



Work Motivation as a Central Determinant of Teacher Performance: An Integrated Structural Model of Leadership Style, Organizational Culture, and Compensation

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ABSTRACT

Keywords:

Compensation; Work Motivation; Teacher Performance

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This study aims to examine the effects of compensation and work motivation on teacher performance by integrating leadership style, organizational culture, compensation, and work motivation into a single structural model. The research employs a causal associative quantitative approach using a survey method with a 1–5 Likert scale questionnaire administered to 94 teachers. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The findings reveal that compensation significantly influences work motivation, and work motivation significantly affects teacher performance. However, work motivation does not mediate the relationship between compensation and teacher performance. Leadership style primarily affects teacher performance indirectly through its influence on motivation rather than through a direct effect. Compensation directly enhances motivation and contributes significantly to teacher performance, while organizational culture shows an indirect but statistically insignificant effect. These results imply that strengthening teacher performance requires strategic emphasis on enhancing work motivation through effective leadership and supportive compensation systems. Educational institutions should prioritize leadership practices and fair compensation policies to foster sustainable performance improvement.

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INTRODUCTION

Teacher performance is a strategic determinant of educational quality and learning success in contemporary schooling systems (Nwankwo & Sunday-Cookey, 2025; Engida et al., 2024). As the central actors in instructional processes, teachers are not only responsible for delivering subject matter but also for

shaping character, strengthening values, and developing students' holistic potential. From a human resource management perspective, performance refers to the quality and quantity of outcomes achieved by individuals in accordance with assigned responsibilities (Mangkunegara, 2020). This definition underscores that teacher performance encompasses instructional planning, classroom implementation, assessment practices, and professional engagement (Samundeeswari et al., 2024; Amemasor et al., 2025). When teacher performance declines, institutional credibility and student outcomes are likely to be affected. Therefore, improving teacher performance is not merely an administrative concern but a strategic priority for educational organizations (Khairullah et al., 2025; Elihami et al., 2024). In conclusion, understanding the determinants of teacher performance is essential to ensure sustainable educational excellence and institutional competitiveness.

Ideally, educational institutions create supportive systems that foster high teacher performance through effective leadership, fair compensation, strong organizational culture, and sustained motivation. In practice, however, foundation-based schools often face structural and managerial constraints that hinder optimal performance (Saripah & Tejawiani, 2026; Zhao et al., 2025). Previous studies indicate that leadership style, organizational culture, compensation, and work motivation significantly influence teacher performance (Putra, 2022). Nevertheless, private foundations frequently encounter limitations in financial resources, compensation schemes, and policy consistency, which may weaken teachers' professional commitment. Internal evaluations conducted during 2021–2023 revealed declines in teaching attendance, lesson plan preparation, training participation, and parental satisfaction, signaling performance challenges. Such findings align with motivational perspectives emphasizing the importance of autonomy and psychological needs fulfillment in sustaining performance (Deci, 2021; Ryan, 2020). Consequently, a systematic empirical investigation is required to bridge the gap between ideal managerial practices and existing institutional realities.

Theoretically, teacher performance can be explained through integrative human resource and motivational frameworks that link organizational practices with individual outcomes. The Ability–Motivation–Opportunity (AMO) model proposed by John Boxall asserts that optimal performance emerges when employees possess adequate capabilities, strong motivation, and supportive organizational systems (Boxall, 2022; Oyewole et al., 2024). Complementing this view, Vroom's expectancy theory emphasizes that individuals exert greater effort when they believe their performance will lead to valued rewards (Schunk, 2021). In this context, compensation and leadership style function as key drivers that enhance motivation, while organizational culture provides the contextual

support that shapes behavioral consistency (Armstrong, 2020). Furthermore, Herzberg's two-factor theory distinguishes hygiene factors, such as compensation, from motivators that directly stimulate job satisfaction and productivity (Albrecht, 2020; Herzberg, 2021). Therefore, integrating these variables into a single structural model offers a theoretically grounded explanation of teacher performance dynamics.

Empirical studies consistently demonstrate the importance of leadership and motivation in improving teacher performance across educational settings (Layek & Koodamara, 2024; Yu et al., 2024). Kurniawati (2023) found that transformational leadership and work motivation positively and significantly affect teacher performance in Madrasah Aliyah institutions. Similarly, Muharram (2024) reported that transformational leadership contributes substantially to performance improvement among senior high school teachers. Julikha (2023) further emphasized that intrinsic motivation and effective leadership enhance teacher effectiveness and instructional quality. These findings provide evidence that leadership practices influence motivational processes, which in turn strengthen performance outcomes (Kyambade et al., 2024; Lukito et al., 2025). However, most of these studies focus primarily on direct relationships between two or three variables. In conclusion, while prior research confirms the significance of leadership and motivation, a broader integrative framework is needed to understand the combined effects of leadership style, organizational culture, compensation, and work motivation.

Other studies highlight the role of compensation and organizational culture as contextual determinants of performance, yet they often examine these variables separately. Research in human resource management literature suggests that compensation systems shape employee motivation and perceived fairness, thereby influencing productivity (Armstrong, 2020). Likewise, organizational culture contributes to shared values and behavioral norms that may reinforce or inhibit performance (Raziq et al., 2024; Zhang et al., 2025). Despite these insights, empirical investigations frequently employ partial models that do not simultaneously test leadership style, culture, compensation, and motivation within a unified structural framework. Moreover, limited studies explore the mediating role of motivation in linking managerial factors to teacher performance. This fragmentation creates a conceptual and methodological gap in understanding the comprehensive interaction among variables. Therefore, an integrated structural analysis is required to address these limitations and provide more robust empirical evidence.

Within the research setting, teacher performance challenges have become increasingly evident and demand immediate managerial attention. Several indicators demonstrate fluctuations in instructional discipline, professional

development participation, lesson preparation accuracy, and stakeholder satisfaction. These patterns suggest that existing leadership practices, compensation arrangements, and organizational culture may not optimally stimulate work motivation. If such conditions persist, institutional credibility, student achievement, and long-term sustainability could be adversely affected. The urgency of this issue lies in the need to identify which managerial factors most strongly determine performance and whether motivation effectively mediates these relationships. Without empirical clarification, policy interventions risk being fragmented or ineffective. Therefore, a structured and evidence-based analysis is necessary to formulate strategic improvements in teacher management systems.

Based on the identified gaps and contextual challenges, this study addresses the problem of how leadership style, organizational culture, and compensation influence teacher performance, both directly and indirectly through work motivation. The objective is to develop and test an integrated structural model that explains the interrelationships among these variables. By examining mediation effects, the research seeks to clarify whether motivation functions as a significant explanatory mechanism linking managerial factors to performance outcomes (Robbins, 2021). A quantitative approach is employed to ensure objective measurement and hypothesis testing through statistical modeling of causal relationships. Survey data are analyzed using structural equation modeling to evaluate direct and indirect effects simultaneously. In conclusion, this study aims to provide comprehensive empirical evidence that strengthens theoretical understanding and informs managerial decision-making in educational human resource management.

RESEARCH METHODS

This study employed a causal associative research design within a quantitative approach to examine the influence and interaction among leadership style, organizational culture, compensation, work motivation, and teacher performance. By collecting and analyzing numerical data, the design aimed to test hypothesized relationships and determine causal patterns among variables (Sugiyono, 2021). The participants consisted of 94 teachers selected using a census sampling technique, as the entire accessible population was included to ensure comprehensive representation. The research instruments were structured questionnaires measured on a five-point Likert scale, operationalizing leadership style, organizational culture, compensation, work motivation (as a mediating variable), and teacher performance. Work motivation was specifically positioned as a mediating construct to explain how independent variables influence teacher performance (Sugiyono, 2021).

Data were collected through direct survey distribution to respondents, ensuring completeness and consistency of responses prior to analysis. The collected data were then processed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0. This analytical technique was selected due to its suitability for simultaneously testing complex structural relationships involving multiple latent variables and mediation effects, particularly with relatively small sample sizes (Hair, 2022). The analysis included assessment of the measurement model (validity and reliability) and the structural model to evaluate direct and indirect effects among variables.

RESULTS AND DISCUSSION

Results

The analyzed measurement model met the required validity and reliability criteria based on the PLS-SEM results. The composite reliability and average variance extracted (AVE) values indicate high internal consistency of the constructs, and all indicators show loading factors above the required threshold. Therefore, the structural relationship assessment is considered appropriate for further analysis.

The study was conducted at Bani Hakim Foundation, West Bandung Regency, West Java, from February to May 2025. The research population consisted of 94 teachers, all of whom were included as respondents using a census sampling technique. Data were collected using a five-point Likert scale questionnaire measuring leadership style, organizational culture, compensation, work motivation, and teacher performance, supported by institutional observation and documentation.

Data testing was carried out through evaluation of the measurement model and the structural model. Instrument validity and reliability were assessed using outer model indicators, while relationships among variables and mediation effects were analyzed through bootstrapping procedures. Significance levels were determined based on statistical values and path coefficients.

Measurement Model Evaluation (Outer Model)

Before testing structural relationships, the measurement model was evaluated to ensure instrument validity and reliability.

Convergent Validity Test

Convergent validity was assessed using outer loading values and AVE. The results show that all indicators across leadership style, organizational culture, compensation, work motivation, and teacher performance have outer loading values ranging from 0.701 to 0.888, exceeding the 0.70 threshold. This indicates that each indicator adequately represents its respective construct.

Table 2. Outer Loading

Variable	Indicators	Loading	Description
Leadership Style	A1–A10	0.727–0.867	Valid
Organizational Culture	B1–B8	0.704–0.857	Valid
Compensation	C1–C8	0.701–0.818	Valid
Work Motivation	M1–M4	0.842–0.883	Valid
Teacher Performance	D1–D11	0.728–0.888	Valid
Interaction Variables	LS×WM, OC×WM, C×WM	1.000	Valid

Source: Primary data processed using SmartPLS (2025)

Table 3. Average Variance Extracted (AVE)

Variable	AVE
Leadership Style	0.614
Organizational Culture	0.639
Compensation	0.580
Teacher Performance	0.654
Work Motivation	0.745

Source: Primary data processed using SmartPLS (2025)

All AVE values exceed 0.50 (0.580–0.745), indicating that more than 50% of the indicator variance is explained by each latent construct. Thus, all constructs meet convergent validity criteria.

Discriminant Validity Test

Discriminant validity was examined using the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT). Most constructs show higher correlations with the square root of their AVE values than with other constructs. Although a relatively high correlation was found between leadership style and organizational culture, HTMT values remained below the 0.90 threshold. Therefore, discriminant validity is considered acceptable, and the measurement model is suitable for further analysis.

Reliability Test

Reliability was assessed using Composite Reliability and Cronbach's Alpha. Composite Reliability values range from 0.888 to 0.954, and Cronbach's Alpha values range from 0.886 to 0.947, all exceeding 0.70. These results indicate that the research instrument consistently and reliably measures the intended constructs.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	AVE
All Variables	> 0.886	> 0.917	> 0.580

Source: Primary data processed using SmartPLS (2025)

Structural Model Evaluation (Inner Model)

After confirming validity and reliability, the structural model was evaluated to examine the relationships among latent variables.

Coefficient of Determination (R-Square)

The R-square value indicates the explanatory power of independent variables on dependent variables.

Table 5. R-Square Results

Variable	R ²	Category
Work Motivation	0.713	Strong
Teacher Performance	0.565	Moderate

Source: Primary data processed using SmartPLS (2025)

An R² value of 0.713 for work motivation indicates that leadership style, organizational culture, and compensation explain 71.3% of the variance in work motivation. Meanwhile, an R² value of 0.565 for teacher performance indicates that leadership style, organizational culture, compensation, and work motivation explain 56.5% of the variance in teacher performance, while the remaining variance is influenced by other factors outside the model.

Effect Size (F-Square)

The F-square analysis shows that work motivation has a stronger indirect effect on teacher performance compared to the direct effect of leadership style. Organizational culture has a moderate effect size ($f^2 = 0.149$), while compensation is the strongest predictor of work motivation with a near-large effect size ($f^2 = 0.248$). All f^2 values are positive, indicating that each variable contributes to the structural model with varying degrees of influence.

Multicollinearity Test

Multicollinearity was assessed using Variance Inflation Factor (VIF) values. All VIF values, including interaction variables with a VIF of 1.00, fall within the acceptable range of 1.56–4.74 and below the tolerance threshold of 5. This confirms that the structural model does not suffer from multicollinearity and is appropriate for further analysis.

Hypothesis Testing

The hypothesis testing results indicate that leadership style and compensation significantly affect work motivation, while organizational culture does not significantly influence motivation. Furthermore, leadership style and compensation do not show a direct significant effect on teacher performance, whereas work motivation demonstrates a positive and significant effect on teacher performance.

The mediation test reveals that work motivation does not mediate the relationships between leadership style, organizational culture, and compensation on teacher performance. Although independent variables significantly influence work motivation and work motivation significantly affects teacher performance, the indirect effects are statistically insignificant.

Overall, the structural model indicates that leadership style and compensation significantly enhance teachers' work motivation, but do not directly influence teacher performance. Organizational culture does not significantly affect work motivation but positively influences teacher performance. Additionally, no mediating role of work motivation is found in the relationships between leadership style, organizational culture, compensation, and teacher performance.

Discussion

The research findings indicate that work motivation has a significant effect on teacher performance, making it the primary determinant in this research model. In addition, compensation has been proven to significantly influence work motivation. However, work motivation does not mediate the relationship between compensation and teacher performance. These findings suggest that improvements in teacher performance are more strongly determined by internal drive rather than solely by external factors.

Theoretically, these results are consistent with the Ability, Motivation, Opportunity (AMO) Model, which emphasizes that performance is the result of the interaction between ability, motivation, and organizational support (Boxall, 2022). In the context of this study, motivation emerges as the strongest component explaining variations in teacher performance. This implies that even when organizational systems are supportive, performance improvement will not be optimal without high levels of motivation.

Leadership style does not have a direct significant effect on teacher performance but operates through enhancing work motivation. This finding reinforces the Expectancy Theory perspective, which states that individuals are motivated to work when they believe their efforts will lead to valued outcomes (Schunk, 2021). Thus, within the foundation context, leadership functions more as a psychological driver rather than as a direct determinant of performance.

Compensation significantly influences motivation but does not directly affect performance, indicating that reward systems function more as hygiene factors than as primary drivers of performance. This finding aligns with Herzberg's Two-Factor Theory, which explains that compensation can increase job satisfaction and morale but does not necessarily have a direct impact on productivity (Herzberg, 2021).

Meanwhile, organizational culture does not show a significant effect on teacher performance. This condition may be explained by the characteristics of foundation-based institutions, where organizational values and norms have been relatively internalized uniformly, resulting in limited variation to explain differences in individual performance.

Overall, this study demonstrates that teacher performance at Yayasan Bani Hakim is predominantly influenced by work motivation, which is strengthened by leadership and compensation systems. Organizational culture serves as a supportive framework but has not emerged as a statistically significant determinant. These findings imply that strategies to enhance teacher performance should prioritize strengthening work motivation through effective leadership and supportive compensation systems.

CONCLUSION

This study highlights that work motivation is the most decisive factor directly influencing teacher performance, underscoring the central role of internal psychological drive in achieving optimal outcomes. The key insight derived from this research is that organizational mechanisms such as leadership style and compensation enhance performance primarily by strengthening motivation rather than by exerting direct effects. Thus, without strong intrinsic motivation, external support systems alone are insufficient to produce meaningful performance improvements. Scientifically, this study contributes to the educational human resource management literature by integrating leadership style, organizational culture, compensation, and work motivation into a single structural model, thereby providing a more comprehensive explanation of teacher performance dynamics. The findings reinforce the theoretical relevance of motivational frameworks in explaining performance and offer empirical evidence supporting the centrality of motivation within foundation-based educational contexts.

However, this study is limited to teachers within a single foundation, which restricts the generalizability of the findings to broader educational settings. Future research is recommended to expand the sample across diverse institutions and regions to enhance external validity. Additionally, incorporating other relevant variables, such as ethical leadership or innovation culture, may

provide a more comprehensive understanding of the determinants of teacher performance. Longitudinal designs could also be employed to examine changes in motivation and performance over time, thereby strengthening causal inferences and enriching theoretical development in educational management research.

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