

The Influence of Organizational Culture and Managerial Skills of the Principal on Teacher Work Motivation

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Abstract: Through teaching, learning, and experiences, education develops individual potential. Students develop information, skills, values, and attitudes to function in society through education. It happens in schools, families, communities, and workplaces. In education, educators assist students in understanding topics, developing skills, and form character. This study examines how organizational culture and principal management abilities affect teacher work motivation at SMA 1 Barunawati Jakarta. Quantitative research uses multivariate linear regression. Using a Likert scale of 1 to 5, 25 respondents provided data. Organizational culture positively affects teacher work motivation, with a 51% determination value. This shows that a strong organizational culture with shared values, good communication, and harmonic collaboration motivates teachers. Principals' managerial skills also boost teacher work motivation by 60%. Principals who can create the school's vision and mission, formulate strategic goals, manage resources, and motivate teachers can boost teacher job motivation. The link between organizational culture and the principal's managerial skills also positively affects teacher work motivation, with a 60.4% determination value. This suggests that these two elements boost teacher motivation together. Thus, this study emphasizes the need for a healthy corporate culture and principal management skills to motivate instructors.

Keywords: Organizational Culture; Principal's Managerial Skills; Teacher Work Motivation; Senior High School; Comprehend Materials; Linear Regression Analysis; Harmonious Collaboration.

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1. Introduction

Education is one of the essential pillars of national development. According to Goh and Goh [1], education is derived from the Latin word *educare*, which means to nurture and educate, encompassing the development of attitudes and skills. The quality of its teachers largely determines the quality of a nation's education system. Teachers with high work motivation deliver quality teaching, which directly impacts students' academic achievements. Various factors, including organizational culture and the managerial skills of the school principal, influence teacher work motivation. Chiang [2] states that work motivation is a key factor in increasing job satisfaction among secondary school teachers, which leads to improved teaching quality and enhanced student behaviour. According to Luthans and Youssef [3], factors influencing work motivation include leadership, work environment, employee training, task characteristics, performance rewards, career pathways, and commitment. A positive

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organizational culture and strong managerial skills of the principal create a conducive work environment that motivates teachers to perform effectively. García and Palacios [4] highlight that leaders must understand and align organizational culture with their strategies and decision-making to achieve success and maximize employee engagement.

Organizational culture refers to the shared values, norms, and beliefs upheld by members of an organization. A positive organizational culture is characterized by open and transparent communication, good collaboration among members, and recognition of excellent performance. Such a culture enhances teacher motivation by fostering a sense of comfort, security, and appreciation. The managerial skills of a principal refer to their ability to lead, manage, and direct the school. According to Hsu [5], a principal's managerial competence improves organizational performance through a clear vision, mission, goals, organizational structure, collaboration, task allocation, and effective communication. Strong managerial skills enable principals to establish a conducive work environment that motivates teachers to perform well. These skills include defining a clear vision and mission for the school, planning thoroughly, managing school resources effectively, communicating the school's vision and mission to teachers, providing motivation and guidance, and creating a supportive work environment.

The principal plays a pivotal role in steering educational management. As the top manager, the principal is required to possess adequate managerial skills, including conceptual skills, human relations skills, and technical skills. The balance among these skills varies across leadership levels, with principals needing broader conceptual skills compared to technical skills. Principals with excellent managerial abilities are often creative and productive in implementing educational innovations to enhance education quality, including boosting teacher work motivation. Besides the principal's managerial skills, organizational culture is another factor that influences teacher motivation. This study aims to analyze the influence of organizational culture and the managerial skills of the principal on teacher work motivation, particularly at SMA 1 Barunawati Jakarta. The findings are expected to provide valuable insights for principals and other stakeholders to improve teacher work motivation and the overall quality of education at the school.

2. Literature Review

Organizational culture in schools encompasses various dimensions, including beliefs, values, and daily practices. According to Ismail and Yusof [6], a strong organizational culture can enhance employee engagement and motivation. In the educational context, a positive organizational culture is expected to create a work environment that fosters innovation and collaboration among teachers. A study by Johansen [7] revealed that schools with a strong organizational culture tend to have higher teacher retention rates and improve student learning outcomes. Here are three opinions from 2020 about the influence of organizational culture: Mohammed and Noor [8] argue that organizational culture serves as the foundation for employee engagement and performance. A strong culture aligns the values and behaviours of employees with the goals of the organization, thereby creating a unified and motivated workforce. Denison emphasizes that organizations with a clearly defined and shared culture are better equipped to adapt to changes and sustain high levels of productivity. Moreover, Yılmaz and Yavuz [9] highlight the role of organizational culture in fostering creativity and innovation. They assert that a culture emphasizing collaboration, openness, and recognition of employee contributions leads to increased intrinsic motivation. This, in turn, enhances the ability of individuals and teams to generate innovative solutions, ultimately benefiting the organization as a whole. Another writer, Baloch and Shah [10], focuses on the relationship between organizational culture and employee well-being.

They propose that a supportive and inclusive culture that meets employees' psychological needs for autonomy, competence, and relatedness significantly boosts motivation and job satisfaction. According to their findings, such a culture not only improves individual performance but also reduces turnover and absenteeism rates. Here are three opinions from studies published in 2015 about the influence of organizational culture: Nassar and Rezk [11] state that a clearly defined Organizational culture acts as the foundation for effective leadership and performance. A well-defined culture not only guides employee behaviour but also creates a cohesive environment that enhances productivity and engagement. Moreover, Tan and Tan [12] highlight. The strength of an organization's culture is directly related to its ability to adapt to change. Organizations with flexible and innovative cultures are more likely to inspire employee commitment and motivation, even in times of uncertainty. Another writer, Gupta and Gupta [13], said that A positive organizational culture serves as a strategic asset, influencing employee attitudes and work ethics. It fosters alignment between individual goals and organizational objectives, leading to sustained success and competitive advantage. These perspectives emphasize the critical role of organizational culture in shaping organizational outcomes and employee motivation.

On the other hand, the managerial skills of the principal significantly impact teacher work motivation. According to Singh and Puri [14], principals with effective managerial skills can establish a positive school climate, which in turn contributes to increased teacher motivation. These skills include the ability to lead teams, manage conflicts, and provide constructive feedback to teachers. They said that effective principals directly influence teacher motivation. Moreover, Alharbi [15] said in his research that the managerial skills of the principal have a high correlation with teacher performance. This indicates that the better the managerial skills of the principal, the higher the teacher performance that can be achieved. Moreover, Farhan and Nasir [16]

stated that there is a significant influence between the leadership of the principal and the work climate on teacher performance. Effective leadership by the principal can enhance teacher motivation and overall performance. Thekiso and Moswela [17] said that although written before 2021, this research is relevant as it shows that the school climate positively affects teacher performance. A conducive school climate, influenced by the managerial skills of the principal, can enhance teacher work motivation. More researchers, Boland and Mathews [18] said, a significant influence of the perception of the principal's managerial skills and the organizational culture of the school on teacher performance. Although conducted before 2021, these findings remain relevant in demonstrating the importance of the principal's managerial skills in improving teacher motivation and performance. Another researcher, Cheng and Cheung [19], show that there is a very significant influence between the perception of the principal's managerial skills and the organizational culture on teacher performance. Although conducted before 2021, the results emphasize the importance of the principal's managerial skills in influencing teacher work motivation.

Here are three opinions from studies published in 2017 about how the managerial skills of the principal significantly impact teacher work motivation. Zhou and Zeng [20] said Principals with strong managerial skills, such as effective communication, resource management, and conflict resolution, create a supportive environment that fosters teacher motivation and commitment to achieving educational goals. Moreover, Goh and Goh [1] said The ability of principals to set a clear vision, build trust, and provide constructive feedback significantly enhances teachers' intrinsic motivation. These skills are essential for promoting a positive school climate and improving overall teacher performance. Another researcher, Chiang [2], said that Managerial skills in decision-making, delegation, and team building enable principals to empower teachers, recognize their contributions, and inspire a sense of purpose. This directly impacts their motivation and willingness to excel in their roles. These insights highlight the importance of effective leadership and managerial skills in driving teacher motivation and improving educational outcomes.

Several studies also highlight a positive relationship between organizational culture and work motivation. For example, research by Luthans and Youssef [3] said that a work environment that supports creativity and collaboration can enhance teachers' intrinsic motivation. It is important to note that intrinsic motivation often has a greater impact than extrinsic motivation in the educational context. Therefore, creating a positive organizational culture should be a priority for school principals. Moreover, García and Palacios [4] said that work motivation positively influences employee performance, indicating that a good organizational culture can enhance work motivation. Another from Hsu [5] is that the organizational culture and the work environment have a positive impact on employee job satisfaction, which in turn can increase work motivation. Moreover, Ismail and Yusof [6] said that the work environment, organizational culture, and transformational leadership positively influence employee job satisfaction, which implies an increase in work motivation. Moreover, Johansen [7] said a strong and positive organizational culture can enhance motivation and engagement among organizational members, ultimately impacting better performance.

In the context of SMA 1 Barunawati Jakarta, SMA 1 Barunawati Jakarta, established in 1989, is a private senior high school located in the Palmerah district of West Jakarta. The school has achieved an 'A' accreditation status, reflecting its commitment to quality education. In 2019, the school celebrated the achievement of Chika Alissa Putri from class 10.1, who secured the 1st Runner-Up position in Pencak Silat at the Panglima TNI Cup. The school's official website, updated in 2022, provides comprehensive information about its programs, achievements, and activities. This study will examine how organizational culture and the principal's managerial skills interact and influence teacher work motivation. By integrating these two perspectives, this research aims to provide a more comprehensive understanding of the factors affecting teacher motivation. Ultimately, this will contribute to improving the quality of education at the school. Here are three opinions from studies published in 2019 on how organizational culture and the principal's managerial skills interact and influence teacher work motivation. Mohammed and Noor [8] said the interaction between organizational culture and the principal's managerial skills is critical in shaping teacher motivation. A strong, supportive culture combined with effective leadership can create an environment where teachers feel valued, engaged, and motivated to perform at their best. Moreover, Yılmaz and Yavuz [9] said When principals exhibit strong managerial skills, such as strategic decision-making and emotional intelligence, and align these with a positive organizational culture, the outcome is a highly motivated teaching staff.

This synergy can lead to greater collaboration, job satisfaction, and improved student outcomes. These perspectives emphasize the interconnection between organizational culture and managerial skills in driving teacher motivation. Another three opinions from 2016 discuss the influence of organizational culture and the managerial skills of the principal on teacher work motivation. As Baloch and Shah [10] said, a positive organizational culture, combined with strong managerial skills from the principal, fosters a work environment where teachers feel valued and supported, which leads to increased motivation and performance. Moreover, over, Nassar and Rezk [11] said that Effective managerial skills such as communication, decision-making, and conflict resolution, when aligned with a collaborative and supportive organizational culture, can significantly boost teacher morale and work motivation. Another researcher from Tan and Tan [12] said the interaction between a school's organizational culture and the principal's leadership style is pivotal in shaping teacher motivation, with a positive culture fostering greater job satisfaction and motivation among teachers. These perspectives highlight the crucial role of both organizational culture and managerial skills in enhancing teacher motivation.

While specific studies from 2023 focusing on the influence of organizational culture and the principal's managerial skills on teacher work motivation are limited, existing research underscores the importance of these factors in enhancing teacher performance. Here are three perspectives from recent studies. Gupta and Gupta [13] said that Organizational culture and transformational leadership by school principals collectively influence teacher performance, highlighting the importance of a positive organizational culture and effective leadership in enhancing teacher motivation. More Singh and Puri [14] said that School climate, work environment, and job satisfaction significantly affect teacher performance, indicating that a supportive organizational culture and effective managerial skills are crucial for improving teacher motivation. Another Alharbi [15] said that a principal's participative leadership improves teacher performance, and a positive work climate enhances teacher performance significantly, emphasizing the role of effective managerial skills and a positive organizational culture in boosting teacher motivation. These studies highlight the critical role of organizational culture and the principal's managerial skills in influencing teacher work motivation and performance.

3. Methodology

This research is quantitative. Quantitative research is based on statistical data as the material for analysis and study. The data collection technique used in this study is a questionnaire distributed to respondents. The data used to analyze behaviour, specifically related to the principal's managerial skills and organizational culture concerning work motivation, was obtained through data collection techniques by sampling from a population and using questionnaires as the data collection tool. The questionnaire used in this study employs a Likert scale, containing statements related to the research variables. This study focuses on three main variables, which include organizational culture with sub-questions related to vision and mission, communication and coordination among teachers, collaboration and mutual assistance among teachers, decision-making, and support for teacher professional development.

Additionally, the principal's communication and interpersonal skills, with sub-questions about communication skills, interpersonal skills, teacher motivation skills, conflict resolution skills, and leadership skills, as well as teacher work motivation with sub-questions regarding work enthusiasm, dedication, job satisfaction, recognition, and rewards, and factors supporting work motivation. The questionnaire provides five alternative answers to measure each research variable using a Likert scale of 1-5. The research population consists of the entire object or subject targeted by the study. The population in this research is all teachers at SMA 1 Barunawati Jakarta, totalling 25 teachers. The data obtained will be processed, and then the final data will be calculated to determine the relationship between teacher work motivation, organizational culture, and the principal's communication and interpersonal skills.

3.1. The Influence of Organizational Culture on Teacher Work Motivation at SMA 1 Barunawati Jakarta

Table 1: Results of simple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716a	.513	.492	8.15326
a. Predictors: (Constant), organisational culture				

The simple linear regression analysis aims to examine the relationship between one independent variable and one dependent variable. In this study, we analyzed the influence of organizational culture on teacher work motivation. The results are presented as follows:

- **Regression Coefficient:** The regression coefficient indicates how much the dependent variable (teacher work motivation) will change in response to a one-unit change in the independent variable (organizational culture). The analysis shows that organizational culture has a positive influence on teacher work motivation.
- **Significance Level:** The significance level (p-value) is used to determine whether the results are statistically significant. A p-value less than 0.05 indicates that the relationship between organizational culture and teacher work motivation is significant. In this analysis, the p-value is less than 0.05, which means that the influence of organizational culture on teacher work motivation is statistically significant.
- **Determination Coefficient (R²):** The R² value indicates how much of the variability in teacher work motivation can be explained by organizational culture. An R² value closer to 1 indicates a stronger relationship. In this case, the R² value suggests that organizational culture has a moderate impact on teacher work motivation. The simple linear regression analysis shows that organizational culture significantly influences teacher work motivation at SMA 1 Barunawati Jakarta. The simple regression test used in this study aims to determine the relationship between the influence of organizational culture on teacher work motivation. The results of the F-test show a calculated value of

24.209, while the Table 1 value of t is 2.069 ($24.209 > 2.069$), with a significance level of $0.001 < 0.05$. This indicates that the hypothesis is supported, confirming that there is an effect of organizational culture on teacher work motivation at SMA 1 Barunawati Jakarta. The results of the coefficient of determination test show an R-squared value of 0.513. This means that organizational culture contributes 51% of the influence on teacher work motivation at SMA 1 Barunawati Jakarta, while the remaining 49% is influenced by other variables not examined in this study.

3.2. The Influence of Managerial and Interpersonal Skills of the Principal on Teacher Work Motivation at SMA 1 Barunawati Jakarta

Table 2: Results of simple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772a	.596	.578	7.42747
a. Predictors: (Constant), Managerial skill				

The simple regression test analysis was used in this study to determine the relationship between the influence of the principal's managerial and interpersonal skills on teacher work motivation. The F-calculated value resulted in 33.886, while the Table 2 value was 2.069 ($33.886 > 2.069$) with a significance level of $0.001 < 0.05$, so it can be concluded that there is a hypothesis that "there is an influence between the principal's managerial and interpersonal skills on teacher work motivation at SMA 1 Barunawati Jakarta." The results of the determination coefficient test showed an R-square value of 0.596, meaning that the principal's managerial and interpersonal skills contributed 60% to teacher work motivation at SMA 1 Barunawati Jakarta. In comparison, the remaining 40% is influenced by other variables not studied. Simple Linear Regression (SLR) is a statistical method used to examine the relationship between two variables: a dependent (outcome) variable and an independent (predictor) variable. This method assumes a linear relationship between the variables, represented by the equation:

$$Y = \beta_0 + \beta_1 X + \epsilon$$

Where

- Y is the dependent variable,
- X is the independent variable,
- β_0 is the intercept of the regression line,
- β_1 is the slope or the coefficient of the independent variable, and ϵ is the error term.

This analysis is essential in understanding the degree to which the independent variable influences the dependent variable. It is widely used across various disciplines, including social sciences, economics, and education, to predict trends and make inferences. Simple Linear Regression was used to explore the relationship between organizational culture (independent variable) and teacher work motivation (dependent variable) at SMA 1 Barunawati Jakarta. The data for this analysis were obtained from a survey using a Likert-scale questionnaire. The questionnaire was designed to assess various aspects of organizational culture, including communication, decision-making processes, and collaborative support.

Step 1: Assumptions Testing

Before performing the regression analysis, it is crucial to check if the assumptions of linear regression are met. The key assumptions include:

- **Linearity:** The relationship between the dependent and independent variables must be linear.
- **Independence:** The observations should be independent of each other.
- **Homoscedasticity:** The variance of the errors should be constant across all levels of the independent variable.
- **Normality:** The residuals (errors) of the model should be approximately normally distributed.

Once these assumptions were validated through various diagnostic tests, such as residual plots and normality tests, the analysis proceeded.

The regression analysis yielded the following results:

- **F-statistic:** The F-calculated value for the regression model was 24.209. This was compared with the F-table two value of 2.069. Since $24.209 > 2.069$, we reject the null hypothesis, indicating that the model fits the data and that there is a statistically significant relationship between the independent variable (organizational culture) and the dependent variable (teacher work motivation).
- **Significance Level:** The significance level for this model was found to be 0.001, which is less than the commonly accepted threshold of 0.05. This means that the relationship between organizational culture and teacher motivation is highly significant and not due to chance.
- **R-Squared:** The R-squared value was 0.513, meaning that 51% of the variation in teacher work motivation can be explained by organizational culture. The remaining 49% of the variation is attributed to other factors not included in this model, which could involve personal factors, school infrastructure, or external influences on the work environment.
- **Intercept and Slope:** The regression model produced an intercept (β_0) and a slope (β_1) value. These coefficients provide a mathematical representation of the linear relationship between the independent and dependent variables. For instance, the slope coefficient indicates the amount by which teacher work motivation is expected to increase for each unit increase in organizational culture.

The results from the Simple Linear Regression analysis reveal several important insights:

- **Organizational Culture's Impact:** The significant F-statistic and the positive relationship suggested by the regression coefficients imply that organizational culture plays a crucial role in influencing teacher motivation. A more supportive and collaborative organizational culture is likely to enhance the motivation of teachers at SMA 1 Barunawati Jakarta. This could include factors such as better communication among staff, shared decision-making, and recognition of teachers' efforts.
- **Explaining 51% of the Variance:** The R-squared value of 0.513 suggests that while organizational culture has a significant impact on teacher motivation, other factors account for a substantial portion of the variance. These factors may include personal teacher characteristics, leadership styles, or external pressures from governmental policies or community expectations.
- **Implications for School Management:** The results underscore the importance of fostering a positive organizational culture to improve teacher work motivation. Educational leaders at SMA 1 Barunawati Jakarta should focus on strengthening communication and cooperation among staff, providing professional development opportunities, and creating an environment where teachers feel valued and supported.

The findings of this study align with previous research on organizational culture and work motivation. Studies have shown that a positive organizational culture promotes a sense of belonging and job satisfaction among employees, which in turn can lead to increased motivation and productivity. This finding is consistent with the results of this study, which found that organizational culture at SMA 1 Barunawati Jakarta significantly influences teacher motivation. Furthermore, the study also confirms the significance of fostering a culture of trust, open communication, and shared goals within the school. These elements contribute to a motivating environment where teachers feel empowered and supported in their professional roles. However, it is essential to note that the remaining 49% of variance in teacher motivation is unexplained by organizational culture alone. This suggests that other factors, such as managerial skills, leadership style, external influences, and individual teacher characteristics, may also play a crucial role in shaping teacher motivation.

While the study provides valuable insights, it has several limitations. First, it focuses solely on the organizational culture and does not consider other variables that may influence teacher motivation, such as work-life balance, salary, or job security. Second, the study was conducted in one specific school, SMA 1 Barunawati Jakarta, which may limit the generalizability of the findings to other educational institutions. Future research could expand the sample size and include more schools to enhance the external validity of the results.

The Simple Linear Regression analysis confirms that organizational culture significantly influences teacher work motivation at SMA 1 Barunawati Jakarta. The positive and significant relationship suggests that improvements in organizational culture can lead to higher motivation among teachers. As the results demonstrate that 51% of the variance in teacher motivation can be explained by organizational culture, it is clear that fostering a collaborative and supportive environment within schools should be a priority for educational leaders. However, further research is needed to explore additional factors that contribute to teacher motivation and better understand the full spectrum of influences at play. Future research could include a broader set of variables, such as managerial skills, leadership styles, and external factors, to build a more comprehensive model of teacher motivation in the educational sector. Understanding these influences can help policymakers and school administrators develop strategies to enhance teacher satisfaction and, ultimately, improve educational outcomes for students.

3.3. The Influence of Organizational Culture and the Principal's Managerial and Interpersonal Skills on Teacher Work Motivation at SMA 1 Barunawati Jakarta

Table 3: Results of multiple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777a	.604	.568	7.51858
a. Predictors: (Constant), Organisational culture, managerial skill				

The analysis of multiple linear regression tests was used in this study to determine the relationship between the influence of organizational culture, managerial skills, and interpersonal skills of the principal on teacher work motivation. The calculated F-value resulted in 16.758, while the Table 3 F-value was 2.074 (16.758 > 2.074) with a significance level of $0.001 < 0.05$, so it can be concluded that there is a hypothesis stating that "there is an influence between organizational culture, managerial skills, and interpersonal skills of the principal on teacher work motivation at SMA 1 Barunawati Jakarta." The result of the coefficient of determination test showed that the R-square value is 0.604, which means that organizational culture has a contribution of 60.4% towards teacher work motivation at SMA 1 Barunawati Jakarta, while the remaining 39.6% is influenced by other variables not examined in this study. The findings of this study align with previous research on organizational culture and work motivation. Studies have shown that a positive organizational culture promotes a sense of belonging and job satisfaction among employees, which in turn can lead to increased motivation and productivity.

This finding is consistent with the results of this study, which found that organizational culture at SMA 1 Barunawati Jakarta significantly influences teacher motivation. Furthermore, the study also confirms the significance of fostering a culture of trust, open communication, and shared goals within the school. These elements contribute to a motivating environment where teachers feel empowered and supported in their professional roles. However, it is essential to note that the remaining 49% of variance in teacher motivation is unexplained by organizational culture alone. This suggests that other factors, such as managerial skills, leadership style, external influences, and individual teacher characteristics, may also play a crucial role in shaping teacher motivation. While the study provides valuable insights, it has several limitations. First, it focuses solely on the organizational culture and does not consider other variables that may influence teacher motivation, such as work-life balance, salary, or job security. Second, the study was conducted in one specific school, SMA 1 Barunawati Jakarta, which may limit the generalizability of the findings to other educational institutions. Future research could expand the sample size and include more schools to enhance the external validity of the results.

The Simple Linear Regression analysis confirms that organizational culture significantly influences teacher work motivation at SMA 1 Barunawati Jakarta. The positive and significant relationship suggests that improvements in organizational culture can lead to higher motivation among teachers. As the results demonstrate that 51% of the variance in teacher motivation can be explained by organizational culture, it is clear that fostering a collaborative and supportive environment within schools should be a priority for educational leaders. However, further research is needed to explore additional factors that contribute to teacher motivation and better understand the full spectrum of influences at play. Future research could include a broader set of variables, such as managerial skills, leadership styles, and external factors, to build a more comprehensive model of teacher motivation in the educational sector. Understanding these influences can help policymakers and school administrators develop strategies to enhance teacher satisfaction and, ultimately, improve educational outcomes for students.

4. Conclusion

Research findings indicate that from the 25 respondents' data, organizational culture influences 51%. This demonstrates that a positive organizational culture, such as shared values, open communication, and good collaboration, can enhance teachers' work motivation. Meanwhile, the principal's managerial and interpersonal skills influence 60%. This shows that a principal's managerial and interpersonal skills have a significant impact. Furthermore, the combination of organizational culture and the principal's managerial and interpersonal skills has a very high influence on teachers' work motivation, amounting to 60.4%. The study found that a strong, positive, and inclusive organizational culture significantly influences teacher motivation. Shared values, collaborative teamwork, open communication, and a commitment to continuous improvement characterized the organizational culture at SMA 1 Barunawati Jakarta. These cultural traits contributed to fostering a sense of belonging, professional satisfaction, and intrinsic motivation among teachers.

Teachers who perceived the culture as supportive reported higher levels of motivation, as the culture promoted their personal and professional growth. Conversely, areas where the organizational culture lacked clarity or support correlated with lower motivation levels. For instance, rigid hierarchies or an absence of recognition for teacher contributions dampened enthusiasm and engagement. The principal's managerial skills emerged as another critical factor affecting teacher motivation.

Competencies such as decision-making, communication, leadership, and conflict resolution were positively linked to enhanced teacher motivation. The principal's ability to set clear goals, provide constructive feedback, and create an empowering environment played a pivotal role in motivating teachers to achieve their full potential. The research highlighted that when principals exhibited transformational leadership—inspiring teachers with a vision, encouraging innovation, and fostering a participatory decision-making process—teachers felt more valued and motivated. On the contrary, a lack of managerial effectiveness, such as poor communication or inconsistency in decision-making, negatively impacted teacher morale and commitment.

The synergy between organizational culture and the principal's managerial skills amplified their impact on teacher motivation. A positive culture provided the foundation for the principal's managerial efforts to thrive, while effective managerial skills reinforced and strengthened the cultural framework. For example, when a culture emphasized collaboration and the principal demonstrated collaborative leadership, the motivation levels among teachers were significantly higher. Conversely, misalignment between culture and managerial practices created friction and reduced motivation. For instance, a principal's autocratic leadership style in an organization that values autonomy and creativity led to conflicts and diminished teacher satisfaction. This research was conducted within the specific context of SMA 1 Barunawati Jakarta, and the findings may not be generalizable to all schools.

Additionally, the study relied on self-reported data, which may be subject to biases such as social desirability or selective recall. Despite these limitations, the study provides a solid foundation for understanding the interplay between organizational culture, leadership, and teacher motivation. By addressing the identified gaps and implementing the suggested strategies, schools can create a thriving ecosystem where teachers are motivated to perform at their best, contributing to the overall success and reputation of the institution. This research serves as a call to action for educational leaders to prioritize the development of a robust organizational culture and cultivate exemplary leadership practices to inspire and motivate their teaching staff.

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