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Leadership and motivation as key drivers of teacher performance: A quantitative study at SMA Negeri 1 Mendoyo

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Abstract

This study investigates the individual and simultaneous contributions of (1) situational leadership, (2) work motivation, (3) work ethic, and (4) job satisfaction to teacher performance at SMA Negeri 1 Mendoyo, Jembrana Regency. Employing an ex post facto design, the research encompassed the entire population of 42 teachers, making it a population study. Data were collected using Likert-scale questionnaires and analyzed through product-moment correlation, partial correlation, and multiple regression. The results demonstrated significant individual contributions: situational leadership accounted for 81.5% ($R^2 = 0.815$, $p < 0.01$, effective contribution = 22.48%), work motivation for 89.6% ($R^2 = 0.896$, $p < 0.01$, effective contribution = 32.53%), work ethic for 77.2% ($R^2 = 0.772$, $p < 0.01$, effective contribution = 22.33%), and job satisfaction for 76.3% ($R^2 = 0.763$, $p < 0.01$, effective contribution = 16.76%). Collectively, these factors explained 94.1% of the variance in teacher performance. These findings underscore the synergistic role of leadership, motivation, and ethics in enhancing teacher performance, offering actionable insights for school administrators.

INTRODUCTION

Teacher performance is a pivotal determinant of educational quality in modern pedagogical systems (Pohan & Wisda, 2024). Beyond knowledge dissemination, teachers serve as inspirers, motivators, and moral architects for students (Afriyanto et al., 2018). This aligns with Indonesia's Teacher and Lecturer Law (No. 14/2005), which mandates teachers as professionals central to advancing national education standards, and the National Education System Law (No. 20/2003), which assigns educators the roles of planning, implementing, and evaluating learning processes. Empirical evidence underscores that teacher performance is shaped by multifaceted factors, including situational leadership, work motivation, work ethic, and job satisfaction (Amri & Suwandi, 2023).

Work motivation, influenced by intrinsic/extrinsic factors (Herzberg, as cited in Phytanza & Burhaein, 2020) critically impacts performance. A study by (Kurroman & Ilhami, 2024) found that 37.8% of teachers reported low to moderate levels of work motivation, which resulted in less than optimal performance in teaching. Meanwhile, a high work ethic, as explained by Max Weber, plays a role in increasing teacher productivity. However, research by Nugroho and Rahardjo (2022) showed that only 63.2% of teachers had a high work ethic.

Situational leadership, as posited by Hersey and Blanchard, is critical for adapting leadership styles to subordinates' developmental needs (Irsani et al., 2022). However, Rachmawati et al. (2021) found only 62.5% of school principals effectively apply this approach. Concurrently, work motivation—driven by intrinsic and extrinsic factors (Herzberg, cited in Phytanza & Burhaein, 2020)—significantly influences performance. Kurroman and Ilhami (2024) reported that 37.8% of teachers exhibit low-to-moderate motivation, impairing instructional quality. Similarly, while Max Weber's work ethic theory emphasizes productivity, Nugroho and Rahardjo (2022) observed that merely 63.2% of teachers demonstrate high work ethic.

Job satisfaction, a key performance determinant (Noorhapizah et al., 2023), stems from individuals' perceptions of their work's value (Locke, 1976). Despite its importance, prior studies indicate persistent gaps, with only 68.5% of teachers reporting adequate satisfaction levels (OECD, 2018). Campbell's

performance theory further highlights the interplay of knowledge, skills, motivation, and workplace conditions, while Weber underscores work ethic as a societal imperative for progress. Nevertheless, Amtu et al. (2020) revealed that only 71.3% of Indonesian teachers meet prescribed performance benchmarks.
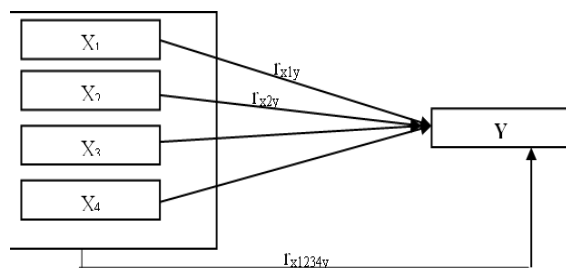
At SMA Negeri 1 Mendoyo, teacher performance remains suboptimal. Longitudinal internal data (2021–2023) show that 70% of teachers achieve satisfactory outcomes in lesson planning, delivery, and assessment, while 30% struggle with technology integration, contextual material development, and competency-based evaluations. Attendance records reveal a 10% annual increase in tardiness, and internal surveys indicate 35% dissatisfaction with leadership and 40% with motivation levels—attributed to administrative burdens, inadequate recognition, and limited career pathways. Only 65% of teachers exhibit strong professional development commitment, and 45% express discontent with working conditions (internal survey, 2023).

Although existing studies analyze these factors in isolation, this study bridges the gap by quantifying their synergistic impact, offering a comprehensive model for enhancing teacher performance at SMA Negeri 1 Mendoyo. Specifically, it examines the individual and collective contributions of situational leadership, work motivation, work ethic, and job satisfaction.

METHOD

This study was conducted at SMA Negeri 1 Mendoyo, employing a quantitative ex post facto approach. This approach was appropriate because the independent variables were pre-existing conditions that could not be ethically or practically manipulated, and the study aimed to establish predictive relationships rather than causation (Cresswell & Cresswell, 2018). As no variables were manipulated, the research observed naturally occurring conditions of the analyzed variables (Sugiyono, 2020). The design examined the relationships between independent variables—situational leadership (X_1), work motivation (X_2), work ethic (X_3), and job satisfaction (X_4)—and the dependent variable, teacher performance (Y), as illustrated in Figure 1.

Figure 1. Research Design

Situational Leadership (X_1): Measured using four dimensions: (1) Telling (Instructive), (2) Selling (Consultative), (3) Participating (Participative), and (4) Delegating (Delegation) (Hersey & Blanchard, 1988).

Work Motivation (X_2): Assessed through six dimensions: (1) needs, (2) expectations, (3) reinforcement, (4) justice, (5) job design, and (6) goal setting (Maslow, 1943).

Work Ethic (X_3): Evaluated using six dimensions: (1) Work Discipline, (2) Dedication, (3) Creativity and Initiative, (4) Responsibility, (5) Cooperation, and (6) Results Orientation (Weber, 1905).

Job Satisfaction (X_4): Measured via five dimensions: (1) Salary/Compensation, (2) Work Itself, (3) Work Environment, (4) Career Development, and (5) Recognition/Rewards (Locke, 1976).

The study population comprised all 42 teachers at SMA Negeri 1 Mendoyo. A total sampling technique was employed, with all 42 teachers serving as respondents to ensure comprehensive representation.

Data were collected using a 40-item Likert-scale questionnaire (1 = Strongly Disagree to 4 = Strongly Agree). Validity was assessed via the Gregory Technique, with items retained if Pearson Correlation values exceeded 0.30 (all items met this threshold). Reliability was confirmed using Cronbach's Alpha ($\alpha > 0.70$ for all variables), as detailed in Table 1.

Table 1. *Reliability Test Results*

Variables	Number of items	Cronbach's Alpha	Description
Situational Leadership (X_1)	40	0,972	Reliable
Work Motivation (X_2)	40	0,978	Reliable
Work Ethic (X_3)	40	0,976	Reliable
Job Satisfaction (X_4)	40	0,971	Reliable
Teacher Performance (Y)	40	0,974	Reliable

Analysis proceeded in three stages using IBM SPSS Statistics 26:

1. Descriptive Statistics: Calculated means, standard deviations, variance, and ranges.

2. Assumption Testing:
   a. Normality: Kolmogorov-Smirnov test (normal if *p* > 0.05).
   b. Linearity: Deviation from Linearity test (linear if F with *p* > 0.05).
3. Hypothesis Testing:
   a. Product-Moment Correlation: Significance determined by comparing r_{count} to r_{table} (*p* < 0.05).
   b. Partial Correlation: *t*-test with α = 0.05 and df = *n* − *m* − 1.
   c. Multiple Regression: F-test (significant if F_{count} > F_{table}); coefficient of determination (R^2) quantified variance explained.

RESULT AND DISCUSSION

This study analyzed data from 42 respondents, examining five key variables: Situational Leadership (X1), Work Motivation (X2), Work Ethic (X3), Job Satisfaction (X4), and Teacher Performance (Y). Descriptive statistics were computed to assess the distribution of scores for each variable, including the minimum, maximum, mean, standard deviation, variance, median, and mode. The results, processed using IBM SPSS 26.0, are summarized in Table 2.

Table 2. *Descriptive Statistics of Research Variables*

Variable	Min	Max	Mean	Stdv
Situational Leadership	107	160	140,85	15,44
Work Motivation	109	160	141,16	16,55
Work Ethic	119	168	148,14	16,51
Job Satisfaction	115	160	140,35	15,42
Teacher Performance	118	160	141,90	14,87

The mean scores for Work Ethic (148.14) and Teacher Performance (141.90) indicate strong levels of these constructs among respondents. Meanwhile, Work Motivation exhibited the highest variability (SD = 16.55), suggesting diverse perceptions among participants.

Prior to hypothesis testing, classical assumption tests were conducted to ensure the validity of regression analysis.

Table 3. *Classical Assumption Test Results*

No	Classical Assumption Test	Mark
1	Normality Test	
	Asymp Sig. (2-tailed)	0,020
2	Linearity and Significance Test of Regression Direction	
	Sig. Linearity	
	Teacher Performance*Situational Leadership	0,000
	Teacher Performance*Work Motivation	0,000
	Teacher Performance*Work Ethic	0,000
	Teacher Performance*Job Satisfaction	0,000
	Sig. Deviation from Linearity	
	Teacher Performance*Situational Leadership	0,068
	Teacher Performance*Work Motivation	0,481
	Teacher Performance*Work Ethic	0,066
	Teacher Performance*Job Satisfaction	0,773

	Multicollinearity Test	
	Tolerance	
	Situational Leadership	0,202
	Work motivation	0,112
	Work ethic	0,300
3	Job satisfaction	0,235
	VIF	
	Situational Leadership	4,942
	Work motivation	8,953
	Work ethic	3,333
	Job satisfaction	4,261
4	**Autocorrelation Test**	
	Durbin-Watson	1,915
	Heteroscedasticity Test	
	Sig. Abs_Res	
5	Situational Leadership	0,833
	Work motivation	0,735
	Work ethic	0,824
	Job satisfaction	0,578

The normality test (Asymp. Sig. = $0.200 > 0.05$) confirmed that the data were normally distributed. Linearity tests indicated significant linear relationships between all independent variables and Teacher Performance ($p = 0.000$). Additionally, multicollinearity was absent (VIF < 10, Tolerance > 0.10), autocorrelation was not detected (Durbin-Watson $= 1.915$), and heteroscedasticity was not present (all Sig. > 0.05), ensuring reliable regression results.

Table 4. *Product Moment Correlation Analysis Results*

Partial correlation	Correlation coefficient	t count	t table	SE (%)	Contributed
r_{1y-234}	0,903	13,283	1,686	22,48	81,5
r_{2y-134}	0,943	18,000	1,686	32,53	89,6
r_{3y-124}	0,879	11,645	1,686	22,33	77,2
r_{4y-123}	0,873	11,348	1,686	16,76	76,3
r_{5y-123}	0,970	14,857	1,686	94,1	-

Simple regression analysis demonstrated that Situational Leadership (X1) had a strong positive effect on Teacher Performance ($r = 0.903$, $p < 0.05$), contributing 81.5% of the variance. Similarly, Work Motivation (X2) showed a very strong influence ($r = 0.943$, $p < 0.05$), explaining 89.6% of the variance. Work Ethic (X3) and Job Satisfaction (X4) also significantly predicted Teacher Performance, with correlation coefficients of 0.879 (77.2% contribution) and 0.873 (76.3% contribution), respectively.

Multiple regression analysis further confirmed that the combined effect of all four variables was highly significant ($F = 148.857$, $p = 0.000$), with a total explained variance of 94.10% ($R = 0.970$). The regression equation $Y = 4.436 + 0.239X1 + 0.310X2 + 0.229X3 + 0.186X4$ indicated that Work Motivation ($\beta = 0.310$) had the strongest influence, followed by Situational Leadership ($\beta = 0.239$), Work Ethic ($\beta = 0.229$), and Job Satisfaction ($\beta = 0.186$).

Situational Leadership (X1) and Teacher Performance (Y)

The findings of this study confirm a significant positive contribution of situational leadership to teacher performance at SMA Negeri 1 Mendoyo. The regression equation (Y = 4.436 + 0.239X1) indicates that an increase in situational leadership corresponds with enhanced teacher performance. Situational leadership in this study encompasses four dimensions—instructive (telling), consultative (selling), participatory (participating), and delegative (delegating) styles—which serve as the foundation for principals in guiding teachers toward achieving institutional goals. This aligns with Hersey and Blanchard's (1982) theory, which posits that leadership involves influencing individuals or groups to accomplish objectives. Teacher performance, as a critical factor in educational success, requires continuous evaluation and improvement. The relationship between situational leadership and teacher performance can be attributed to two key factors.

First, the flexibility of situational leadership allows principals to adapt their strategies based on contextual demands. Leaders who effectively apply these styles can enhance teacher satisfaction, indirectly boosting performance (Setyorini et al., 2018). Latiar and Husna (2020) further emphasize that effective leaders must adjust their approaches to varying circumstances, reinforcing the dynamic nature of situational leadership.

Second, the adaptability of leadership styles to teachers' maturity levels and needs plays a pivotal role.

Principals who tailor their leadership approaches foster better support and direction, which aligns with Kasmir's (2016) assertion that leadership style significantly influences performance outcomes. This study's findings corroborate prior research, including Latiar and Husna (2020), who demonstrated that situational leadership positively impacts teacher performance. Additionally, Pratiwi and Riyanto (2021) highlight that situational leadership not only directly enhances performance but also strengthens psychological factors that contribute to optimal teaching effectiveness.

The success of situational leadership hinges on the leader's ability to assess situational demands and subordinate maturity (Widodo & Rahardjo, 2018). At SMA Negeri 1 Mendoyo, the participatory dimension of situational leadership proved particularly influential, as principals actively involved teachers in decision-making processes. This inclusive approach aligns with Supriadi et al. (2022), who found that teacher participation in school governance enhances performance. Furthermore, Elvita et al. (2019) observed that situational leadership fosters a positive work climate, further elevating teacher performance. These collective findings underscore the critical role of adaptive, context-sensitive leadership in educational settings.

Work motivation (X2) on teacher performance (Y)

The findings of this study demonstrate a statistically significant positive relationship between work motivation and teacher performance at

SMA Negeri Mendoyo. The regression equation $(Y = 4.436 + 0.310X2)$ indicates that improvements in work motivation correspond with enhanced teacher performance, suggesting that motivational factors serve as a crucial determinant of teaching effectiveness. This result aligns with Mangkunegara's (2015) performance theory, which posits that individual performance is fundamentally shaped by two key factors: capability and motivation.

Theoretical underpinnings of this relationship can be traced to the concept of motivation as an internal drive that energizes, directs, and sustains work-related behavior (Hidayat, 2023). Within educational contexts, teacher motivation operates as a critical psychological mechanism that transforms professional competencies into observable performance outcomes. As Supardi (2014) notes, the quality of teacher performance is substantially influenced by intrinsic motivational factors, which help explain the variance in teaching effectiveness among educators with similar qualifications and experience.

The motivational process in professional settings follows a needs-based paradigm, as articulated in Maslow's hierarchy of needs (Fomenky, 2015). Teachers' work motivation emerges from and is sustained by the pursuit of fulfilling fundamental human needs ranging from basic physiological requirements to higher-order self-actualization goals. This theoretical framework helps elucidate why motivated teachers demonstrate superior performance - their professional engagement serves as a vehicle for satisfying these universal human needs while simultaneously achieving organizational objectives.

Empirical evidence from this study corroborates existing research findings while addressing certain inconsistencies in the literature. The strong positive relationship identified supports Rojikin's (2022) conclusion regarding motivation's significant impact on teaching performance. However, it contrasts with Monika's (2019) finding of an insignificant relationship, suggesting that contextual factors may moderate the motivation-performance linkage. The convergence between our results and those of Hidayat and Agustina (2020) and Simanjuntak (2020) strengthens the evidence base for motivation's partial but substantial influence on professional performance outcomes.

These findings carry important implications for educational management practices. First, they underscore the necessity of incorporating motivational strategies into teacher development programs. Second, they highlight the potential benefits of creating work environments that address teachers' fundamental psychological needs. Finally, they suggest that performance improvement initiatives should extend beyond competency development to include motivational enhancement components. Future research could productively explore the specific motivational mechanisms that most effectively enhance different dimensions of teacher performance across varied educational contexts.

Work ethic (X3) on teacher performance (Y)

The third hypothesis test results confirm a statistically significant positive contribution of work ethic to teacher performance at SMA Negeri 1 Mendoyo. The regression equation ($Y = 4.436 + 0.229X3$) demonstrates that improvements in work ethic correspond with enhanced teacher performance, indicating that professional ethics serve as a fundamental driver of teaching effectiveness. This finding aligns with Darodjat's (2015) conceptualization of work ethic as a comprehensive behavioral framework encompassing motivation, moral principles, attitudes, and professional standards that guide work performance.

The significant relationship between work ethic and teacher performance can be understood through several theoretical lenses. First, Priansa's (2016) perspective highlights how work ethic functions as a professional spirit that enhances work output quality. In educational contexts, teachers with strong work ethics naturally serve as role models for students while simultaneously improving their instructional effectiveness. Salamun's (2017) multidimensional framework further elucidates this relationship by identifying five core components of work ethic - diligence, discipline, honesty, responsibility, and hard work - that collectively contribute to optimal teacher performance. These components manifest in concrete professional behaviors such as meticulous lesson planning, punctuality, administrative responsibility, and sustained pedagogical effort, all of which directly enhance teaching quality.

The psychological mechanisms underlying this relationship are explained by Imron's (2018) performance theory, which identifies work ethic as part of a constellation of affective factors (including perceptions, attitudes, commitments, and emotions) that influence professional performance. This perspective is complemented by Mac Clelland's Need for Achievement theory (Purwanti & Wahdiniwaty, 2017), which conceptualizes work ethic as an intrinsic drive for continuous improvement - a mental attitude that constantly strives to surpass previous accomplishments. When applied to teaching professionals, this achievement motivation translates into ongoing efforts to enhance instructional quality and student outcomes.

Empirical evidence from this study corroborates existing research findings in both educational and organizational contexts. The positive relationship identified aligns with Simanjuntak's (2020) findings regarding work ethic's influence on employee performance in service organizations, as well as Sulaeman and Surahman's (2022) demonstration of work ethic's significant contribution to professional performance. These consistent findings across different professional domains suggest that work ethic operates as a universal performance determinant that transcends specific occupational contexts.

These results carry important implications for teacher professional development and school quality improvement initiatives. They underscore the need for: (1) explicit attention to work ethic development in teacher training programs, (2) institutional support systems that reinforce professional ethics, and (3)

performance evaluation systems that recognize and reward ethical professional conduct. Future research could productively examine the relative importance of different work ethic components (e.g., diligence vs. responsibility) in predicting various dimensions of teacher performance, as well as potential interaction effects between work ethic and other performance determinants such as motivation or leadership support.

Job satisfaction (X₄) on teacher performance (Y)

The empirical findings of this study establish a statistically significant positive relationship between job satisfaction and teacher performance at SMA Negeri 1 Mendoyo, as evidenced by the regression equation ($Y = 4.436 + 0.186X_4$). This result substantiates that enhanced job satisfaction corresponds with improved teacher performance, aligning with Sutrisno's (2018) conceptualization of job satisfaction as a positive affective state stemming from work experiences, interpersonal dynamics, and reward systems. The affective-cognitive nature of job satisfaction manifests through emotional responses to work outcomes and the congruence between expected and actual work experiences, where satisfaction emerges when received benefits exceed expectations (value attainment).

The theoretical framework underlying this relationship draws upon multiple dimensions of job satisfaction. As Triatna (2015) elucidates through Maslow's hierarchy, teachers' job satisfaction encompasses fundamental needs ranging from basic physiological requirements (e.g., adequate facilities) to higher-order self-actualization needs (e.g., professional growth opportunities). This multi-faceted perspective identifies five critical determinants of job satisfaction: need fulfillment, expectation-reality discrepancies, value attainment, equity, and dispositional factors. These elements collectively function as motivational drivers that enhance performance as individuals strive to achieve and maintain satisfying work conditions.

The cognitive appraisal component of job satisfaction warrants particular attention, as it represents teachers' evaluative judgments regarding their work environment and professional circumstances. This cognitive dimension serves as a crucial mediator between workplace conditions and performance outcomes, explaining why teachers with similar objective work conditions may demonstrate varying performance levels based on their subjective satisfaction assessments. The present findings reinforce this theoretical proposition by demonstrating satisfaction's predictive power regarding performance metrics.

Empirical corroboration for these findings emerges from multiple studies across different professional domains. Sulaeman and Surahman's (2022) research on Madrasah Aliyah teachers and Hidayat and Agustina's (2020) study of police personnel both confirm the significant positive influence of job satisfaction on performance outcomes. These consistent findings across diverse occupational contexts suggest that the satisfaction-performance relationship represents a

robust psychological mechanism transcending specific job roles.

The implications of these findings for educational management are threefold. First, they underscore the importance of comprehensive job satisfaction assessments in teacher evaluation systems. Second, they highlight the need for differentiated satisfaction-enhancement strategies addressing both extrinsic (e.g., facilities, compensation) and intrinsic (e.g., professional growth, recognition) factors. Third, they suggest that performance improvement initiatives should incorporate satisfaction-monitoring components to ensure sustainable effectiveness. Future research could productively examine potential moderating variables (e.g., school climate, leadership style) that may influence the strength of the satisfaction-performance relationship in educational settings.

The Combined Influence of Situational Leadership, Work Motivation, Work Ethic, and Job Satisfaction on Teacher Performance

The fifth hypothesis analysis reveals a statistically significant combined influence of situational leadership (X1), work motivation (X2), work ethic (X3), and job satisfaction (X4) on teacher performance at SMA Negeri 1 Mendoyo. The multiple regression equation ($Y = 4.436 + 0.239X1 + 0.310X2 + 0.229X3 + 0.186X4$) demonstrates that improvements across these four variables collectively enhance teacher performance, with an exceptionally strong correlation coefficient ($r = 0.970$, $p < 0.05$) accounting for 94.1% of performance variance. This robust predictive relationship indicates that these organizational and psychological factors constitute primary determinants of teaching effectiveness when considered holistically.

The integrated model suggests three critical mechanisms through which these variables influence teacher performance. First, situational leadership establishes an adaptive supervisory framework where principals adjust their leadership style according to contextual demands and teacher characteristics (Hersey & Blanchard, 1982). Second, work motivation provides the psychological energy driving teachers' goal-directed behaviors (Mangkunegara, 2015), while work ethic supplies the moral foundation and professional discipline necessary for sustained high performance (Darodjat, 2015). Third, job satisfaction functions as an affective barometer that mediates the translation of professional competencies into performance outcomes (Sutrisno, 2018). The synergistic interaction of these factors creates an optimal environment for teaching excellence.

These findings align with and extend previous research across organizational contexts. Putra and Riyanto's (2021) study of library employees and Monika's (2019) vocational school research both confirm the combined predictive power of leadership, motivation, and work attitudes on professional performance. Similarly, Hidayat and Agustina's (2020) police performance study reinforces the universal applicability of this integrated model across service professions. The current study contributes novel empirical evidence specifically for secondary education settings, demonstrating that even in the

complex, relationship-intensive domain of teaching, these four factors maintain their predictive validity.

The practical implications of these findings are substantial for educational management. First, they advocate for comprehensive professional development programs addressing all four performance determinants simultaneously rather than isolated interventions. Second, they highlight the need for school leaders to adopt flexible, context-sensitive leadership approaches while cultivating motivational climates and ethical work cultures. Third, they emphasize the importance of systematic job satisfaction monitoring as a performance management tool. Future research should investigate potential moderating variables (e.g., school size, student demographics) that may influence the relative weights of these predictors across different educational contexts.

CONCLUSION

This study demonstrates that situational leadership, work motivation, work ethic, and job satisfaction collectively and individually exert a positive and significant influence on teacher performance at SMA Negeri 1 Mendoyo. The findings align with prior research emphasizing the critical role of leadership adaptability (Hersey & Blanchard, 1977) and intrinsic motivation (Ryan & Deci, 2000) in enhancing professional efficacy. Among the predictors, situational leadership and work motivation emerged as the most substantial, contributing 22.48% and 32.53% of the explained variance, respectively. Notably, the combined effect

of all variables accounted for 94.1% of performance variability ($R^2 = 0.941$), underscoring their interconnectedness in shaping teacher effectiveness.

The robust explanatory power of these factors reinforces their relevance as key indicators of teacher performance quality. Specifically, the dominance of work motivation aligns with self-determination theory (Deci & Ryan, 1985), suggesting that autonomy and competence significantly drive performance. Meanwhile, situational leadership's impact corroborates contingency-based leadership models (Northouse, 2018), highlighting the importance of adaptive leadership styles in educational settings. These findings extend the discourse on performance determinants by integrating behavioral and motivational frameworks, offering a holistic perspective on teacher efficacy.

For future research, investigating the mediating mechanisms linking motivation and leadership to performance could deepen theoretical and practical insights. Additionally, replicating this model in urban school contexts would enable comparative analyses, testing the generalizability of these findings across diverse institutional environments. Such efforts would further validate the proposed framework and refine interventions aimed at optimizing teacher performance.

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