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Work Attitudes of School Principals and Their Influence on Teacher Performance: A Mediated Approach via Work Motivation

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ABSTRACT

Background	Teacher performance is influenced by pedagogical competence, motivation, organizational culture, and school leadership. Although previous studies emphasize leadership style, a gap remains regarding the effect of school principals' work attitude on teacher performance, particularly at SMP Negeri 1 Kutorejo, Mojokerto, which is the focus of this study.
Purpose	This research aims to analyze the effect of school principals' work attitude on teacher performance through work motivation.
Research Methodology	This study employs a quantitative correlational approach with a population of 38 teachers and saturated sampling. Data were collected using an online Likert-scale questionnaire and analyzed using SEM-PLS in SmartPLS, including tests for convergent validity, discriminant validity, reliability, and inter-variable hypotheses.
Result	The results indicate that both directly and indirectly, the principals' work attitude through work motivation does not significantly affect teacher performance, as the t-statistic value is less than 1.96 and the p-value is greater than 0.05.
Conclusion	Teacher performance is not significantly influenced by principals' work attitude, either directly or indirectly.
Keywords	Work Attitude, School Principal, Work Motivation, Teacher Performance

INTRODUCTION

Teacher performance refers to a multidimensional construct that reflects teachers' effectiveness in fulfilling instructional, professional, and social roles within the school context. Effective teaching performance integrates pedagogical competence, personal commitment, and social responsibility, which are manifested through methodological work, research and innovation, and continuous professional development (García et al., 2018). Empirical studies indicate that teacher performance is shaped not only by individual capabilities but also by contextual and structural factors, including access to training, leadership support, and organizational climate (Citriadin et al., 2019; Safwan et al., 2025). Furthermore, socio-demographic characteristics such as educational level, teaching location (rural or urban), and professional background significantly influence variations in teacher performance across educational settings (Kotherja & Hamzallari, 2022). When professional development is sustained and supported by transformational leadership, teachers are more likely to demonstrate adaptive instructional practices and higher levels of professional engagement (Safwan et al., 2025). High levels of teacher performance have also been associated with improved instructional quality, classroom management, and student engagement, ultimately contributing to better academic outcomes (Prananto et al., 2025; Wang & Hu, 2022).

Teacher performance appraisal systems play a critical role in ensuring accountability, professional growth, and instructional quality. Contemporary approaches increasingly employ structured and data-driven models, such as the Balanced Scorecard, as well as computational techniques including Technique for Order Preference by Similarity to Ideal Solution (TOPSIS) and Support Vector Machine (SVM), to enhance the objectivity and reliability of performance evaluations (Li et al., 2025; Di & Shang, 2024). Despite these advancements, appraisal systems often encounter challenges related to limited computational infrastructure, insufficient assessor competence, and inadequate training, which may undermine their practical implementation (Khairina et al., 2018). Effective appraisal systems therefore require comprehensive feedback mechanisms that integrate self-assessment, peer review, and supervisor evaluation to support reflective practice and professional improvement (Mbabazi et al., 2025; Alwaely et al., 2023). Additionally, strengthening teachers' feedback literacy and providing continuous professional development opportunities are essential strategies for addressing performance gaps and sustaining long-term improvement (Wu et al., 2025; Vu & Nga, 2023). When properly implemented, such appraisal systems not only improve the accuracy of teacher performance evaluations but also contribute to enhanced teaching quality and student learning outcomes.

Teacher work motivation is also a key determinant of performance, encompassing both intrinsic and extrinsic factors, such as responsibility, recognition, and incentives (Handayani et al., 2025). Moral support, effective communication, and acknowledgment from the school further strengthen teachers' motivation, enabling them to perform optimally (Kumari & Kumar, 2023). A collaborative culture fostered by school principals allows teachers to take on leadership roles, thereby enhancing teacher performance and contributing to overall school improvement (Al Alawi et al., 2025). Additionally, school leadership improves teacher performance through increased self-efficacy and job satisfaction, which act as significant mediators (Puspitasari et al., 2024). Support for professional development through appropriate training and mentoring is another critical factor, reinforced by school leadership, that enhances teacher performance (Rachmadi et al., 2024).

This study investigates the effect of school principals' work attitude on teacher performance at SMP Negeri 1 Kutorejo, Mojokerto. Although many previous studies have emphasized the role of school leadership through democratic, instructive, adaptive, and instructional leadership styles in improving teacher performance, a gap remains regarding the internal mechanisms of school principals, particularly their work attitude and motivation, which directly influence teacher performance. The novelty of this study lies in its empirical focus on principals' work attitude as a primary determinant of teacher performance in the context of Indonesian secondary

schools, an area that has received limited attention. The study aims to analyze the extent to which school principals' work attitude affects teacher performance through principals' work motivation. The results are expected to impact the enhancement of leadership effectiveness, professional development of teachers, and the creation of a conducive school environment. Its significance is reflected in the school's ability to strengthen teacher performance through attitude- and motivation-based leadership interventions.

RESEARCH METHODOLOGY

This study was conducted at SMP Negeri 1 Kutorejo, Mojokerto, using a quantitative correlational approach. The population consisted of 38 teachers, and the entire population was included as a sample using a saturated sampling technique, resulting in a sample size of 38 respondents. Data were collected through an online questionnaire distributed via Google Forms, using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and analyzed using SmartPLS with the SEM-PLS method.

Convergent validity was used to assess the extent to which indicators measuring the same construct are correlated and adequately represent that construct. According to SmartPLS criteria, convergent validity can be evaluated through outer loadings and Average Variance Extracted (AVE). An indicator is considered convergently valid if its outer loading exceeds 0.70, indicating a strong contribution to the measured construct. Additionally, an AVE value greater than 0.50 indicates that more than 50% of the variance in the indicators is explained by the construct, making the indicators relevant and suitable for use.

Discriminant validity assesses the degree to which a construct is distinct from other constructs in the model. SmartPLS criteria for discriminant validity include the Fornell-Larcker criterion, where the AVE of each construct must exceed the squared correlations with other constructs, and cross-loading, where each indicator should have the highest loading on its own construct compared to other constructs.

Reliability testing aims to determine the consistency of the research instrument. The analysis showed that all variables had Cronbach's Alpha and Composite Reliability values greater than 0.70. Based on these criteria, the research instrument demonstrates good consistency and is considered reliable.

Hypothesis testing was conducted to determine the effect or relationship between the variables studied. Based on the SEM-PLS analysis, t-statistics > 1.96 and p-values < 0.05 indicate that the relationships between variables are significant. Thus, the research hypotheses are accepted, meaning that the independent variables significantly influence the dependent variables.

Table 1. Research Instruments

Variable	Indicator	Statement
Work Attitude (X2) (Mackay, 2016; Schleicher et al., 2015; Cho et al., 2020; Mackay et al., 2017; Ginsburg et al., 2016)	Work Engagement (WE)	1. The principal demonstrates high enthusiasm and exceptional diligence in performing leadership tasks at the school.
		2. The principal takes pride in their profession and is intrinsically motivated to continuously improve the quality of education.
		3. The principal actively participates in all school activities.
	Psychological Empowerment (PE)	4. The principal has strong self-confidence in completing various leadership tasks and responsibilities.
		5. The principal has autonomy in determining work approaches or strategies appropriate to the school's needs.
		6. The principal believes that every decision and action taken has a tangible impact on school progress.
	Traditional Work Attitude (TWA)	7. The principal is satisfied with various aspects of their work, including tasks, work relationships, compensation, and career development opportunities.
		8. The principal considers their work important and dedicates time and effort to perform optimally.
		9. The principal feels a moral and ethical obligation to remain committed to the school.
	Work Behavior (WB)	10. The principal voluntarily assists colleagues without expecting rewards.
		11. The principal shows initiative and responsibility beyond formal job requirements.
		12. The principal maintains a positive attitude and does not complain excessively about work conditions.
	Job Attitude Strength (JAS)	13. The principal demonstrates confidence and decisiveness in carrying out tasks.
		14. The principal firmly rejects actions or views inconsistent with school values and policies.
		15. The principal shows consistency between thoughts, feelings, and actions in leadership.

Teacher Performance (Y) (Zhang, 2025; Saleh et al., 2024; Amzat, 2017; Tang, 2025; Lee & Lee, 2020)	Pedagogical Competence (PC)	1. Teachers design lessons according to students' needs. 2. Teachers employ varied and innovative teaching methods. 3. Teachers deliver material clearly and understandably. 4. Teachers create interactive and meaningful learning experiences.
	Mastery of Subject Matter and Assessment (MSMA)	5. Teachers have in-depth mastery of the subject matter. 6. Teachers relate material to daily life. 7. Teachers use formative and summative assessments. 8. Teachers provide motivating feedback to students.
	Classroom Management and Interaction (CMI)	9. Teachers create a comfortable and conducive classroom. 10. Teachers enforce rules fairly and consistently. 11. Teachers select media according to students' characteristics. 12. Teachers effectively utilize technology.
	Personal Character and Professionalism (PCP)	13. Teachers demonstrate honesty, patience, and discipline. 14. Teachers communicate and collaborate harmoniously. 15. Teachers behave according to norms and serve as role models. 16. Teachers have relevant educational backgrounds.
	Additional Duties and Performance Impact (ADPI)	17. Teachers guide students outside classroom hours. 18. Teachers actively participate in extracurricular activities or as homeroom teachers. 19. Teachers receive positive evaluations from the principal. 20. Teachers record and report performance accurately and consistently.
Work Motivation (Mediator) (Quispe Gonzales et al., 2023; D'Alleva et al., 2023; Filho et al., 2019; Dhatt et al., 2021; Hitka et al., 2021)	Internal Drive (ID)	1. The principal prioritizes achieving results and maintaining quality in every task. 2. The principal demonstrates persistence and resilience in facing challenges. 3. The principal feels happy and satisfied when helping colleagues.
	External Drive (ED)	4. The principal is motivated to perform better when receiving adequate incentives, salary, or bonuses. 5. The principal improves performance when recognition or promotion opportunities are available. 6. The principal strives to enhance performance to receive better evaluations.
	Work Environment and Conditions (WEC)	7. The principal works in a comfortable and conducive environment. 8. The school atmosphere is pleasant and minimally conflictual. 9. Workload does not cause significant psychological pressure. 10. Work is challenging but appropriate to competence. 11. Work relationships are based on mutual respect and collaboration.
	Morality (MAU)	12. The principal maintains high attendance and is rarely late. 13. The principal demonstrates high initiative without direct supervision. 14. The principal cares about teachers' work outcomes. 15. The principal can understand and respond to colleagues' emotions empathetically.

RESULT AND DISCUSSION

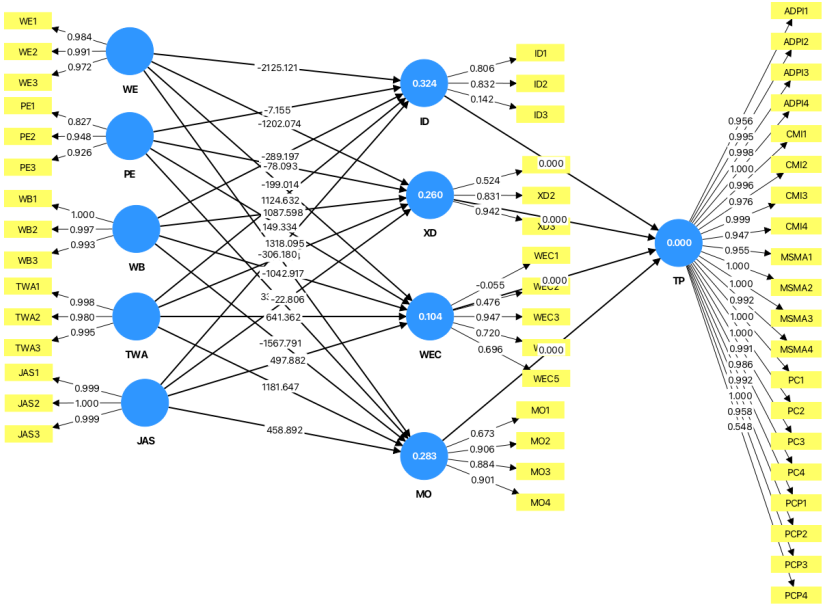

Figure 1. Outer Loadings

Convergent Validity

1. Outer Loadings

Based on the results shown in Figure 1, the outer loadings analysis indicates that, overall, the measurement model meets the criteria for convergent validity. Most indicators have loadings above 0.70, demonstrating that they adequately represent the latent constructs. Indicators within the ADPI, CMI, JAS, MSMA, PC, TWA, WB, and WE constructs even show very high loadings approaching 1.000, indicating a strong

level of reliability and measurement consistency. This suggests that these indicators accurately reflect the latent variables being measured. However, a few indicators exhibited low or even negative outer loadings, including ID3 (0.142), WEC1 (-0.055), PCP4 (0.548), and XD1 (0.524), suggesting weak contributions to their respective constructs.

2. Average Variance Extracted (AVE)

Table 2. AVE Results

Construct	AVE
ID	0.454
JAS	0.998
MO	0.717
PE	0.814
TP	0.940
TWA	0.982
WB	0.993
WE	0.965
WEC	0.426
XD	0.618

Based on the AVE results, most constructs meet the convergent validity criterion (AVE ≥ 0.50). Constructs such as JAS, IDE, PE, TWA, WB, WE, and XD exhibit high to very high AVE values, indicating that these constructs explain more than 50% of the variance of their indicators effectively. However, two constructs did not meet the convergent validity threshold: IDE (AVE = 0.454) and WEC (AVE = 0.426), indicating that these constructs explain less than 50% of the variance of their respective indicators.

Discriminant Validity

1. Fornell-Larcker Criterion

Table 3. Fornell-Larcker Results

Construct	ID	JAS	MO	PE	TP	TWA	WB	WE	WEC	XD
ID	0.674	–	–	–	–	–	–	–	–	–
JAS	0.000	0.999	–	–	–	–	–	–	–	–
MO	0.385	0.000	0.847	–	–	–	–	–	–	–
PE	0.000	0.828	0.001	0.902	–	–	–	–	–	–
TP	0.000	0.998	0.000	0.793	0.969	–	–	–	–	–
TWA	0.000	0.961	0.000	0.641	0.976	0.991	–	–	–	–
WB	0.000	0.998	0.000	0.791	1.000	0.977	0.997	–	–	–
WE	0.000	0.990	0.000	0.742	0.997	0.990	0.997	0.982	–	–
WEC	0.533	0.000	0.792	0.001	0.000	0.000	0.000	0.000	0.653	–
XD	0.655	0.000	0.325	0.000	0.000	0.000	0.000	0.000	0.422	0.786

Using the Fornell-Larcker criterion, discriminant validity is evaluated by comparing the square root of AVE (diagonal values) with the correlations between constructs (off-diagonal values). A construct is considered to have discriminant validity if its diagonal value is greater than its correlation with other constructs. The results show that most constructs, such as JAS, IDE, PE, TWA, WB, WE, and XD, meet the criterion, as the diagonal values are relatively high and dominate the correlations with other constructs. However, IDE and WEC indicate

potential discriminant validity issues due to their relatively low diagonal values and higher correlations with other constructs.

2. Cross Loading

Table 4. Cross Loading Results

Indikator	ID	JAS	MO	PE	TP	TWA	WB	WE	WEC	XD
ADPI1	0.000	0.972	0.000	0.936	0.956	0.870	0.956	0.930	0.000	0.000
ADPI2	0.000	0.999	0.000	0.848	0.995	0.950	0.995	0.985	0.000	0.000
ADPI3	0.000	0.992	0.000	0.753	0.998	0.988	0.998	1.000	0.000	0.000
ADPI4	0.000	0.997	-0.000	0.785	1.000	0.979	1.000	0.998	0.000	0.000
CMI1	0.000	1.000	0.000	0.845	0.996	0.952	0.996	0.985	0.000	0.000
CMI2	0.000	0.988	0.000	0.906	0.976	0.906	0.976	0.956	0.000	0.000
CMI3	0.000	0.996	0.000	0.773	0.999	0.982	1.000	0.999	0.000	0.000
CMI4	0.000	0.925	0.000	0.554	0.947	0.994	0.947	0.969	0.000	0.000
ID1	0.806	0.000	0.259	0.000	0.000	0.000	0.000	0.000	0.383	0.617
ID2	0.832	0.000	0.433	0.000	0.000	0.000	0.000	0.000	0.559	0.524
ID3	0.142	0.000	0.391	0.000	0.000	0.000	0.000	0.000	0.452	0.387
JAS1	0.000	0.999	0.000	0.854	0.994	0.947	0.994	0.983	0.000	0.000
JAS2	0.000	1.000	0.000	0.832	0.998	0.959	0.997	0.989	0.000	0.000
JAS3	0.000	0.999	0.000	0.798	1.000	0.974	1.000	0.996	0.000	0.000
MO1	0.387	0.000	0.673	0.000	0.000	0.000	0.000	0.000	0.555	0.350
MO2	0.393	0.000	0.906	0.001	0.000	0.000	0.000	0.000	0.691	0.334
MO3	0.329	0.000	0.884	0.000	0.000	0.000	0.000	0.000	0.746	0.213
MO4	0.272	0.000	0.901	0.001	0.000	0.000	0.000	0.000	0.703	0.263
MSMA1	0.000	0.935	0.000	0.575	0.955	0.997	0.955	0.975	0.000	0.000
MSMA2	0.000	0.997	0.000	0.785	1.000	0.979	1.000	0.998	0.000	0.000
MSMA3	0.000	0.998	0.000	0.792	1.000	0.976	1.000	0.997	0.000	0.000
MSMA4	0.000	0.998	0.000	0.861	0.992	0.942	0.992	0.980	0.000	0.000
PC1	0.000	0.998	0.000	0.789	1.000	0.977	1.000	0.997	0.000	0.000
PC2	0.000	0.998	0.000	0.787	1.000	0.978	1.000	0.998	0.000	0.000
PC3	0.000	0.997	0.000	0.866	0.991	0.939	0.991	0.978	0.000	0.000
PC4	0.000	0.994	0.000	0.884	0.986	0.926	0.985	0.969	0.000	0.000
PCP1	0.000	0.998	0.000	0.862	0.992	0.941	0.992	0.979	0.000	0.000
PCP2	0.000	1.000	0.000	0.810	1.000	0.969	0.999	0.994	0.000	0.000
PCP3	0.000	0.938	0.000	0.583	0.958	0.997	0.958	0.977	0.000	0.000
PCP4	-0.000	0.598	-0.000	0.944	0.548	0.353	0.546	0.480	-0.000	0.000
PE1	0.000	1.000	0.000	0.827	0.998	0.962	0.998	0.990	0.000	0.000
PE2	0.000	0.964	0.000	0.948	0.946	0.852	0.945	0.917	0.000	0.000
PE3	0.000	0.556	0.001	0.926	0.505	0.305	0.502	0.435	0.001	0.000
TWA1	0.000	0.940	0.001	0.587	0.959	0.998	0.960	0.978	0.000	0.000
TWA2	0.000	0.997	0.000	0.780	1.000	0.980	1.000	0.998	0.000	0.000
TWA3	0.000	0.929	0.000	0.561	0.950	0.995	0.950	0.971	0.000	0.000
WB1	0.000	0.998	0.000	0.793	1.000	0.976	1.000	0.997	0.000	0.000
WB2	0.000	0.991	0.000	0.744	0.997	0.990	0.997	1.000	0.000	0.000

WB3	0.000	0.998	0.000	0.860	0.993	0.943	0.993	0.980	0.000	0.000
WE1	0.000	0.999	0.000	0.849	0.995	0.950	0.995	0.984	0.000	0.000
WE2	0.000	1.000	0.000	0.826	0.998	0.962	0.998	0.991	0.000	0.000
WE3	0.000	0.929	0.000	0.562	0.950	0.995	0.951	0.972	0.000	0.000
WEC1	0.145	0.000	-0.032	0.000	0.000	0.000	0.000	0.000	-0.055	0.223
WEC2	0.313	0.000	0.349	0.000	0.000	0.000	0.000	0.000	0.476	0.324
WEC3	0.484	0.000	0.744	0.001	0.000	0.000	0.000	0.000	0.947	0.307
WEC4	0.499	0.000	0.554	0.000	0.000	0.000	0.000	0.000	0.720	0.506
WEC5	0.370	0.000	0.600	0.000	0.000	0.000	0.000	0.000	0.696	0.464
XD1	0.379	0.000	0.358	0.000	0.000	0.000	0.000	0.000	0.425	0.524
XD2	0.587	0.000	0.469	0.000	0.000	0.000	0.000	0.000	0.564	0.831
XD3	0.592	0.000	0.194	0.000	0.000	0.000	0.000	0.000	0.276	0.942

The cross-loading analysis shows that most indicators have their highest loadings on their respective constructs, supporting discriminant validity. However, a few indicators show potential issues, including ID3, PCP4, WEC1, and XD1, with low loadings on their original constructs or loadings that are not substantially higher than those on other constructs.

Direct Effect

Table 5. T-statistics and P-values for Direct Effects

	T statistics (|O/STDEV|)	P values
ID -> TP	0.001	0.999
JAS -> ID	1.078	0.281
JAS -> MO	0.458	0.647
JAS -> WEC	0.414	0.679
JAS -> XD	0.023	0.982
MO -> TP	0.001	0.999
PE -> ID	0.022	0.982
PE -> MO	0.918	0.359
PE -> WEC	0.362	0.718
PE -> XD	0.275	0.783
TWA -> ID	1.150	0.250
TWA -> MO	1.322	0.186
TWA -> WEC	0.745	0.456
TWA -> XD	0.338	0.736
WB -> ID	0.346	0.729
WB -> MO	1.338	0.181
WB -> WEC	0.879	0.380
WB -> XD	1.123	0.261
WE -> ID	1.250	0.211
WE -> MO	0.376	0.707
WE -> WEC	0.178	0.859
WE -> XD	0.896	0.370
WEC -> TP	0.000	1.000
XD -> TP	0.001	0.999

Overall, the results in Table 5 indicate that all t-statistics are below 1.96 and all p-values are greater than 0.05. This suggests that none of the indicators have a significant direct effect on the dependent variable in the tested model. In other words, all direct paths between independent and dependent variables are not significant. This implies that school principals' work attitudes, mediated by work motivation, do not directly affect teacher performance.

Indirect Effect

Table 6. T-statistics and P-values for Indirect Effects

	T statistics (|O/STDEV|)	P values
TWA -> WEC -> TP	0.000	1.000
WB -> XD -> TP	0.001	0.999
WB -> WEC -> TP	0.000	1.000
WE -> XD -> TP	0.001	1.000
JAS -> MO -> TP	0.000	1.000
WE -> WEC -> TP	0.000	1.000
JAS -> ID -> TP	0.001	1.000
PE -> MO -> TP	0.001	0.999
PE -> ID -> TP	0.000	1.000
TWA -> MO -> TP	0.001	0.999
WB -> MO -> TP	0.001	0.999
TWA -> ID -> TP	0.001	1.000
WE -> MO -> TP	0.000	1.000
WB -> ID -> TP	0.000	1.000
WE -> ID -> TP	0.001	0.999
JAS -> XD -> TP	0.000	1.000
JAS -> WEC -> TP	0.000	1.000
PE -> XD -> TP	0.000	1.000
PE -> WEC -> TP	0.000	1.000
TWA -> XD -> TP	0.000	1.000

As shown in Table 6, all t-statistics are below 1.69 and all p-values exceed 0.05. This indicates that the principal's attitudes do not have a statistically significant indirect effect on teacher performance. In other words, indirectly, school principals' attitudes are not proven to influence teacher performance in this study. Other factors likely play a more critical role in determining teacher performance.

Teacher performance is strongly influenced by the quality of school leadership. Effective leadership can encourage teachers to work more productively, enhance motivation, and create a conducive learning environment. A study by Kanya et al. (2021) demonstrated that school leadership could improve teacher performance by up to 70.7%. Additionally, transformational leadership plays a crucial role by emotionally motivating teachers, providing clear directions, and inspiring them to achieve school goals (Hardianto et al., 2025). The combination of effective leadership and high work motivation makes teachers more competent, dedicated, and capable of improving the quality of learning in schools. Beyond its direct effects, school leadership also impacts teacher performance indirectly through mediating factors within the school. A positive school climate, shaped by school leadership, fosters a comfortable and supportive environment that enhances teacher performance (Simaremare et al., 2023).

School leadership has a significant direct influence on teacher performance through various leadership styles. Democratic leadership involves teachers in decision-making, while instructional leadership provides specific guidance and supervision; both have positive impacts on teacher performance (Hanafiah et al., 2023). Furthermore, adaptive leadership enhances teacher performance, with a collaborative school culture acting as a mediating variable that strengthens this relationship (Sumiati et al., 2024). Instructional leadership promotes professional learning for teachers and improves teaching quality, which in turn enhances teacher performance (Wang et al., 2025). Effective leadership can also increase teacher performance through work motivation, with leadership alone accounting for 70.7% of the variance in teacher performance, and the combination of leadership and motivation explaining 71% (Hanafi & Ediwarman, 2019).

In addition to leadership and motivation, teacher performance is influenced by a supportive organizational culture and a positive work environment. Research by Matin et al. (2024) shows that a good organizational culture can significantly improve teacher performance. Job satisfaction is also important, as satisfied teachers

tend to be more productive and contribute positively to student learning outcomes (Kule et al., 2025). Continuous professional development helps teachers enhance their competencies, skills, and motivation (Kholifah et al., 2024). Balanced workload management is essential, as excessive workload can reduce teacher performance (Al-Badi & Elgeddawy, 2025). Moreover, a positive attitude toward the teaching profession affects dedication and performance; teachers who are passionate about their profession tend to demonstrate higher performance (Citriadin et al., 2019). Therefore, teacher success is the result of a complex interaction among culture, job satisfaction, professional development, time and workload management, and professional attitude.

CONCLUSION

Low t-statistic values and high p-values indicate that, directly, the school principal's attitude through work motivation at SMP Negeri 1 Kutorejo, Mojokerto does not affect teacher performance. Path analysis of indirect effects shows similar findings, where mediation through work motivation or other factors is also not significant. This suggests that other factors in the school environment play a more dominant role in determining teacher performance. Consequently, school leadership alone, without the support of contextual and additional variables, is insufficient to directly or indirectly enhance teacher performance in the school. Conceptually and based on previous research findings, teacher performance is influenced by a complex interaction of various factors. School leadership particularly transformational and instructional leadership plays a role in enhancing motivation, creating a conducive school climate, and supporting teachers' professional learning. Furthermore, a positive organizational culture, job satisfaction, professional development, balanced workload management, and a positive attitude toward the profession also influence teacher performance. Therefore, efforts to improve teacher performance at SMP Negeri 1 Kutorejo, Mojokerto require a holistic approach that simultaneously considers leadership, motivation, organizational culture, job satisfaction, and professional development.

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AUTHORS' CONTRIBUTION (Arial Narrow, 12pt, Bolt)

Author 1 : Conceptualization and research design, development of the theoretical framework, and supervision of data collection. Led the interpretation of results and contributed to the manuscript's introduction and discussion sections.

Author 2 : Data collection, data analysis, and preparation of tables and figures. Contributed to the methodology and results sections, ensuring the statistical analysis and interpretation of findings were accurate.

Author 3 : Literature review, drafting and editing of the manuscript, and coordination of references. Assisted in discussion and conclusion sections, emphasizing the practical implications and contribution of the study.

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