, cooperation, and professional values, teachers are more likely to experience higher enthusiasm and commitment. Thus, culture acts as a contextual catalyst that energizes motivational processes within the organization.

Furthermore, motivation demonstrates a positive and significant effect on teacher performance. This finding aligns with McClelland's (1961) Theory of Needs, particularly the need for achievement, which drives individuals to pursue excellence and responsibility. Vroom's (1964) Expectancy Theory also supports this result by stating that performance is determined by the belief that effort leads to desirable outcomes. Teachers with strong motivation tend to display greater accountability, punctuality, and instructional effectiveness. Hence, motivation emerges as the most immediate psychological determinant of performance behavior.

However, the mediation analysis reveals that motivation does not significantly mediate the relationship between leadership style or organizational culture and teacher performance. Although motivation directly enhances performance, the indirect pathways are statistically weak. Meyer and Allen (1997) suggest that other attitudinal variables, such as organizational commitment, may serve as additional explanatory mechanisms. These findings indicate that leadership and culture alone may be insufficient to create strong indirect effects without deeper emotional attachment or satisfaction factors. Overall, this study contributes to educational management literature by clarifying the central role of motivation while highlighting the need for integrated managerial and psychological strategies to achieve sustainable performance improvement.

CONCLUSION

This study demonstrates that motivation is the most decisive factor in improving teacher performance, while leadership style and organizational culture do not directly produce significant performance effects. The key insight from this research is that managerial and structural improvements alone are insufficient unless they successfully strengthen teachers' internal motivation. In other words, performance enhancement depends more on psychological activation than on formal leadership practices or organizational systems. This finding reinforces the theoretical argument that motivation functions as a central

mechanism linking organizational context to individual outcomes. Academically, this study contributes to educational management literature by clarifying inconsistent findings from previous research and by empirically positioning motivation as a dominant explanatory variable within a structural model integrating leadership style and organizational culture.

Despite its contributions, this study has several limitations. The relatively small sample size and focus on a single school context limit the generalizability of the findings. In addition, the model only examines motivation as an intervening variable, while other potential mediators such as job satisfaction, organizational commitment, or work engagement were not included. Future research is therefore recommended to expand the sample across multiple institutions and educational levels, incorporate additional mediating or moderating variables, and apply comparative or longitudinal designs to better capture dynamic relationships among leadership, culture, motivation, and performance.

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