

The Influence of Principal Managerial Competence and Teacher Welfare on Teacher Work Motivation in Elementary Schools of Belang District

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ABSTRACT

Teacher work motivation is a critical determinant of instructional quality in elementary schools, yet it remains susceptible to organizational and socioeconomic pressures, particularly in rural educational settings in Indonesia. Preliminary observations in the Belang District revealed persistent motivational challenges, including suboptimal punctuality, limited pedagogical innovation, and teachers' economic necessity to seek supplementary employment. This study aims to examine the influence of principal managerial competence and teacher welfare, both independently and simultaneously, on teacher work motivation in the elementary schools of Belang District. A quantitative ex-post facto survey design was employed, involving 106 active teachers as the main sample and 27 try-out respondents selected via Proportional Random Sampling from a population of 106 teachers across 12 elementary schools; data were collected using a validated Likert-scale questionnaire and analyzed through multiple linear regression with classical assumption testing. Principal managerial competence significantly and positively predicted teacher work motivation ($t = 4.683$; $p = 0.000$), and teacher welfare likewise demonstrated a significant positive partial effect ($t = 3.892$; $p = 0.001$). Simultaneously, both variables jointly explained a substantial proportion of variance in teacher work motivation ($F = 33.599$; $p = 0.000$; $R^2 = 0.985$), yielding the regression equation $Y = 52.792 + 0.085X_1 + 0.025X_2$. Managerial competence exhibited a relatively stronger predictive coefficient, indicating a dominant role in driving motivational outcomes compared to welfare. These findings confirm that effective principal managerial leadership and adequate teacher welfare are complementary and statistically robust predictors of teacher work motivation in rural Indonesian elementary schools. The practical implication is that district education

authorities should prioritize concurrent investment in principals' managerial capacity development and structural welfare equity for teachers, particularly those with honorary employment status, as integrated policy interventions.

Keywords: elementary education, managerial competence, principal leadership, teacher welfare, work motivation.

INTRODUCTION

Education serves as a foundational pillar of national development, functioning as both a mechanism for knowledge transfer and as a transformative process that cultivates character, competence, and civic consciousness. Law No. 20 of 2003 on the National Education System mandates that education aims to develop individual capabilities and foster a dignified national civilization. Within this framework, teachers occupy an irreplaceable strategic position: Law No. 14 of 2005 on Teachers and Lecturers formally defines the teacher's professional mandate as encompassing the education, instruction, guidance, training, assessment, and evaluation of students across all school levels.

The evolving demands of Indonesian education, particularly those arising from the Merdeka Belajar curriculum reform, have intensified expectations of teacher adaptability, creativity, and student-centered pedagogy. These expectations are, however, conditional upon a robust motivational foundation. Robbins and Judge (2015) define motivation as the process explaining the intensity, direction, and persistence of an individual's goal-directed effort. In schools, teacher work motivation determines the quality of instructional practice, the degree of professional commitment, and the capacity for pedagogical innovation. Preliminary observations conducted by the researcher in the elementary schools of Belang District revealed multiple indicators of motivational deficiency: delayed commencement of first-period instruction, limited self-initiated development of instructional media, reduced participation in professional learning communities (Kelompok Kerja Guru/KKG), and a significant proportion of teachers engaged in supplementary employment outside school hours. These behavioral manifestations are consistent with Herzberg's (1959) dual-factor conceptualization, wherein unmet hygiene factors (e.g., inadequate compensation, organizational inequity) produce active dissatisfaction that suppresses professional engagement.

Two organizational variables have been theoretically and empirically implicated in teacher motivation: principal managerial competence and teacher welfare. Mulyasa (2013), grounded in the POAC (Planning, Organizing, Actuating, Controlling) management framework, argues that the principal's managerial capacity directly configures the organizational climate experienced by teachers. Concurrently, welfare provisions, encompassing both financial compensation and psychological work conditions, function, according to Hasibuan (2017) and Maslow's (1954) hierarchical need theory, as prerequisite foundations before motivational advancement toward self-actualization can occur.

A review of existing literature reveals a growing body of research examining principal leadership and teacher welfare as antecedents of teacher motivation. Sudrajat (2023) demonstrated that principal leadership competence correlates strongly with improved school climate and heightened teacher intrinsic motivation in Indonesian elementary schools. Aisyah and Musa (2023) identified financial

certainty and non-financial compensation as primary determinants preventing demotivation among honorary teachers. Sari et al. (2024) established that adequate welfare enables teachers to concentrate on pedagogical innovation without the cognitive burden of financial precarity. At the international level, Leithwood et al. (2020) affirmed that effective school leadership is one of the most powerful organizational predictors of teacher performance outcomes, while Skaalvik and Skaalvik (2018) found that motivationally supportive leadership environments significantly enhance teacher occupational resilience and job satisfaction. Collectively, these studies confirm the theoretical salience of both constructs. However, they share a common methodological limitation: the majority examine principal leadership competence or teacher welfare in isolation, rather than modeling their simultaneous, synergistic effects. Furthermore, most Indonesian studies have been conducted in urban or semi-urban settings, leaving the rural, multi-school context of districts such as Belang empirically underexplored.

Despite the theoretical robustness of both constructs, no study to date has simultaneously investigated the influence of principal managerial competence and teacher welfare on teacher work motivation within the specific socioeconomic and geographic context of rural elementary schools in Eastern Indonesia. Existing studies either (a) address the two predictors independently without modeling their combined explanatory power, (b) focus on secondary or higher education institutions, or (c) are conducted in more resource-abundant, urban school environments where welfare deficits and leadership quality disparities may not be as pronounced. The unique contextual factors of Belang District, including employment status heterogeneity (PNS, PPPK, and honorary teachers), geographic remoteness, and limited external professional development access, necessitate contextually grounded empirical investigation.

The present study contributes to the literature in three substantive ways. First, it provides the first empirical examination of the simultaneous effect of principal managerial competence and teacher welfare on teacher work motivation within the elementary school context of Belang District, North Sulawesi, a setting absent from previous published research. Second, methodologically, it integrates the POAC managerial framework (Terry, 2012) with Herzberg's (1959) Two-Factor Theory and Maslow's (1954) Hierarchy of Needs within a single unified regression model, offering a theoretically layered analytical framework not previously applied in this context. Third, it contributes empirical evidence from the perspective of teachers as organizational subjects, rather than institutional administrators, thereby capturing the motivational dynamics as experienced by front-line practitioners, which enriches the interpretive validity of the findings.

This study pursues three specific research objectives: (1) to analyze the partial influence of principal managerial competence on teacher work motivation in the elementary schools of Belang District; (2) to analyze the partial influence of teacher welfare on teacher work motivation; and (3) to analyze the simultaneous influence of both variables on teacher work motivation.

LITERATURE REVIEW

Teacher Work Motivation

Motivation, as theorized by Robbins and Judge (2015), encompasses the intensity, direction, and persistence of an individual's effort toward goal attainment. Uno (2016) contextualizes this within the

teaching profession as the internal and external driving force that directs professional conduct toward the responsible and excellent fulfillment of pedagogical duties. Deci and Ryan's (2017) Self-Determination Theory (SDT) differentiates intrinsic motivation, arising from genuine professional interest and inherent task satisfaction, from extrinsic motivation, which is contingent upon external reinforcers such as salary or formal recognition.

Maslow's (1954) Hierarchy of Needs establishes that foundational physiological and safety needs must be satisfied before higher-order esteem and self-actualization needs can emerge as active motivational drivers. Herzberg's (1959) Two-Factor Theory refines this by distinguishing hygiene factors (salary, working conditions, organizational policy) from motivator factors (achievement, recognition, responsibility, professional growth). Both frameworks converge on the proposition that sustainable high motivation requires the satisfaction of basic conditions alongside the activation of intrinsic professional drivers.

Empirically, Skaalvik and Skaalvik (2018) demonstrated that teacher motivation is significantly associated with occupational resilience and job satisfaction, while Watt and Richardson (2017), through the FIT-Choice framework, established that intrinsic professional value, prosocial utility, and career stability perceptions collectively shape the decision to sustain teaching engagement.

Principal Managerial Competence

Principal managerial competence denotes the cluster of skills, knowledge, and behaviors enabling school leaders to plan, organize, lead, and control institutional resources toward educational goal attainment (Mulyasa, 2013). This competence dimension is formally mandated by Permendiknas No. 13 of 2007. Operationalized through Terry's (2012) POAC framework, managerial competence encompasses: participatory program planning (Planning); equitable human resource organization (Organizing); facilitative leadership and resource distribution (Actuating); and systematic monitoring, evaluation, and corrective control (Controlling). Wahjosumidjo (2011) further stresses the principal's coordinative function as essential to institutional effectiveness.

Leithwood et al. (2020) argue that effective managerial leadership transcends administrative compliance, encompassing the capacity to cultivate collaborative school cultures and facilitate continuous teacher professional development. This conceptualization positions the principal as both an organizational manager and a motivational architect.

Teacher Welfare

Teacher welfare is constitutionally defined under Law No. 14 of 2005 as the entitlement to income exceeding the minimum living standard and access to adequate social security. Hasibuan (2017) classifies welfare as supplementary compensation, encompassing material (salary, allowances, social insurance) and non-material dimensions (job security, professional recognition, psychologically safe work environment). The OECD framework by Viac and Fraser (2020) delineates teacher well-being across cognitive, subjective, physical, and social dimensions. Gaol (2014) synthesizes these into two primary domains: socioeconomic welfare and psychological welfare, both of which function as Herzberg's hygiene factors, whose absence actively generates demotivation.

METHOD

Research Design

This study employs a quantitative ex-post facto approach with a correlational-causal research design. This design is appropriate for examining causal relationships among pre-existing variables without experimental manipulation (Sugiyono, 2006). The model maps the influence of principal managerial competence (X1) and teacher welfare (X2) as independent variables on teacher work motivation (Y) as the dependent variable, both partially and simultaneously.

Population and Sample

The population comprised 106 active teachers (ASN PNS and ASN PPPK) across 12 elementary schools in Belang District (Kemendikdasmen, 2026). Following Arikunto's (2010) guideline of sampling 20-25% from populations exceeding 100, 27 respondents served as the try-out sample for instrument validation; the remaining 79 respondents constituted the main research sample. Proportional Random Sampling was applied to ensure representativeness across all 12 schools.

Instrument and Measurement

A closed-ended Likert-scale questionnaire (Strongly Agree=5 to Strongly Disagree=1) was used. The instrument comprised 12 items for X1 (aligned to POAC dimensions), 11 items for X2 (covering socioeconomic and psychological welfare), and 10 items for Y (based on Uno (2016) and Herzberg (1959) indicators). Anonymity was ensured by omitting respondents' full names; authenticity was verified through handwritten signatures.

Validity and Reliability

Validity was assessed via Pearson Product-Moment correlation (valid if $r\text{-count} > r\text{-table} = 0.361$, $n=30$, two-tailed). All 33 items met this criterion (Pearson r range: 0.765-0.884 for X1 and X2; 0.809-0.876 for Y). Reliability was confirmed via Cronbach Alpha (threshold: 0.60), with coefficients of 0.956 (X1), 0.954 (X2), and 0.951 (Y), all in the very high reliability category.

Data Analysis

Analysis proceeded through three stages: (1) Classical assumption tests: Kolmogorov-Smirnov normality test, Test for Linearity, multicollinearity (Tolerance/VIF), and Glejser heteroscedasticity test. (2) Descriptive statistics. (3) Inferential analysis: Simple Linear Regression with t-test for partial hypotheses (H1, H2) and Multiple Linear Regression with F-test for the simultaneous hypothesis (H3), plus coefficient of determination (R²). All analyses used IBM SPSS Statistics version 25.

RESULTS AND DISCUSSION

Classical Assumption Tests

The Kolmogorov-Smirnov test yielded Asymp. Sig. = 0.200 (> 0.05), confirming normal distribution of residuals (Mean = 0.000; SD = 1.199), further corroborated by the Normal P-P Plot.

Linearity testing confirmed statistically significant linear components for both X1-Y and X2-Y relationships (Sig. Linearity < 0.001). Multicollinearity testing returned Tolerance = 0.900 (> 0.10) and VIF = 1.111 (< 10.00) for both predictors, confirming the absence of multicollinearity. Glejser test results (X1: Sig. = 0.822; X2: Sig. = 0.821, both > 0.05) confirmed homoscedasticity. All classical assumptions were satisfied, validating the application of multiple linear regression analysis.

Hypothesis Testing

Table 1 presents the consolidated results of partial (t-test) and simultaneous (F-test) regression analyses.

Table 1. Summary of Regression Analysis Results

Variable	t / F count	t / F table	Sig.	R2	Beta	Decision
X1 -> Y (Partial)	4.683	2.064	0.000	—	0.085	H1 Accepted
X2 -> Y (Partial)	3.892	2.064	0.001	—	0.025	H2 Accepted
X1 & X2 -> Y (Simultaneous)	33.599	3.40	0.000	0.985	—	H3 Accepted

Note: X1 = Principal Managerial Competence; X2 = Teacher Welfare; Y = Teacher Work Motivation; Beta = Unstandardized Regression Coefficient.

Partial testing confirmed that principal managerial competence significantly and positively influences teacher work motivation ($t = 4.683 > t\text{-table} = 2.064$; Sig. = 0.000 < 0.05), supporting H1. Teacher welfare also demonstrated a significant positive partial effect ($t = 3.892 > t\text{-table} = 2.064$; Sig. = 0.001 < 0.05), supporting H2. The simultaneous F-test confirmed that both X1 and X2 jointly predict Y ($F = 33.599 > F\text{-table} = 3.40$; Sig. = 0.000; $R^2 = 0.985$), supporting H3. The multiple linear regression equation is:

$$Y = 52.792 + 0.085 X1 + 0.025 X2$$

The constant (52.792) reflects a baseline motivational level present in the teacher population independent of the predictors. Both positive coefficients confirm directional alignment between predictors and the motivational outcome, with X1 exhibiting a larger coefficient, indicating its relatively greater marginal predictive contribution.

Principal Managerial Competence and Teacher Work Motivation

The significant positive partial influence of principal managerial competence on teacher work motivation (Beta = 0.085; Sig. = 0.000) is theoretically grounded in Mulyasa's (2013) POAC framework and Herzberg's (1959) proposition that motivator factors, including recognition, responsibility, and professional advancement opportunities, are activated by effective organizational leadership. When principals engage in participatory planning, establish equitable task distribution, facilitate open

communication, and conduct mentoring-oriented supervision, they generate the structural conditions in which teacher autonomy and professional engagement flourish.

This finding strongly corroborates Sudrajat (2023), who demonstrated a robust correlation between principal leadership competence and improved school climate and teacher intrinsic motivation in Indonesian elementary schools, concluding that administrative fairness and supervisory support are key mediating mechanisms. Similarly, Leithwood et al. (2020) affirmed, in a broad cross-national review, that school leadership constitutes one of the most consequential organizational levers for teacher performance, a conclusion replicated in the present study's Eastern Indonesian context. The present finding further aligns with Skaalvik and Skaalvik (2018), whose research in Norwegian schools found that principal supportiveness was a primary predictor of teacher occupational resilience, a construct closely related to sustained motivational engagement. In contrast, studies that found weak leadership-motivation links (e.g., those conducted in overly centralized school governance systems) typically involved contexts where principal decision-making authority was structurally limited, which does not characterize the Belang District setting.

The dominant coefficient of X1 relative to X2 in the regression model suggests that, in the Belang District context, incremental improvements in managerial leadership quality yield proportionally greater motivational gains than equivalent welfare improvements. This finding carries important prioritization implications for professional development investment.

Teacher Welfare and Teacher Work Motivation

The significant positive partial effect of teacher welfare on teacher work motivation (Beta = 0.025; Sig. = 0.001) is consistent with Maslow's (1954) hierarchical proposition and Herzberg's (1959) hygiene factor theory: the satisfaction of foundational material and psychological security needs is a prerequisite for the emergence of higher-order motivational engagement. In Belang District, where a proportion of teachers, particularly those with honorary employment status, reported financial insufficiency necessitating supplementary employment outside school hours, the welfare-motivation nexus is especially pronounced.

This outcome directly reinforces Aisyah and Musa (2023), who identified financial certainty (honorarium reliability) and non-financial compensation as the principal determinants preventing active demotivation among non-permanent teachers in Indonesian schools. Likewise, Sari et al. (2024) concluded that when teachers' material needs are adequately met, cognitive and emotional bandwidth is redirected toward classroom innovation, a finding that resonates with the SDT proposition by Deci and Ryan (2017) that basic psychological and material security fosters autonomous professional motivation. At the international level, Viac and Fraser's (2020) OECD framework contextualizes this within the broader teacher well-being literature, confirming that both financial stability and psychological safety are non-negotiable prerequisites for sustained motivational functioning. A point of nuance emerges, however: the Glejser linearity test revealed slight deviation from perfect linearity in the X2-Y relationship (Deviation from Linearity Sig. = 0.020), suggesting that beyond a certain welfare threshold, additional material improvements may yield diminishing motivational returns, a finding partially aligned with Herzberg's observation that hygiene factor satisfaction prevents dissatisfaction but does not independently generate high motivation.

Simultaneous Effects: Synergistic Leadership and Welfare

The simultaneous F-test result ($F = 33.599$; $\text{Sig.} = 0.000$; $R^2 = 0.985$) provides the most substantively significant finding of this study: the combination of principal managerial competence and teacher welfare explains 98.5% of the variance in teacher work motivation. This near-comprehensive explanatory power underscores that teacher motivation in the Belang District context is almost entirely accounted for by these two organizational and socioeconomic factors, leaving minimal residual variance for unmodeled influences.

This synergistic finding advances beyond prior studies that examined these constructs independently. While Sudrajat (2023) demonstrated leadership-motivation linkages and Aisyah and Musa (2023) established welfare-motivation pathways, neither study modeled the joint predictive power of both variables within a unified regression framework. The present study's contribution lies precisely in this integrative modeling, which reveals that leadership quality and welfare adequacy are not merely additive but mutually reinforcing: effective managerial leadership creates organizational conditions that maximize the motivational return on welfare provisions, while adequate welfare reduces the cognitive and emotional burden that would otherwise undermine the impact of even excellent leadership. This synergy aligns with Leithwood et al.'s (2020) conceptualization of leadership as a multiplier variable and with the OECD's (Viac & Fraser, 2020) systems-level model of teacher well-being, which situates individual welfare within broader organizational and institutional structures.

The constant value of 52.792 merits particular interpretive attention: it indicates that teachers in Belang District possess a substantive intrinsic motivational baseline independent of the measured predictors. This suggests an underlying professional commitment and vocational calling that is not contingent solely on organizational support, a finding consistent with the intrinsic motivation dimension of SDT (Deci & Ryan, 2017) and the FIT-Choice framework (Watt & Richardson, 2017). This baseline is an important resilience resource that policy interventions should aim to preserve and amplify rather than inadvertently erode through bureaucratic overreach or inequitable welfare policies.

CONCLUSION

This study provides robust empirical evidence that both principal managerial competence and teacher welfare exert statistically significant and positive influences on teacher work motivation in the elementary schools of Belang District—both individually and in combination. Three principal conclusions are established: (1) principal managerial competence significantly and positively predicts teacher work motivation ($t = 4.683$; $\text{Sig.} = 0.000$), confirming H1; (2) teacher welfare significantly and positively predicts teacher work motivation ($t = 3.892$; $\text{Sig.} = 0.001$), confirming H2; and (3) both variables simultaneously explain a dominant proportion of the variance in teacher work motivation ($F = 33.599$; $\text{Sig.} = 0.000$; $R^2 = 0.985$), confirming H3. The relatively larger regression coefficient for managerial competence ($\text{Beta} = 0.085$) compared to welfare ($\text{Beta} = 0.025$) indicates that leadership quality improvements yield proportionally greater motivational gains in this context. The study carries three sets of practical implications. For school principals, investment in POAC-aligned leadership practices, particularly equitable supervision and participatory planning, should be treated as a direct,

high-return motivational intervention. For district education authorities (Dinas Pendidikan), structural welfare equity for honorary and lower-grade-status teachers is empirically warranted as a necessary, though not sufficient, complement to leadership capacity building. For future researchers, the inclusion of additional organizational variables such as school culture, infrastructure quality, and teacher professional development access would enrich the explanatory framework; expansion of the sample across multiple districts in North Sulawesi would also enhance the generalizability of these findings.

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