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Organizational Culture and Self-Efficacy with Work Motivation and Leadership as Key Factors

Wahyul Huda [1]*, Tri Joko Raharjo [2], Erni Suharini [3], and Titi Prihatin [4]

1. Department of Education Management, Postgraduate School, Universitas Negeri Semarang, Semarang, 50273, Indonesia;
2. Department of Non Formal Education, Faculty of Education and Pshycology, Universitas Negeri Semarang, Semarang, 50299, Indonesia;
3. Department of Geography Education, Faculty of Social and Political Sciences, Universitas Negeri Semarang, 50299, Semarang, Indonesia;
4. Department of Educational Technology, Faculty of Education and Pshycology, Universitas Negeri Semarang, Semarang, 50299, Indonesia.

* **Corresponding author:** wahyulhuda@students.unnes.ac.id.

ABSTRACT: To examine these relationships in a school setting, this study investigates the effects of organizational culture on teacher performance directly using leadership and work motivation as mediators and 'self-efficacy' variables. Using primary data from the educators of different universities, we apply an Agenda based Structural Equation Model (SEM) by using SmartPLS 2024. Results featured highlighted strong positive correlations where organizational culture and self-efficacy directly impact on teacher performance, along with work motivation acting as a significant mediate between these links. The above findings are significant as the relationship between leadership and work motivation were identified to be among essential drivers of teacher performance which can lead to an indication that effective leadership yields high motivational levels with educators. The inter-relatedness of these constructs suggests the value in nurturing a supportive organization culture and effective leadership to positively affect educational outcomes. The study concludes with a focus on the importance of education policymakers to set up environments that promote teacher motivation and performance, thus positively affecting students' experience in schools the ultimate beneficiaries.

Keyword: organizational culture, selft-efficacy, work motivation, primary school teacher performance, leadership.

I. INTRODUCTION

Elementary school teachers play an important role in students' foundational education, especially in developing countries such as Indonesia. Teachers play an essential role in the educational system, yet they are met with a number of challenges such as low resources, a large student-teacher ratio and inadequate opportunities for professional development [1, 2]. Internationally, studies in various contexts have emphasized the significant role of organizational culture and self-efficacy in predicting teacher performance. An optimistic organizational culture, comprising shared beliefs, cooperation, and mutual esteem, has been associated with augmented teacher efficiency and contentment [3-6]. Likewise, self-efficacy—the belief a teacher has regarding his or her own ability to cope with the challenges of engaging students and delivering quality instruction is a key predictor of educational outcomes [7-9]. However, these conditions interact with work motivation and leadership influence on the performance of elementary school teachers in Indonesian region which play a gap of research in the literature [10-12].

Indonesia, on the other hand, is facing systemic problems in education while the demand for teacher performance is high, the resources available for training are lacking much to be desired due to the nature of the local conditions [13]. Teachers have to play a double role, being supervisors and friends, teaching as efficiently as possible and at the same time providing a psychologically safe environment in the classroom [14-18]. The absence of supportive organizational culture might heighten these challenges that result in poor motivation, burnout and consequently poor student outcomes [19-23]. In the same way, low teachers self-efficacy can lead to low self-confidence in meeting classroom challenges leading to further decrease in performance [24-26]. Global

research highlights the significance of organizational culture and self-efficacy as primary variables, however, the interaction of these constructs with leadership and motivation as mediating and moderating variables in contexts of elementary education is yet to be adequately explored [27-30]. This is especially important for Indonesia where institutional contextual factors can have different ramifications [31-34].

This study extends important theoretical foundations, such as [35], Social Cognitive Theory, which identifies self-efficacy as a factor that shapes individuals' behavior and performance [36]. Moreover, organizational culture theories included in studies, suggest that there is a significant effect of shared values, norms, and practices on employees' behavior and outcomes [3, 37, 38] . This study is also grounded in transformational leadership theory, and the role of leaders inspiring motivation and positive organizational climate [39,40]. This theoretical framework provides an overview of previous theories related to organizational culture, self-efficacy, work motivation, and leadership, and their influence on teacher performance, providing a comprehensive view on the creates to make elementary schools effective education institutions.

Although previous studies investigated the effect of organizational culture and self-efficacy on teacher performance but has yet to investigate how work motivation mediates the relationship and how leadership becomes moderation, particularly in Indonesia. School culture where "open collegial" practice is present might promote working together and providing motivation [41-44], whilst other studies have described the negative effects of working in silos due to organizational practices [43]. In addition, the discrepancy in the literature concerning the direct impacts of organizational culture and self-efficacy on performance indicates the necessity to elaborate on the relative role of mediation and moderation mechanisms [46-50]. This research fills this gap by analyzing and examining the effect of organizational culture and self-efficacy towards teacher performance through work motivation of schools led by teachers. This new combination of variables is a unique addition to the literature and provides actionable insights for policy and practice [49].

This quantitative study aims to answer some of the important questions: Is there any influence of organizational culture on the performance of elementary school teachers in Indonesia? How self-efficacy contribute in improving teacher performance? To what extent does work motivation mediate the relationship of organizational culture to teacher performance? How does work motivation play a mediating role in the relationship between self-efficacy and teacher performance? And finally, how about leadership, does it moderate the relationships of organizational culture and self-efficacy with teacher performance? Direct influence of organizational culture and self-efficacy on teacher performance. Work motivation as a mediator of the influence of institutional culture and self-efficacy on teacher performance. Leadership moderation of the influence of self-efficacy and motivation of the work on teacher performance. The findings are anticipated to enhance the relevant literature in the domain of social cognitive theory that recommends a triangular relationship of a person's cognitive function affecting the behavior of others and both of them shaping the environment [36,52], and transformational leadership theory where leaders inspire and motivate the members of the organization [51]. In practice, this research is expected to provide useful input into policymaking and school administration in order to build supportive organizational culture, enhance teacher self-efficacy, and exploit motivation and the dissemination of leadership strategies in improving educational goals in Indonesian elementary schools.

II. THEORETICAL BACKGROUND AND HYPOTHESES

1. THEORETICAL RISEARCH

The theoretical basis of this study is the influence of organizational culture, self-efficacy, work motivation, and leadership on the performance of primary school teachers. Bandura (1986) developed the Social Cognitive Theory, which emphasizes interaction between environmental, personal, and behavioral factors. According to this theory, a person's performance is influenced by his/her beliefs on self-efficacy and the organisation environment surrounding him. Teaching is indeed a noble profession, but to sustain motivation and performance of the teachers at school, their confidence about their abilities must increase, which is greatly enabled by a healthy organizational culture. Transformational Leadership Theory [51], focuses on the transformational approach, that is, the inspiration and motivation of followers in order to surpass expectation. Transformational leaders create a culture of collaboration, trust, and innovation, which in turn directly influences teacher performance by offering the emotional and professional support teachers require to flourish. Expectancy theory [52], further supports this notion, stating that individuals are highly motivated by the expected result of effort. Similarly, this theory is in accordance with the premise that work motivation acts as a mediator that links the impact of organizational culture and self-efficacy on teacher performance [38, 55-57]. Specifically, when teachers see value in their work, and believe they will be rewarded in some way for their efforts, such as through a sense of job satisfaction or

recognition, their motivation and performance improves [10, 58, 59]. They afford an understanding of the factors impacting on Ther appetite to perform school based primary school teachers and how organizational culture, self-efficacy, work motivation and leadership interplay to shape educational outcomes [59-61].

2. *THE EFFECT OF ORGANIZATIONAL CULTURE (OCE) ON ELEMENTARY SCHOOL TEACHER PERFORMANCE*

Organizational culture, in general, is a very important relevant factor that assists employee work productivity, especially in educational institutions. A culture of support and positivity enables primary school teachers to better enjoy their job and teach effectively. According to research done [60], schools that have a culture of trust, collaboration, and respect, have more engaged and accountable teachers. Research like that of [61] also emphasize that a strong organizational culture not only leaves them more committed but also translates into better student outcomes. [62, 63], the culture in schools influences teachers' beliefs, attitudes and ultimately, teaching behaviors. In their own research, [64, 65] stress the importance of shared values and norms in establishing a school climate that sets the stage for effective teaching. Additionally, according [62-64], a positive organizational culture improves the development of teachers' professionalism, which then leads to optimal performance. It can be said that the organizational culture has a very big effect on the performance of the teacher in which a healthy working environment which plays a very important role for the motivation, satisfaction, and development of the teacher [38, 65-67]. This is consistent with the hypothesis that organizational culture has an impact on the performance of primary school teachers [68, 69]. This hypothesis has also been discussed in several credible scopus index studies, making the hypothesis more interesting to study such as research [62, 66, 70, 71].

H1: Organizational Culture (OCE) Affects Primary School Teacher Performance (PSTP)

3. *THE EFFECT OF SELF-EFFICACY (SECY) ON PRIMARY SCHOOL TEACHER PERFORMANCE (PSTP)*

Self-efficacy or how verification of success tasks are accomplished, add a key role in teacher performance. [36, 72] Self-efficacy determines the motivation, perseverance, and effort one will exert, which in turn influences performance outcomes. And teachers with high self-efficacy are more likely to use effective teaching strategies, better able to manage the classroom and involved with their students, which correlates with higher levels of performance [73-76]. [52, 77], teachers' beliefs that parallel with their competence of teaching may lead to improved quality of teaching which include better classroom management as well as student's outcomes due to their education decisions. As [78, 79], self-efficacy is closely related to professional growth, as it drives teachers to implement new methods of instruction. [80-82], proves that when it is believed that teachers are competent, tend to develop constantly, which results in better development. These findings may be read as evidence supporting the idea that the role of self-efficacy is highly relevant to determining primary school teacher performance [83-87].

H2: Self-Efficacy (SECY) Affects Primary School Teacher Performance (PSTP)

4. *THE EFFECT OF WORK MOTIVATION (WM) ON PRIMARY SCHOOL TEACHER PERFORMANCE (PSTP).*

Work motivation is a key determinant of teacher performance. Teachers who are motivated are more likely to put in the effort needed to improve their teaching practices, leading to enhanced performance. [59, 88], in their Self-Determination Theory suggest that intrinsic motivation, driven by a teacher's passion for their work, leads to greater job satisfaction and commitment. Studies by [89-92] further suggest that both intrinsic and extrinsic motivators play a role in enhancing teacher performance. [93, 94] argue that motivated teachers set higher goals for themselves, contributing to improved teaching outcomes. [59, 88] found that when teachers are intrinsically motivated, they exhibit better instructional practices, as they are more invested in student learning. Moreover, research by [92] reveals that high levels of work motivation are associated with increased teacher engagement and performance, which positively affects student outcomes. As these studies indicate, work motivation is a significant predictor of teacher performance in primary schools, supporting the hypothesis that work motivation affects primary school teacher performance [95-97].

H3: Work Motivation (WM) Affects Elementary School Teacher Performance (PSTP)

5. *MEDIATING AND MODERATING HYPOTHESIS DEVELOPMENT*

One of the important variables in the mediation and moderation of the influence of organizational culture on teacher performance through self-efficacy and work motivation is the role and function of mediation and moderation variables. A mediator describes the mechanism by which an independent variable affects a dependent variable [98-100]. The mediator is important because it gives a better understanding of why we see

the relations we see [101, 102]. Based on what has been put forth, work motivation is offered as the mediator between organizational culture, self-efficacy and the teacher's performance [10, 27, 103]. This means that work motivation helps moderate between organizational culture and self-efficacy on teacher performance because work motivation can affect on teachers in carrying out their work better and involve teachers in work. A moderator variable, in contrast, where strengthens or weakens the nature of the relation between an independent and dependent variable. This is a process that analyzes the process by which the link between the two variables is altered under certain conditions [108]. To achieve this goal, it is proposed to study leadership as a mediator variable between organizational culture, self-efficacy, and performance of teachers. Leadership could encourage or oppress the effect of organization culture and self-efficacy on the performance of the teacher based on its effect to the work environment [105, 106]. Mediating and moderating variables, therefore, provide a great deal of information about the nature of the relationships among organizational variables and teacher performance [107, 108].

6. THE MEDIATING EFFECT WORK MOTIVATION (WM)

The role of work motivation as a mediator between organizational culture, self-efficacy, and teacher performance is significance [103, 109]. [59, 110], point out that motivation leads people to work harder, and we see performance levels increase as a result. In other words, teachers feel a need to be compensated with their particular professional needs and effective self-belief matched for increased motivation and performance [111, 112]. Motivation for work is also found to play a mediating role in such relations [113-115]. For instance, [10, 116], that found an influence of organizational culture on teacher performance through work motivation, emphasizing an increase in teachers' commitment to their work within the educational organization. The same conclusion was reached by [117-119], who reported that when teachers perceive their organizational culture to be positive and caring, their intrinsic motivation becomes activated in the presence of a supportive context, resulting in improved performance outcomes. [120-122] have found that self-efficacy and work motivation have a significant impact on the job satisfaction and performance of teachers, and this is especially true as the teachers perceive a supportive and empowering environment for their work. [45, 123], also claimed that when teachers are working within a strong organizational culture and one that fosters high self-efficacy, they are more highly motivated, key drivers of quality of instruction, which greatly improves their classroom performance. [10, 125, 128] build on these findings, proposing that work motivation is a critical mechanism through which organizational culture and self-efficacy impact teachers' job performance and satisfaction.

Hence, positive organizational culture and self-efficacy do not only result to work motivation but also functions as a significant pathway of the effects of both towards teacher performance. Motivated teachers create a better educational atmosphere with intrinsic motivators such as a positive school climate and a high sense of efficacy making a focused and dedicated chain in demanding better in the practices of their profession. The evidence that has been accumulating from 2018-2024, strengthens the idea that work motivation acts as a mediating variable that mediates the relationship between organizational culture, self-efficacy, and performance of teachers [107, 113].

H4: Work Motivation (WM) Mediates the Relationship between Organizational Culture (BO) and Elementary School Teacher Performance.

H5: Work Motivation (WM) Mediates the Relationship of Self-Efficacy (SECY) to Elementary School Teacher Performance (PSTP)

7. THE MODERATION EFFECT LEADERSHIP (LP)

The moderating role of leadership on the relationship of organizational culture with self-efficacy and teacher performance. [51] reported transformational leadership promote a work environment characterized by trust, innovation, and professional growth. These variables might negatively strengthen the role of organizational culture and self-efficacy on performance teachers by the better of high department performance climate. [129] continue and state that what leads and behaves the leadership has an influence on motivation and performance of teachers through creating a climate for the organization where teachers feel abb supported and valued. [125, 126] suggest, effective leadership is key to providing teachers with the resources they need to do their best work when they are in a supportive organizational culture.

Recent research also highlights how teacher outcomes are influenced by effective leadership. [127, 128] that demonstrate the importance of leadership in developing teachers' professional identity and a performance-oriented culture. A good leadership elevates teachers with a sense of purpose, they are motivated, and they have a sense of belonging so they perform better. In addition, [78, 129, 130] provide evidence that leadership can

positively impact teachers' self-efficacy by providing the resources, professional development, and emotional support necessary to increase the probability of high performance.

Recent findings by [53, 131] highlights the leadership type as a possible mediator in the education setting. Their findings indicate that leadership is an accelerant of teacher perceptions of organizational culture and self-efficacy in turn resulting in better teacher performance. Koehler et al. [102, 137, 138] discusses that leadership types such as transformational leadership were highly correlated with higher motivation and performance in teachers exerted through high levels of organizational culture and distal factor of high self-efficacy.

Consequently, leadership context determines the organizational environment [139, 140] and stands as a moderator between 1) organizational culture and 2) self-efficacy teacher performance [46, 141, 142]. Leadership can make the positive organizational culture and individual self-efficacy have a greater effect on teacher performance by providing support, motivation, and resources. Therefore, leadership is an important moderator in the role of organizational culture and self-efficacy on teacher outcomes.

Leadership moderates the effects of work motivation on primary school teacher performance. [51], noted that visionary and supportive educational administrators can act as transformational leaders and inspire teachers to express their motivation for performance. [124, 132], argue that various leadership behaviors including goal-setting, recognition and allocation of resources amplify the effect of work motivation on performance consequences. [59, 88] make a similar argument, stating that leaders who meet teachers psychological needs for autonomy, competence, and relatedness catalyze motivation and performance at sustained levels. [133, 134] Evidence shows that good leadership aligns someone well-motivated in achieving organizational objectives, what helps to form a consistent and performance driven organization. In addition, [146] help establish that strong leads help set the tone that alleviates experiences such as burnout seen in other areas where motivated teachers are more productive. And this underscores the essential mediating role of leadership in converting work motivation into educational output.

H6: Leadership (LP) Moderates Organizational Culture (OCE) on Elementary Teacher Performance
H7: Leadership (LP) Moderates Self-Efficacy (SECY) on Elementary School Teacher Performance (PSTP)
H8: Leadership (LP) Moderates Work Motivation (WM) on Elementary School Teacher Performance (PSTP)

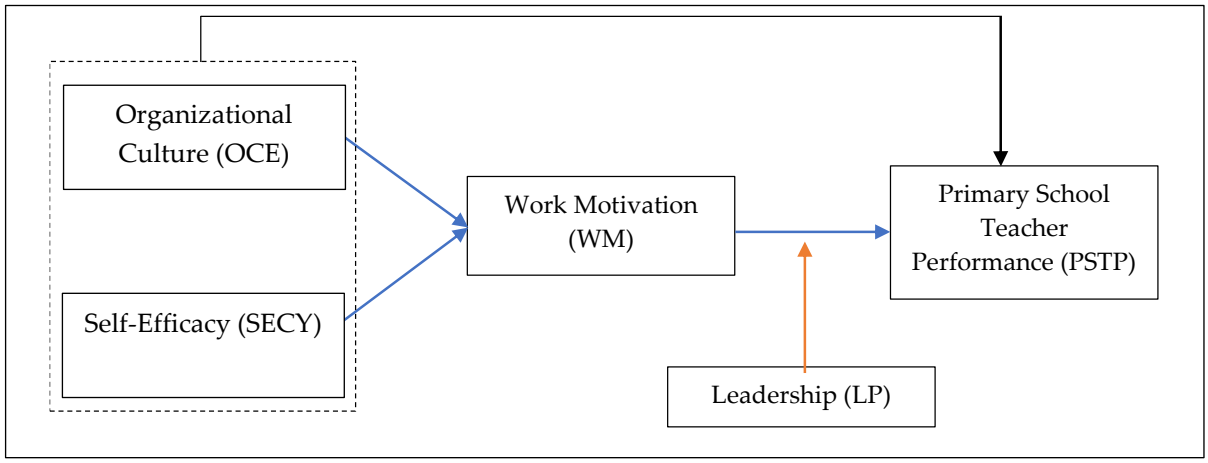

FIGURE 1. Research framework model.

III. METHODOLOGY OF OBSERVATION

1. RESEARCH OBJECT

This research highlights the effects of job motivation on teaching effectiveness and student engagement for Indonesian educators. We selected this entry because the role of higher education as a contributor to company culture and learning outcomes could have a huge impact on educators. Another implication of the necessity of motivation is for student achievement and engagement [57], being appropriately mentioned: recently available evidence indicates that if teachers are self - motivated they will not only meet their personal goals to a greater degree but also increase the amount of academic activity that their students partake in. Research has even discovered that a supportive work environment may keep well-experienced teachers around and subsequently improve quality across the board [147]. This helps in supporting conducive educational environment and

effective teaching strategy thanks to an understanding of job motivate dynamics confronting Indonesian educators [35, 148].

The reviewers had issue with sampling viz-a-viz that we should justify why the regions and schools sampled was chosen in this study The sampling process focused on schools in numerous locations across Indonesia and has been designed to hit both urban as well as rural areas. This range of locations was selected to achieve a sample that captures the variation across regional differences in infrastructure, teacher resources and student populations at Indonesia-level. The selection criterion for the schools was their inclusion of teachers who had experienced professional development programs and implemented corporate culture initiatives, so that effects of work motivation on teaching fulfilment might be assessed [149]. The chosen schools are not random and in essence provide a good cross-section of the Indonesian educational sector, taking into account varying socio-economic and cultural impacts on job motivation [150]. This method allows for generalizability of the translational study considering variations in a wider educational context in Indonesia to which its findings can be implemented [151]. Moreover, the sample of teachers from both public and private settings signifies that any bias in reporting leadership styles or organizational culture on teacher performance and motivation can be minimized [152].

2. RESEARCH DESIGN

Focusing on educators in the basic education and vocational education sectors throughout Indonesia, the data was collected using a cross−sectional research design. This type of design, which is well-established in educational research, assesses phenomena at one time point and allows for the collection of a large amount of data from a wide range of characteristics from a specified target population [136-138]. Because the data were collected by Google Forms, it was widely accessible, which allowed educators from different countries and institutions to take part with little friction [156]. Such systematic approach follows best practices for online surveys to ensure inclusiveness and representation [140-142]. Furthermore, the advantage of employing the cross-sectional design lies in its capacity to spot patterns and relationships between variables in a specific time frame [143, 144], allowing contemplation on the interaction between organizational culture, motivation, leadership, and teacher performance [138, 145]. By employing this type of methodological triangulation, the credibility and dependability of the results is enhanced, as comprehensive analysis allows the findings to be generalizable to the overall educational landscape [146, 147]. Such meticulous methodology adds substantial value to the ongoing discourse surrounding educational development in Indonesia [165].

3. SAMPLING RISEARCH

The sampling method used in this study is a stratified random sampling method that is more representative by considering the variation between subpopulations in the population to reduce sampling bias and increase estimates [149-151]. This sampling technique aimed to guarantee that fellow participants came from diverse educational settings, both urban and rural, as well as public and private, thereby reflecting the plethora of configured education types unique to Indonesia. The researcher chose Kudus City as the focus area because its diverse socio-economic and educational conditions make it a suitable microcosm to represent national trends and conditions. Data stratification by geographic, institutional, and demographic characteristics maintains the diversity of the educational landscape of Indonesia in the study. This method is consistent with the concept of external validity [137,138, 141, 152], which highlights the importance of sampling frame that is representative of the underlying population when generalizing results.

Involving 700 respondents strategically spread across subgroups, the sampling framework provided diversity, accommodation of differences in resources, teacher qualifications and institutional challenges [157]. Such design closely follows theoretical considerations such as the stratification theory proposed [169], which claims that stratified sampling improves the reliability of the results because each subgroup is sufficiently represented as per its proportion in the population. Furthermore, Bronfenbrenner's ecological systems theory reinforces the importance of this approach by emphasizing the role of contextual factors, including the socio-economic environment of the area and existing structures within communities, in determining educational outcomes [154, 155]. By interspersing theoretical insights, this study enriches its methodological rigour, enhancing the credibility and applicability of its findings beyond the audience, particularly with Indonesia's multicoloured educational landscape.

4. DATA COLLECTION PROCESS

Although the methodology is sound, a little more detailing on how the sample was selected would have transformed it to an excellent justification for representing wider Indonesian educational context. Kudus City, one of the selected regions has long been dubbed as Education Settlement. This city was selected since it has a mix of urban and semi-urban schools, therefore giving variation in types of educational institutions. The existence of areas with high are as such having a larger amount f social and educational capital [172, 173], generate greater interaction among its actors making possible the transfers in terms of education and knowledge between different regions to increase global education quality. It is for this reason that Kudus City, as one of the education cities in Indonesia, becomes a suitable area to represent these characteristics under study. Stratified random sampling was used to select other areas to ensure representative results for different levels of education from urban and rural public and private institutions [174, 175], private schools [158-160]. While [155] contended educational research cannot be conducted without the use of this method for external validity to increase, findings to generalise beyond participant characteristics encountered with single and case study designs. Previous research by [179] found that their stratified sample selection would also help to enable greater recognition of potential contextual differences, impacting teacher performance and work motivation.

5. INSTRUMENTATION DATA QUES

Table 1 shows the instruments that were used to measure the main variables in the work motivation research of school teachers. We define each variable based on its measurement scales, mainly using a 5-point Likert scale to capture the different levels of agreement or intensity in each construct. Work Motivation Influences on Teaching Motivation [180], established the framework for work motivation which was then used to evaluate work motivation. The model is based on [38, 181, 182], definition of organizational culture as a pattern of shared basic assumptions and common practices within organizations. [35, 36] self-efficacy theory, teachers self-report their perceptions of teachers' belief in their abilities to execute teaching tasks; and plays a vital role attaining optimum performance. The performance of teachers is judged taking a better and more comprehensive look at the quality and effectiveness of teaching is done [183], well-structured framework that included different aspects that lead to effective teaching. Next, student engagement is conceptualized in line [184], concerns the extent to which students participate in and have interest. The use of validated instruments from these reputable sources not only increases the utility/validity of this study but also ensures that it is well-grounded in terms of what factors determine work motivation and educational outcomes in schools in Indonesia.

Table 1. Instrumentation for variables in work motivation research.

Variable	Definition	Measurement Scale
Work Motivation	The intrinsic and extrinsic factors influencing motivation to teach	Likert Scale (1-5)
Organizational Culture	The shared values and practices within the institution	Likert Scale (1-5)
Self-Efficacy	Beliefs in one's ability to execute teaching tasks	Likert Scale (1-5)
Teacher Performance	The effectiveness and quality of teaching delivered	Likert Scale (1-5)
Student Engagement	The degree of participation and interest shown by students	Likert Scale (1-5)

Data source; author's research observation 2024

A full and module questionnaire was applied to gather the root constructs of study; work motivation, organizational culture, Self efficacy (X)new teacher performance(Y), (Z), student engagement. In this present study, the questionnaire was derived from existing validated instruments that are already widely used and is expected to have reasonably high reliability and validity across different educational settings. For example, the self-efficacy items were derived from [36, 72] Self-Efficacy Scale which tapped into teachers' beliefs about dealing with challenging situations in classrooms and whether or not they thought that could handle teaching scenarios. In this section, there would be sub-questions for levels of confidence in being able to manage behavior while maintaining engagement with the lessons, such as: This was measured using a 5-point Likert scale (1 = Not Confident, 5 = Very confident). The work motivation section used modified items from [180]. Work Motivation scale, that centres on extrinsic and intrinsic motivators. A question example for intrinsic motivation was, "How much do you feel motivated to teach because it brings you a feeling of personal satisfaction?" Also, among extrinsic motivation items was one about how much "external rewards (salary, recognition) help motivate you to perform well in your teaching role. These changes will guarantee that constructs are being measured accurately and that comparisons may be made with previous research creating a robust conclusion. Even more, the validated

instruments assures, that study results are rooted in established theories like [60], [185], model of organisational culture and [35, 36, 52, 167] self-efficacy theory.

6. SAMPLE DATA RISEARCH

Table 2 According to a demographic analysis of the sample, gender distribution is more or less even, without significant differences between male and female in percentages (54.3% are females vs. 45.7% males). A predominantly experienced group of respondents most fall within age 31–40 (35.7%). The majority of them are Bachelor(s) degree holders (57.1%); Master(s), 35.7%; and only a few (7.1%) have Doctorate degree holders. In terms of teaching experience, the majority of the respondents have 0 to 5 years (35.7%) and 6 to 10 years (28.6%). This profile informs multiple aspects, unrelated work motivation or educational outcomes, which are essential elements necessary to contextualize the research material included herein.

Table 2. Demographic characteristics of the sample.

Demographic Variable	Category	Frequency	Percentage
Gender	Male	320	45.7%
	Female	380	54.3%
Age Group	20-30 years	150	21.4%
	31-40 years	250	35.7%
	41-50 years	200	28.6%
	Above 50 years	100	14.3%
Educational Level	Bachelor's Degree	400	57.1%
	Master's Degree	250	35.7%
	Doctorate	50	7.1%
Years of Teaching Experience	0-5 years	250	35.7%
	6-10 years	200	28.6%
	11-15 years	150	21.4%
	Above 15 years	100	14.3%

Data source; author's research observation 2024

This research will engage 700 instructors from a number of educational institutions in various regions in Indonesia, which are located both in the urban and rural settings. It aims to showcase most of the many sides of employment-specific motivation for teachers in distinct domains and give a snapshot of the ongoing battles that they face. Better-spread sampling improves the reliability of results and permits meaningful comparisons between urban and rural settings. The use of a wider range of educational contexts is necessary if we are to provide an inclusive account of the factors affecting teacher motivation [168-170]. Moreover, the significance of a culturally anchored and social demographic perspective to exert an impact on educators' motivational processes was articulated [171-173]. This study attempts to provide a broader understanding of work motivation in Indonesia by incorporating these findings.

7. DATA ANALYSIS METHOD

The research uses Partial Least Squares Structural Equation Modeling (PLS-SEM) based on SmartPLS, a well-recognized tool for modeling complex relations between variables in educational research [174-177]. In fact, PLS-SEM is well-suited for small-to-moderate sample sizes, non-normally distributed data, and complex models that are prevalent in educational and behavioral sciences ([174, 175, 178]. PLS-SEM, in contrast to Covariance-Based SEM (CB-SEM), which emphasizes on estimating models based on population parameters, maximizes the variance of dependent constructs, making it a useful approach to use in predictive and exploratory research contexts [175, 177, 179]. The methodology is comprised of a two-step approach: a) the assessment of the measurement model using Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity in order to ensure validity and reliability of the constructs, and b) the assessment of the structural model in terms of path coefficients, **effect sizes (f^2), and the predictive relevance (Q^2). Moreover, 5,000 resamples are performed using the bootstrapping method to calculate the confidence intervals and p-values of the estimates to confirm the robustness of the results [175, 176, 180, 181]. This means that PLS-SEM is very suitable for this

research which examines the mediating role of work motivation and the moderating role of leadership in the context of education in Indonesia with reflective as well as formative models. Based on widely discussed literature [111,180] on PLS-SEM which support the popular application of PLS-SEM in diverse contexts, PLS-SEM is an appropriate tool for studying organizational culture for teacher self-efficacy, teacher motivation, teacher leadership and teacher performance. The choice of this particular methodological approach not only reflects a clearly articulated conceptual framework that informs the follow-up research design and data collection, but also enables a rigorous statistical dataset on the factors impacting on Indonesian teacher performance to be prepared and used to explore the research questions posed.

IV. RESULT AND DISCUSSIONS

1. *DESCRIPTIVE STATISTICS ANALYSIS*

Descriptive statistics for the sample demographics and key variables are presented in Table 1. This table summarizes the minimum, maximum, mean, and standard deviation for each variable, providing an overview of the data collected from 700 educators. In contrast to user engagement, the scoring of the variables in this study was assessed using a 5-point scale (from very low (1) to very high (5)).

$$\text{Calculation of Index value: } (\%F1 \times 1) + (\%F2 \times 2) + (\%F3 \times 3) + (\%F4 \times 4) + (\%F5 \times 5) \quad (1)$$

This strategy uses the Three Box Method for determination accumulation with an upper end of score range calculated as (F%×5) /5(%F \times 5) /5 (%) uptoilers % F×5/500 ⇒700 And so the lower bound is computed as (%F×1)/5(% F × 1)/ 5(%F×1)/5, yielding a minimum of 140. Index range is calculated from 140 to 700 which is equal to a difference of 560. With the Three Box Method splitting this difference 3 ways, you give that a value of 86.7 — say rounded to 87. Accordingly, the classification regarding the index values is determined as follows: values from 140 to 327 indicate a low level of the variable; scores between 328 and 515 means that we are in a moderate position; and finally, records ranging from 516 to700 display us with high level of what it is being measured. This step-by-step manner of index scoring in addition to providing the clarity on the data allows, that results be compliant with standards of survey analysis applied across countries.

1.1 Description of Organizational Culture Variables

As seen in Table 3, the descriptive analysis of organizational culture variables shows high-scoring on each indicator and the overall average index reached 601.4 and is classified as High. * Each indicator, from *OC. 1* to *OC. 7, had the highest index scores from **597.4 to 605.0 and indicate a positive perception of overall organizational culture from the respondent perspective. ** Notably, **OC. 5 scored the highest in index score at 605.0 indicating the very good agreement with statements associated with this indicator, whereas OC. 7 had the lowest at 597.4, but still stayed in the "High" category. This result reflects a strong and positive organizational culture in terms of all dimensions, which has the potential to encourage work motivation, teacher self-efficacy and performance respectively. These findings are consistent with previous studies (Schein, 2017; Hartnell et al., 2019) that emphasize the vital role of organizational culture in fostering a supportive and collaborative work environment, especially in educational settings where alignment between values and practices has a substantial impact on the outcomes.

Table 3. Description of organizational culture variables.

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
OC.1	-	-	81 (243)	341 (1364)	278 (1390)	700 (2997)	599,4	Higth
OC.2	-	-	91 (273)	316 (1264)	293 (1465)	700 (3002)	600,4	High
OC.3	-	-	81 (243)	326 (1304)	293 (1465)	700 (3012)	602,4	High
OC.4	-	-	89 (267)	301 (1204)	310 (1550)	700 (3021)	604,2	High

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
OC.5	-	-	87 (261)	301 (1204)	312 (1560)	700 (3025)	605,0	High
OC.6	-	-	88 (264)	318 (1272)	294 (1470)	700 (3006)	601,2	High
OC.7	-	-	90 (270)	333 (1332)	277 (1385)	700 (2987)	597,4	High
				Average Index			601,4	High

Data source; author's research observation 2024

1.2 Self-Efficacy Variable Description

The analysis of the Self-Efficacy (SE) variable, presented in Table 4, indicates that all indicator variables with an overall average index of 599.3 categorized as High consistently obtained high scores. The points on SE. 1* to SE. It shows that the perception of self-efficacy of respondents is strong with the score of the index of **595.8 - 605.0 included in the High category. So, we see that the highest score is that of SE. 5, and an index of 605.0, determining a significantly elevated confidence level among respondents in relation to the statements relevant to the indicator. On the other hand, SE. 6 scored the lowest at 595.8, yet a high score. The findings suggest that the respondents possess a relatively high level of self-efficacy, which is a key component of quality teaching and professional growth. This resonates with research findings indicating that teachers with a higher sense of self-efficacy are more likely to work well, focus on self-improvement, and provide positive contributions to the teaching and learning environment [35, 167, 182]. Specifically, the findings confirm the significant role played by self-efficacy in predicting teachers' motivation and performance in educational environments.

Table 4. Description of the self-efficacy variable.

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
SE.1	-	-	85 (255)	332 (1328)	283 (1315)	700 (2998)	599,6	High
SE.2	-	-	79 (237)	357 (1428)	264 (1320)	700 (2985)	597,0	High
SE.3	-	-	83 (249)	335 (1340)	282 (1410)	700 (2999)	599,8	High
SE.4	-	-	95 (285)	316 (1264)	289 (1445)	700 (2994)	598,8	High
SE.5	-	-	89 (267)	297 (1188)	314 (1570)	700 (3025)	605,0	High
SE.6	-	-	94 (282)	333 (1332)	273 (1365)	700 (2979)	595,8	High
				Average Index			599,3	High

Data source; author's research observation 2024

1.3 Description of Work Motivation Variables

The descriptive analysis of the Work Motivation (WM) variable, as seen in Table 5, has relatively high scores for each indicator, with an average of 606.4 index (occupying a range called High). This suggests that respondents have a high degree of motivation to work in their jobs. Specifically, WM. On this indicator, 7 had the highest index, at 615.4, which indicates that the participants were especially motivated in the areas measured by this indicator. Conversely, WM had the lowest score. 4, having an index of 597.6, also in the High category. Other indicators like WM. 1, WM. 2, and WM. The mean scores of each the high-achievers as well, with a range of 600.4 to 612.2, indicate that most respondents are very motivated at work (Table 3).

This research underscores how overall work motivation can influence job performance, especially in the setting of education. Teachers who are motivated are more likely to show proactive behaviors, create positive

learning environments, and remain satisfied in their position, all of which aid the students and result in better educational outcomes [59, 183, 184]. The consistently high work motivation scores are vital to grasping the nature of teacher performance and work performance factors in Indonesia educational best practices.

Table 5. Description of the work motivation variable.

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
WM.1	-	-	82 (246)	334 (1336)	284 (1420)	700 (3002)	600,4	High
WM.2	-	-	98 (294)	285 (1140)	317 (1585)	700 (3019)	603,8	High
WM.3	-	-	90 (270)	259 (1036)	351 (1755)	700 (3061)	612,2	High
WM.4	-	-	93 (279)	326 (1304)	281 (1405)	700 (2988)	597,6	High
WM.5	-	-	84 (252)	249 (996)	367 (1835)	700 (3083)	616,6	High
WM.6	-	-	92 (276)	322 (1288)	286 (1430)	700 (2994)	598,8	High
WM.7	-	-	86 (258)	251 (1004)	363 (1815)	700 (3077)	615,4	High
Average Index							606,4	High

Data source; author's research observation 2024

1.4 Description of the Leadership Variable

Table 2 shows the perception of leadership variable by the respondents with an average index score: 604.2, quite as high category. Each indicator (LD. 1 to LD. 6) reveals a general positive respondent perception of leadership in their organization. For the index LD we have the maximum score. 4 at an index of 609.0, which indicates that this broader function of leadership is especially identified as positive. The smallest score was recorded among LD. 5, a score of 602.0 and is also considered high-rank list class. In general, the high average index means good leadership in the team, and hence strong team cohesion/controlling.

Table 6. Description of the leadership variable.

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
LD.1	-	-	77 (231)	335 (1340)	288 (1440)	700 (3011)	602,2	High
LD.2	-	-	81 (243)	324 (1296)	295 (1475)	700 (3014)	602,8	High
LD.3	-	-	82 (246)	308 (1232)	310 (1550)	700 (3028)	605,6	High
LD.4	-	-	82 (246)	291 (1164)	327 (1635)	700 (3045)	609,0	High
LD.5	-	-	69 (207)	352 (1408)	279 (1395)	700 (3010)	602,0	High
LD.6	-	-	90 (270)	303 (1212)	307 (1535)	700 (3017)	603,4	High
Average Index							604,2	High

Data source; author's research observation 2024

1.5 Description of the Teacher Performance Variable

The type of variable teacher performance has explained in table that the respondent's perceptions were 599,9 with index score mean on border line which is good (Table II). Each indicator, from TP. 1 to TP. Yet the data in Figure IV. 8 also offer a sign of how teachers are generally perceived by respondents. Indicator TP scored the highest. 4, an indication of the relative strength in this area of teacher performance. The minimum score was observed in TP. 2, with an index of 591.4 which is still high. In conclusion the repeated high index scores show that teachers are succeeding in their work and contributing to positive educational impacts.

Table 7. Description of the teacher performance variable.

Indicator	Indicator					Indicator	Indicator	Indicator
	STS	TS	N	S	SS			
TP.1	-	3 (6)	84 (252)	322 (1288)	291 (1455)	700 (3001)	600,2	High
TP.2	-	-	79 (237)	385 (1540)	236 (1180)	700 (2957)	591,4	High
TP.3	-	-	81 (243)	357 (1428)	262 (1310)	700 (2981)	596,2	High
TP.4	-	-	79 (237)	305 (1220)	316 (1580)	700 (3037)	607,4	High
TP.5	-	-	96 (288)	315 (1260)	289 (1445)	700 (2993)	598,6	High
TP.6	-	-	94 (282)	326 (1304)	280 (1400)	700 (2986)	597,2	High
TP.7	-	-	96 (288)	303 (1212)	301 (1505)	700 (3005)	601,0	High
TP.8	-	-	87 (261)	293 (1172)	320 (1600)	700 (3033)	606,6	High
			Average Index				599,8	High

Data source; author's research observation 2024

2. *TESTING THE OUTER MODEL*

As we can see in the outer model testing results (Figure 2), all indicators of this study have fulfilled validity and reliability requirements. Loading factor values are used to measure the extent of whether an indicator is valid to represent latent variables, in this study every single indicator has a value above 0.7 which means all of those indicators that belong to latent variables has become significantly appropriate [203]. Additionally, the construct reliability is checked through Cronbachs Alpha and Composite Reliability which are more than 0.7 suggesting that the constructs consistently measure what they intend to measure. Hence the results coming from outer model shows that, measurement model is sound and robust for conducting any further analysis.

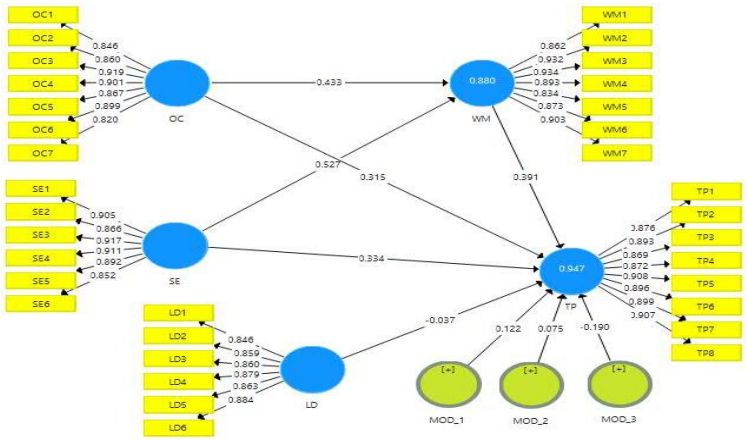

FIGURE 2. Results of outer model.

3. *VALIDITY TEST*

Table 8 shows the results of convergent validity tests with all indicators for constructs (COC -Organizational culture, CSE -Self-efficacy, CWM-Work motivation, CLT-Leadership, CTP-Teacher Performance) has an outer loading value that exceeds 0.7. This indicates that all the constructs/variables are valid in this research because they pass the convergent validity. Table 8. clearly shows that each indicator loads well on its targeted latent variable, revealing that the measurement model captures these constructs effectively. This provides support in favor of the constructs employed in the analysis.

Table 8. Outer model convergent validity test results.

	LD	MOD_1	MOD_2	MOD_3	OC	SE	TP	WM
LD1	0.846							
LD2	0.859							
LD3	0.860							
LD4	0.879							
LD5	0.863							
LD6	0.884							
OC1					0.846			
OC2					0.860			
OC3					0.919			
OC4					0.901			
OC5					0.867			
OC6					0.899			
OC7					0.820			
SE1						0.905		
SE2						0.866		
SE3						0.917		
SE4						0.911		
SE5						0.892		
SE6						0.852		
TP1							0.876	
TP2							0.893	
TP3							0.869	
TP4							0.872	
TP5							0.908	
TP6							0.896	
TP7							0.899	
TP8							0.907	
WM1								0.862
WM2								0.932
WM3								0.934
WM4								0.893
WM5								0.834
WM6								0.873
WM7								0.903
OC * LD		1.418						

SE * LD	1.369	
WM * LD		1.377

Source of data; Results of author's observations and SmartPLS 2024 analysis.

Discriminant validity the outcomes of the discriminant validity test are shown in Table 9. show that the cross-loading of every indicator on their latent variables is larger than on additional constructs. One, the leadership construct gives higher indications than organizational culture (OC), self-efficacy (SE) work motivation (WM) and teacher performance (TP); for example, the dimensions of leadership indicators (LD1-LD6). Elsewhere, chances for organizational culture, self-efficacy and work motivation can be seen to have similarly strong correlations with their associated constructs. All constructs in the research model are different constructs and not sub-dimensions of each other, as well reflected by the high maximum variance extracted (AVE) scores. Thus, the resulting model can be said to valid efficacy of our measurement model used in this study.

Table 9. Discriminant validity test results (cross loading).

	LD	MOD_1	MOD_2	MOD_3	OC	SE	TP	WM
LD1	0.846	-0.471	-0.429	-0.462	0.744	0.791	0.765	0.764
LD2	0.859	-0.445	-0.422	-0.438	0.791	0.847	0.808	0.850
LD3	0.860	-0.448	-0.440	-0.473	0.815	0.793	0.781	0.754
LD4	0.879	-0.485	-0.488	-0.511	0.805	0.824	0.808	0.798
LD5	0.863	-0.495	-0.488	-0.505	0.794	0.792	0.764	0.762
LD6	0.884	-0.482	-0.467	-0.486	0.795	0.839	0.830	0.782
OC1	0.836	-0.444	-0.461	-0.478	0.846	0.829	0.826	0.817
OC2	0.834	-0.460	-0.450	-0.471	0.860	0.807	0.838	0.799
OC3	0.819	-0.453	-0.481	-0.485	0.919	0.807	0.843	0.829
OC4	0.786	-0.474	-0.497	-0.514	0.901	0.800	0.852	0.814
OC5	0.737	-0.440	-0.471	-0.497	0.867	0.776	0.836	0.804
OC6	0.797	-0.450	-0.472	-0.478	0.899	0.788	0.825	0.801
OC7	0.782	-0.441	-0.452	-0.473	0.820	0.742	0.729	0.701
SE1	0.896	-0.458	-0.443	-0.467	0.840	0.905	0.864	0.840
SE2	0.827	-0.483	-0.445	-0.491	0.744	0.866	0.780	0.749
SE3	0.832	-0.474	-0.440	-0.476	0.783	0.917	0.838	0.819
SE4	0.864	-0.460	-0.425	-0.471	0.834	0.911	0.872	0.862
SE5	0.809	-0.485	-0.469	-0.501	0.819	0.892	0.834	0.831
SE6	0.802	-0.413	-0.405	-0.432	0.826	0.852	0.849	0.810
TP1	0.830	-0.430	-0.426	-0.458	0.841	0.847	0.876	0.835
TP2	0.855	-0.431	-0.421	-0.442	0.824	0.870	0.893	0.838
TP3	0.865	-0.433	-0.427	-0.436	0.838	0.866	0.869	0.854
TP4	0.816	-0.493	-0.510	-0.530	0.847	0.811	0.872	0.805
TP5	0.811	-0.440	-0.450	-0.482	0.872	0.841	0.908	0.864
TP6	0.761	-0.451	-0.450	-0.486	0.809	0.821	0.896	0.816
TP7	0.806	-0.468	-0.466	-0.485	0.846	0.831	0.899	0.840
TP8	0.781	-0.488	-0.476	-0.504	0.825	0.830	0.907	0.879
WM1	0.795	-0.471	-0.451	-0.447	0.776	0.781	0.789	0.862
WM2	0.810	-0.466	-0.455	-0.457	0.806	0.835	0.863	0.932
WM3	0.791	-0.501	-0.495	-0.500	0.807	0.827	0.864	0.934
WM4	0.789	-0.462	-0.468	-0.457	0.823	0.826	0.821	0.893

WM5	0.798	-0.548	-0.540	-0.569	0.813	0.781	0.815	0.834
WM6	0.852	-0.404	-0.389	-0.405	0.813	0.847	0.845	0.873
WM7	0.822	-0.512	-0.529	-0.547	0.843	0.835	0.893	0.903
OC * LD	-0.544	1.000	0.968	0.975	-0.517	-0.519	-0.510	-0.539
SE * LD	-0.527	0.968	1.000	0.979	-0.537	-0.491	-0.509	-0.534
WM * LD	-0.554	0.975	0.979	1.000	-0.555	-0.530	-0.537	-0.543

Data source; author's research observation, SmartPLS 2024 data processing

The AVE for discriminant validity was also evaluated on each construct. AVE is a relative measure of the variance represented by a latent variable relative to the variance due solely measurement error. AVE test results are presented in Table 4. Analysis of the results reported in Table 4 reveal AVE, well above the lower limit of 0.5 for all constructs implying fact that the discriminative validity is unmatched. In this regard, some examples include the variables of leadership (LD), organizational culture (OC), self-efficacy (SE), teacher performance (TP) and work motivation that have AVE values equal to 0.749; 0.763; 0.793; 0.792 and 0.793 respectively [52, 53, 54]. Moreover, the constructs MOD_1, MOD_2 and MOD_3 have an AVE of exactly 1.000 which represents their explanatory power on its own is also indicates a perfect value since it explains all variance of their observed variables in absence any measurement errors. These results validate the separation and distinction of these constructs for this study.

Table 10. Discriminant validity results (AVE).

Var	Average Variance Extracted (AVE)
LD	0.749
OC	0.763
SE	0.793
TP	0.792
WM	0.793
MOD_1	1.000
MOD_2	1.000
MOD_3	1.000

Data source; author's research observation, SmartPLS 2024 data processing

Third, the discriminant validity was evaluated based on the Fornell-Larcker Criterion which is another method to control for our constructs that should not be substantially different from each other. The table presents the results of this assessment Table 11. In Table 5, the Fornell-Larcker Criterion values show how the square root of construct AVE is larger than its coverage between submitted constructs. The diagonal values are the square root of the AVE and off-diagonal values are correlations between constructs. A result, each construct should be distinctly related to other constructs, and as the observed diagonal square root of AVE for each construct is larger than its correlations with any other constructs there is sufficient level of discriminant validity. The construct leadership (LD) for instance has an AVE square root of 0.865 which is higher than the correlation between this construct and other constructs. Except for T other constructs such as organizational ulture (OC), self-efficacy (SE), teacher 1 performance (TP), work motivation (WM). These results validate the constructs that were included in this work.

Table 11. Results of Fornell-Larcker criterion.

Variable Data	LD	MOD_1	MOD_2	MOD_3	OC	SE	TP	WM
LD	0.865							
MOD_1	-0.544	1.000						
MOD_2	-0.527	0.968	1.000					
MOD_3	-0.554	0.975	0.979	1.000				

Variable Data	LD	MOD_1	MOD_2	MOD_3	OC	SE	TP	WM
OC	0.914	-0.517	-0.537	-0.555	0.874			
SE	0.942	-0.519	-0.491	-0.530	0.908	0.891		
TP	0.917	-0.510	-0.509	-0.537	0.941	0.943	0.890	
WM	0.908	-0.539	-0.534	-0.543	0.912	0.920	0.946	0.891

Data source; author's research observation, SmartPLS 2024 data processing

4. *DATA RELIABILITY TESTS*

We report the composite reliability values for each construct in Table 12, which provide an assessment of the internal consistency of the indicators in the constructs. In other words, the composite reliability values for all constructs are well above the minimal acceptable threshold value of 0.7, demonstrating high reliability. LD, OC, SE, TP, and WM have respective composite reliability values of 0.947, 0.958, 0.958, 0.968, and 0.964. The constructs LD_1, LD_2, and LD_3 also exhibit perfectly reliability at 1.000, respectively. The goodness of fit results obtained, validate the fitness of the measurement model used in the study records that the constructs measure what they were intended to measure.

Table 12. Results of composite reliability.

Variable	Composite Reliability
LD	0.947
LD_1	1.000
LD_2,	1.000
LD_3	1.000
OC	0.958
SE	0.958
TP	0.968
WM	0.964

Data source; author's research observation, SmartPLS 2024 data processing

The Cronbach's Alpha, as shown in Table 13, gives the internal consistency reliability which shows the reliability of the constructs. All constructs tested in this study exhibited Cronbach's Alpha values exceeding the minimally accepted value of 0.7, suggesting that these constructs have good internal consistency. In particular, the alpha value for leadership (LD = 0.933), organizational culture (OC = 0.948) and self-efficacy (SE = 0.948). In TP the value is 0.963 and for WM is 0.956, which means that both have very good reliability. Moreover, the constructs LD, OC, SE, TP, and WM also demonstrate excellent reliability, as represented by the consistently high values exceeding the threshold. These findings underscore the very high reliability and internal consistency of the measurement instruments employed in this research.

Table 13. Cronbach Alpha results.

Variable Data	Cronbach's Alpha
LD	0.933
LD _1	1.000
LD _2	1.000
LD _3	1.000
OC	0.948
SE	0.948
TP	0.963
WM	0.956

Data source; author's research observation, SmartPLS 2024 data processing

5. INNER MODEL MEASUREMENT

Internal model measurement included the use of coefficient of determination (R^2) and path coefficients. The R^2 values were estimated to establish how well the independent variables predict a variance in our dependent variable, which increases with larger R^2 as good models capture much of the variance (i.e. relationships between constructs). Path coefficients quantify the direct effect of independent variables on dependent variable, allowing researchers to determine the strength and statistical significance of such relationships. A positive path coefficient indicates a direct positive effect between factors and negative path coefficients represent inverse relationships. [204] in inter alia the R^2 and path coefficients are indispensable in structural equation modeling (SEM), which is for validating theoretical model, hence confirming the relationships proposed with this framework of study.

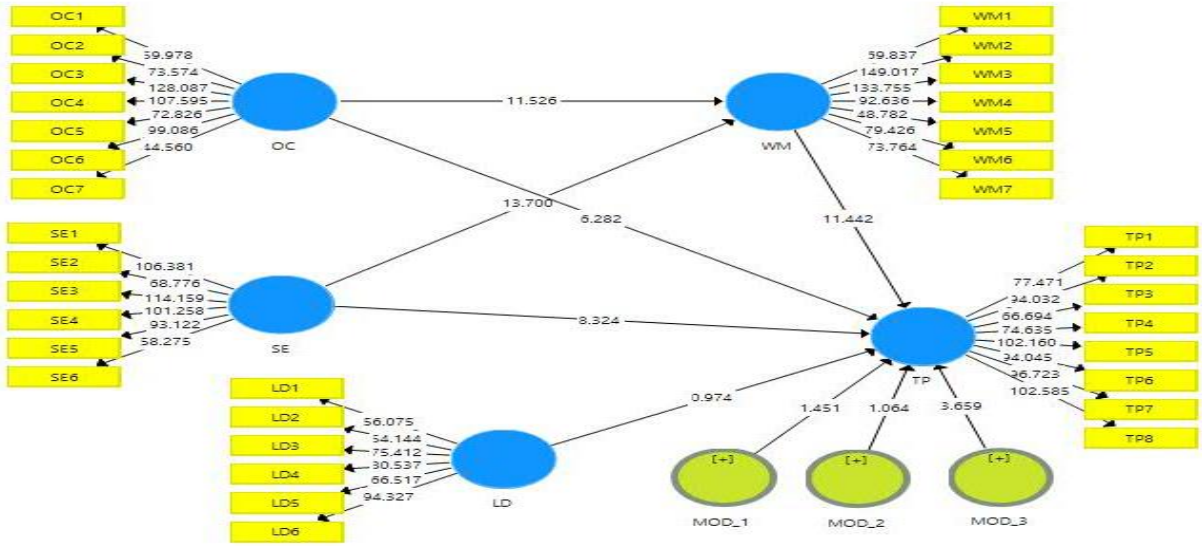

FIGURE 3. Inner model of research.

6. COEFFICIENT OF DETERMINATION (R-SQUARE)

Through this data, the first model had an R-square score of 0.880 suggesting that the second order constructs OC, SE, and LD were able to explain 88% of variances in WM where the rest is contributed by other constructs. Model 2 was above than do first model, R-square: 0.947 indicating that the constructs of organizational culture (OC), self-efficacy (SE), leadership (LD), work motivation (WM), and moderating variables has explained together with teacher performance (TP) as much as 94.7%, while other factors contribute to explaining the remaining variance of 5.3%.

Table 14: Results of coefficient of determination (R-square).

Variable	R Square
TP	0.947
WM	0.880

Source: Processed primary data SmartPLS

7. PATH COEFFICIENT

Based on the analysis of the path coefficient several relationships are significant. • Moreover, Organizational culture (OC) has a significant positive influence on Teacher performance (TP), and self-efficacy (SE) has a more than significant positive influence on TP and Work Motivation (WM). There is a positive relationship between work motivation (WM) and teacher performance (TP) (all p = 0.000), meaning that we can reject all null hypotheses involved and are confident that these paths are significant. However, the relationships leadership (LD) to teacher performance (TP) and the impact of the moderating variables (MOD_1, MOD_2, MOD_3) on teacher performance (TP) were not statistically significant (p-values > 0.05). It implies that OC and SE are crucial for improving TP, and OC and SE, through WM, are really significant.

Table 15. Results of hypothesis testing based on path coefficient.

Variable	Original Sample (O)	Sample Mean (M)	Stan Dev (STDEV)	T.S (STDEV)	P Values
LD -> TP	-0.037	-0.033	0.038	0.974	0.331
LD _1 -> TP	0.122	0.110	0.084	1.451	0.147
LD _2 -> TP	0.075	0.081	0.071	1.064	0.288
LD _3 -> TP	-0.190	-0.184	0.052	3.659	0.000
OC -> TP	0.315	0.312	0.050	6.282	0.000
OC -> WM	0.433	0.434	0.038	11.526	0.000
SE -> TP	0.334	0.332	0.040	8.324	0.000
SE -> WM	0.527	0.526	0.038	13.700	0.000
WM -> TP	0.391	0.391	0.034	11.442	0.000

Data source; author's research observation, SmartPLS 2024 data processing

LD→TP: The path from leadership to teacher performance has a negative coefficient (-0.037) and the path is not statistically significant (p-value = 0.331), suggesting that leadership does not strongly affect teacher performance in this model. Organizational Culture (OC) → Teacher Performance (TP): Organizational culture was found to be positively and significantly associated with teacher performance with a high coefficient of 0.315 (p-value = 0.000) indicating that a favorable organizational culture positively reinforces teacher performance. Organizational Culture (OC) → Work Motivation (WM): The organizational culture showed a positive and significant effect on work motivation with a coefficient of 0.433 (p-value = 0.000), indicating that teacher motivation is largely a function of the organizational culture. Hypothesis 1d: Self-efficacy is positively and significantly affecting teacher performance (TP) with a coefficient 0.334 and p-value = 0.000, indicating that when teachers believe in their own ability, their performance gets high as well.

8. *MEDIATION INTERVENING TEST*

Mediation analysis results are displayed in Table 16. Analysis on this data showed that, the organizational culture (OC) has significant indirect affect on Teacher performance (TP), via work motivation (WM), by indicating O-M=0.169 with STDEV of 0.021, Tstatistic = 8.002, Pvalue.000. It means that organisational culture provides an direct +indirect impact in the teacher performance through work motivation, then accepted hypothesis 4. Secondly, the analysis indicates that self-efficacy (SE) also has an indirect effect on teacher performance through work motivation with the original sample 0.206, sample mean 0.206, standard deviation 0.023, T value 8.767 and a p-value of 0.000 as shown in hypothesis 4 below; Thus, hypothesis 5 is supported; and it seems that work motivation mediated the relationship between self-efficacy and teacher performance. Conclusively, our results underline the important mediating role of work motivation in promoting teacher performance impacted by both organizational culture and self-efficacy.

Table 16. Mediation test results of research data.

	Ori Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (STDEV)	P Values
OC -> WM -> TP	0.169	0.170	0.021	8.002	0.000
SE -> WM -> TP	0.206	0.206	0.023	8.767	0.000

Data source; author's research observation, SmartPLS 2024 data processing

Self-Efficacy (SE) → Work Motivation (WM): A strong positive relationship exists between self-efficacy and work motivation (β = 0.527, p = 0.000), indicating that teachers with higher self-efficacy tend to exhibit increased motivation. WM (Work Motivation) → TP (Teacher Performance) Work motivation has a positive and significant effect on teacher performance (coefficient = 0.391, p-value = 0.000), meaning that teachers who have the motivation to teach will be better in their work. Finally, OC and SE contribute into increasing TP, via their contribution into enhancing WM. Conversely, Leadership (LD) in this study does not significantly affect performance of the teacher.

9. RESEARCH MODERATION TESTING RESULTS

The moderation analysis results are in the following. -> Leadership as a Moderator in the Relationship Between Organizational Culture and Teacher Performance (OC → TP): t-statistic = 1.451 (p-value = **0.147— leadership is NOT a significant moderator of the effect of organizational culture on teacher performance. Thus, H6 is rejected. For Leadership as a Moderator in the Relationship Between Self-Efficacy and Teacher Performance (SE → TP) the t-statistic is 1.064 with a p-value of 0.288, demonstrating again that leadership does not moderate this relationship as well. Consequently, also Hypothesis 7 is rejected. In contrast, in the next test, Leadership as a Moderator in the Relationship Between Work Motivation and Teacher Performance (WM → TP), the t-statistic is 3.659 with a p-value of 0.000, revealing a successful moderating effect. These result support — Hypothesis 8 — figuring out the role of leadership in the moderating of work motivation to teacher performance.

Table 17. Hypothesis Test Path Coefficient

Variable (Moderator)	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (T.S)	P-Values
Leadership (LD) as Moderator in OC → TP	0.122	0.110	0.084	1.451	0.147
Leadership (LD) as Moderator in SE → TP	0.075	0.081	0.071	1.064	0.288
Leadership (LD) as Moderator in WM → TP	-0.190	-0.184	0.052	3.659	0.000

10. DISCUSION

This research examined the effect of organizational culture (OC), self-efficacy (SE), and work motivation (WM) on teacher performance (TP) and tested the moderating role of leadership (LD) in the relationships. The findings offer valuable insights into the factors that promote teachers' performance in educational settings that will have relevance for theory and practice.

First, our findings confirm the decisive influence of organizational culture (OC) on teacher performance. As was seen in the analysis, positive organizational culture is, in very significant and strong way, related to teacher performance. Our results correlate with the existing organizational behavior research [165, 187-189] highlighting the crucial role of a nurturing and enabling organizational setting that can instill motivation within employees to encourage them to perform better. OC is known to have an important influence on TP, and thus raises the necessity for the educational institutions to develop a culture that encourages trust, collaboration and shared values for the purpose of improving teaching effectiveness. Moreover, OC also improves teacher performance indirectly through WM, examining the mediating role of motivation [190-192]. Specifically, this mediation effect indicates that teachers with a supportive work environment experience greater motivation and subsequently higher performance. This finding is in line with previous studies [193-195] that have demonstrated how the organizational dimension impacts motivation and performance on the job.

Self-efficacy (SE) also turned out to be significantly improving teacher performance. Teachers who believe more in their capacities and abilities tend to perform better in their profession. This finding is in line with [36, 52, 167, 196] self-efficacy theory, which state that these self-beliefs are powerful determinants of behavior and performance outcomes. The positive impact of SE on TP indicates the necessity for creating descant of a feeling of competence of teachers [27, 192, 197, 198]. Professional development opportunities, recognition and positive feedback are ways educational leaders can support teachers' self-efficacy. SE also indirectly affected teacher performance through work motivation, confirming that self-efficacy not only has a direct effect on performance but also creates greater motivation which, in turn, improves performance. This result adds to the existing literature associating self-efficacy with motivation and job-related outcomes among students [76].

Work motivation (WM) itself has appeared as a significant predictor of teacher performance. When teachers are motivated, they generally take greater responsibility for their work, resulting in better performance. This outcome is also consistent with a well-known connection [59, 88, 110] between motivation and performance at the job across domains such as education. The findings revealed that the organizational culture and self-efficacy significantly affect teacher performance mediated by work motivation. Thus, WM is not only a result of pro-

organization culture and self-efficacy but also an influence on teaching outcomes. It underlines the need to devise strategies to increasingly structure motivation at work, such as goal-settings, recognitions, professional development programs, etc.

Leadership (LD) was not found to positively impact teacher performance, nor successfully moderated the relationship between organizational culture, self-efficacy and teacher performance, contrary to expectations. These findings indicate that by all means, leadership is a key component to influencing the wider organizational culture, but its effect on performance may be less immediate than expected. These results are surprising, as past research points to the fact that leadership has a central role in producing outcomes from organizations [217], and these results, take a step back, offering only weak support for the notion that leadership has a direct effect on outcomes. The findings, revealed that leadership is indeed a significant moderating variable in the relationship between work motivation and teacher performance. This shows that ensuring teacher buy-in and action towards organisational goals, is something leadership must consider as a priority in their management strategy. Researchers have pondered the importance of leadership in translating high motivation to performance improvement and how leaders can inspire and support their teams to channel high motivation into performance improvements. The indirect nature of leadership's effect on teacher performance could be attributed to the broad and intricate roles leaders play in the school context, which is not always apparent in individual performance outcomes but influences motivation and creates a sense of well-being at work.

The lack of such moderation effects in other contexts, especially for relationships between OC and TP and SE and TP, deserves additional exploration. Perhaps as we reflected, we found that the effect of leadership on education and schools is more complex and less transparent than we had assumed, with some combination of school type, leadership context, and school climate explaining some of the variability around leadership effectiveness. Some leadership models, such as transformational leadership, which focuses on vision, empowerment and innovation might have greater impact on teacher performance in specific context [124, 132, 200, 201]. Future studies could examine these differences to better comprehend the contextual factors that help or harm the influence of leadership.

V. CONCLUSION

Review of Related Literature This study examines the relationship between organizational culture (OC), self-efficacy (SE), work motivation (WM) and teacher performance (TP) with leadership (LD) as a moderating variable in the educational field. The findings provide several key insights into what drives improvements in teacher effectiveness. Firstly, organizational culture significantly and positively affected teacher performance. A supportive and empowering workplace is invaluable in general, but especially in boosting teacher motivation which strengthens performance. The result suggests that schools must pay attention to building collaborative, trust-based practices that enhance the quality of instruction and the effectiveness of teachers more generally.

Second, self-efficacy surfaced as another important determinant of teacher performance. Self-efficacy positively relates to the teacher performance with evidence of its mediation role between the organization culture and the teacher performance. This highlights the need for giving teachers the confidence they need, through continued professional development and praise, both to develop their skills and their faith in their own abilities. This increased empowerment can help better pay-on their efforts and deliver quality education.

Lastly, work motivation was found to be a strong predictor of teacher performance. Goal-oriented teachers are more likely to assume multiple work responsibilities and show higher performance rates. Results showed that work motivation has a direct effect on teacher performance and also as a mediator between organizational culture and teacher performance, self-efficacy and teacher performance. It emphasizes the key factor that motivation has in elevating teacher effectiveness. However, leadership did not directly influence teaching performance but moderate in the relationship between work motivation and teaching performance, which emphasized the significance of leadership to create an environment to develop motivation into teaching improvement.

The results of this study provide important insights into the multifaceted challenges of teacher performance in educational contexts. Significant positive effects are found of organizational culture, self-efficacy, and work motivation on teacher performance, in which work motivation serves as a central mediating variable. Whereas, leadership did not have a direct effect on teacher performance, it significantly enhanced the relationship between motivation and performance implying that leaders motivate teachers to function at their best. This evidence emphasises the need for educational leaders and policymakers to prioritise the development of an effective organisational climate, the strengthening of teacher sense of efficacy and to adopt policies that enhance teacher motivation to leverage educational performance.

1. SUGGESTIONS FOR FURTHER STUDIES

Future studies on teacher performance may also delve deeper into its dynamics with respect to organizational culture, self-efficacy, work motivation, and leader. Considering various leadership theories, such as transformational, transactional, or servant leadership, (Northouse, 2010) and their role in teacher performance and moderators of the relationships in question might be one potential avenue that worths investigating. The effect of leadership could differ depending on the school's context, culture and the degree of teacher autonomy, and thus warrants a more nuanced inquiry. Additional longitudinal studies may begin to measure the lasting effects of organizational culture and self-efficacy on teacher performance over time. Moreover, future research should examine whether contextual factors such as school type (i.e., public vs. private), geographical context, and socio-economic factors influence the strength and direction of the relationships established in the present study. Expanding the scope of research to include these variables could offer a more comprehensive understanding of factors driving teacher performance across varied educational contexts.

2. IMPLICATIONS FOR PRACTICE

The findings of this study have significant practical implications for enhancing the performance of teachers. Given the profound influence of organizational culture on teacher performance, schools and educational institutions should attend to building a positive and collective organization design that nurtures teachers' professional development. As leaders we are responsible for creating a climate of trust and respect and be open to learn. Furthermore, the high significance between self-efficacy and the performance of the teachers within the schools indicates that there is a clear need for the schools to have some programs which boosts the teachers confidence and their belief in their capabilities. Professional development initiatives should prioritize skill-building, coaching, and self-reflection. Some of its relationships through leadership were not moderation, etc. Make and do ongoing teacher inspiration (Leaders) = never stop giving teachers the support, resources, and encouragement they need to bring their best to students. Last but not least, work motivation constituted one of the most prominent predictors of teacher effectiveness that leads to improved performance, suggesting that educational settings should implement programs that foster teachers' intrinsic motivation and environment underlining the autonomy, appreciation, self-development and non-financial motivation. This would better school with productive and fulfilling teaching practice, ultimately improving educational outcomes.

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Author Contributions

Wahyul Huda: Conceived and designed the study, collected data, writing the manuscript. Tri Joko Raharjo: monitoring and providing feedback to the research development, wrote, reviewed and revised the manuscripts. Erni Suharini: Conducted data analysis, validation of results and assistant on writing literature. Titi Prihatin: Editing, Proofreading and Finalization of the draft.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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