

The Influence of the Principal's Situational Leadership, School Environment, and Work Culture on the Achievement Motivation of Elementary School Teachers

Halim Mila¹, Abd Kadim Masaong², Arifin Sukung³

¹Educational Administration, State University of Gorontalo, Corresponding Email:
707524008@mahasiswa.ung.ac.id

²Educational Administration, State University of Gorontalo, email: abdkadim@ung.ac.id

³Educational Administration, State University of Gorontalo, email: arifin_sukung@ung.ac.id

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Abstract

This study aims to analyze the influence of the principal's situational leadership, school environment, and work culture on the achievement motivation of elementary school teachers in South Banggai District. The background of the study is based on the phenomenon of low teacher achievement motivation which impacts the quality of performance and the achievement of educational goals. The study used a quantitative approach with a sample of 52 teachers from 8 elementary schools. Data were collected through questionnaires and analyzed using descriptive analysis techniques and hypothesis testing between variables. The results of the study indicate that: (1) the principal's situational leadership has a direct, positive, and significant effect on teacher achievement motivation; (2) the school environment has a direct, positive, and significant effect on teacher achievement motivation; (3) work culture has a direct, positive, and significant effect on teacher achievement motivation; and (4) there is an indirect influence of situational leadership and the school environment on teacher achievement motivation through work culture. These findings confirm that adaptive leadership, a conducive school environment, and a positive work culture are important determinants in building teacher achievement motivation in a sustainable manner. The implications of this research provide strategic recommendations for school principals and educational policymakers to strengthen situational leadership, create a supportive school environment, and foster an achievement-oriented work culture to improve the quality of basic education in South Banggai District.

Keywords: Situational Leadership, School Environment, Work Culture, Teacher Achievement Motivation

Introduction

Education is a conscious, planned effort to create a learning atmosphere and process that allows students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Aryani, I. K., & Yuliarti, 2023; Herawati et al., 2022). Based on educational issues, schools, as formal educational institutions, are responsible for producing quality human resources.

Aris et al. (2023) and Popescu et al. (2019) said that, the presence of human resources in organizations, including schools, plays a vital role. The success of a school is largely determined by the quality of the people who work within it. Teachers' responsibilities are also outlined in Ministerial Regulation No. 19 concerning Educators and Education Personnel, which mandates that teachers carry out their duties and responsibilities as learning agents who motivate, facilitate, educate, guide, and train students so they can optimally actualize their human potential.

Teacher achievement motivation is a key element in improving the quality of education at the elementary school level (Abin, 2017; Edi et al., 2024; Madjid & Samsudin, 2021). Achievement motivation reflects a teacher's internal drive to achieve high standards in their professional performance, whether in teaching, self-development, or contributions to the school environment (McClelland, 1987). Achievement motivation contributes to improved teacher performance in Muhammadiyah schools. Individuals with high achievement motivation tend to work harder and more efficiently (Rahino et al., 2022; Hart et al., 2004; Elliott & Dweck, 1988).

Teachers with achievement motivation have a strong drive to perform their duties to the best of their ability, create innovations in learning, and guide students to achieve optimal results. Achievement motivation is a need that drives someone to achieve better than before. Teachers with achievement motivation focus not only on results but also on a more effective and efficient learning process (Butler, 2014; Sukendar et al., 2018; Smela et al., 2019; Paulick et al., 2013; Karaseva et al., 2018). Low achievement motivation can negatively impact teacher performance. Conversely, high achievement motivation has a positive impact, not only on the individual but also on the school organization as a whole.

There is a positive relationship between achievement motivation and performance. High achievement motivation enables teachers to have great enthusiasm, desire, and energy to achieve educational goals (Hotaman & Yüksel-Şahin, 2010). Teacher achievement motivation is influenced by various factors, one of which is the situational leadership implemented by the principal. This leadership is reflected in the principal's style and behavior in carrying out their role and responsibilities as a school leader.

Essentially, a principal's leadership behavior does not exist in isolation but is shaped by the interaction between the principal and the work environment and surrounding conditions. Situational leadership is a leadership style implemented by understanding the readiness or maturity of teachers to carry out their duties and responsibilities at school (Alhadi, 2021; Mulyadi et al., 2023). Teacher readiness or maturity can be observed through their competencies and motivation.

The assessment of the principal's situational leadership in improving teacher professionalism begins with willingness and ability. The principal's situational leadership in improving teacher achievement motivation is achieved by acting decisively in every decision-making process and assigning tasks and activities that assist the principal in carrying out his or her duties. The next step is to analyze the school's strengths and weaknesses, organize and schedule a program plan, utilizing time within busy schedules, and utilize IT/social media to convey information.

Outreach to parents and stakeholders is essential, and the available funds are utilized as efficiently as possible. Furthermore, this involves improving the quality of educators and education personnel and providing supporting facilities (Iqbal et al., 2024; Díez et al., 2020). Research by Dutta, V., & Sahney (2022) found that good leadership contributes to a 25% increase in student performance through improved instructional effectiveness and school climate. Therefore, understanding situational leadership styles can be a key element in educational reform in Tanah Bumbu Regency.

Another factor that can influence teacher achievement motivation is the school environment. The school environment or working conditions include all aspects of physical work, psychological work, and work regulations that can influence job satisfaction and work productivity (Anasi, 2020; Johnson et al., 2012). Factors within the school environment that influence teacher achievement motivation include the school's environmental conditions, learning facilities, learning infrastructure, relationships or interactions between students, students with teachers, and all school residents, including administrative staff, school

regulations, and cooperation between teachers, staff, and the principal in increasing student learning motivation.

Furthermore, a factor that can influence teacher achievement motivation is work culture. Work culture in the school environment consists of rules, norms, and values that shape attitudes and behavior. These values will help teachers generate and increase their achievement motivation if managed well. Work culture refers to a system of shared meaning held by members that distinguishes an organization from others. In reality, teacher achievement motivation is a very serious problem among educators, who often face various complex challenges.

These include suboptimal demands on teachers in determining learning objectives, a reliance on superiors' instructions or technical guidelines, making it difficult for them to develop their own creativity, a tendency for teachers to avoid innovative learning due to concerns about uncertain outcomes, teachers who have not been able to demonstrate a commitment to their work and professional responsibilities, as evidenced by their habit of blaming external factors (students, facilities, and the environment) when they encounter failure, and some teachers who are still less responsive to feedback for development. This is more pronounced at the elementary school level, particularly in South Banggai District.

The ideal conditions for teacher achievement motivation include teachers actively participating in training, implementing innovative learning methods, and demonstrating initiative in curriculum development and school activities. However, the reality shows challenges such as limited access to technology, lack of leadership support, and a work culture that does not fully support collaboration and innovation. A study by Cuervo & Acquaro. (2018) revealed that many teachers in remote areas face structural and cultural barriers that hinder their motivation to achieve. Expectations for improving teacher achievement motivation in South Banggai are high, particularly in support of the Merdeka Belajar program and situational leadership.

The local government and education office have initiated various teacher capacity-building programs, but their effectiveness depends heavily on the synergy between principal leadership, the school environment, and work culture. Therefore, this study is relevant to empirically examine the influence of these three variables on teacher achievement motivation, with the hope of providing strategic recommendations for the development of basic education in this region. Field observations indicate that teacher achievement motivation is suboptimal, as evidenced by the suboptimal quality of teacher work in schools.

Some teachers appear to be ineffective in carrying out their duties, are bored with the school atmosphere, often refuse responsibilities, and are unresponsive to innovations implemented in the school. Initial observations also indicate that aspects of situational leadership behavior do not fully support teacher job satisfaction. Teachers generally exhibit behaviors that are less oriented toward improving teacher achievement motivation. The school culture that is developing is an organizational culture that does not support the achievement of educational goals in schools so that some teachers are less satisfied with the performance of schools.

Results and Discussion

This research was conducted at elementary schools in Banggai Selatam District, Banggai Laut Regency, Central Sulawesi Province. The sample consisted of 52 teachers spread across eight schools. The data presented includes the variables of teacher achievement motivation (Y), the principal's situational leadership (X1), the school environment (X2), and the work culture (X3).

Data on Teacher Achievement Motivation (Y)

The results of the descriptive analysis for the teacher achievement motivation (Y) variable in the frequency distribution table show that 52 respondents (n) completed the questionnaire, with

the lowest score being 104 and the highest score being 134. The mode (Mo) was 110.09, the median (Me) was 109.13, the mean (X) was 81.41, and the standard deviation (s) was 9.57 (calculations in Appendix 5). Frequency distribution table for teacher achievement motivation data

Table 1. Frequency distribution of observations of variable (Y).

No	Class Interval	F	Presentation
1	104-108	3	5,77%
2	109-113	6	11,54%
3	114-118	9	17,31%
4	119-123	14	26,92%
5	124-128	10	19,23%
6	129-133	7	13,46%
7	134-138	3	5,77%
	Total	52	100,00%

From Table 1, it can be seen that the frequency distribution in each interval class is a symmetrical curve data distribution. The distribution of scores for variable Y is shown in Figure 1.

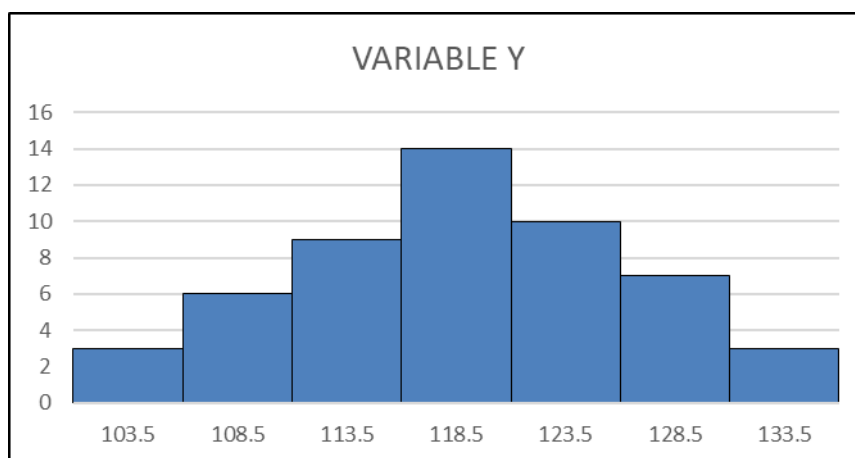


Figure 1. Histogram of Teacher Achievement Motivation (Y)

Data on the Principal's Situational Leadership Variable (X1)

The results of the descriptive analysis for the situational leadership variable (X1) in the frequency distribution table show that the lowest score of 82 and the highest score of 112 were obtained from the 52 respondents (n) who completed the questionnaire. The mode (Mo) was 104.88, the median (Me) was 103.68, the mean (X) was 82.35, and the standard deviation (s) was 7.94 (calculations are in Appendix 4). The frequency distribution table for the principal's situational leadership data (X1) is shown in

Table 2. Frequency Distribution of Observations of Variable X1

No	Class Interval	F	Presentation
1	82-86	3	5,77%
2	87-91	6	11,54%
3	92-96	9	17,31%
4	97-101	14	26,92%
5	102-106	9	17,31%
6	107-111	8	15,38%

7	112-116	3	5,77%
	Total	52	100,00%

Table 2 shows that the frequency distribution for each interval class follows a symmetrical curve. Furthermore, the data in Table 2 regarding the principal's situational leadership variable (X1) can be visualized using a diagram, as shown in Figure 2 below.

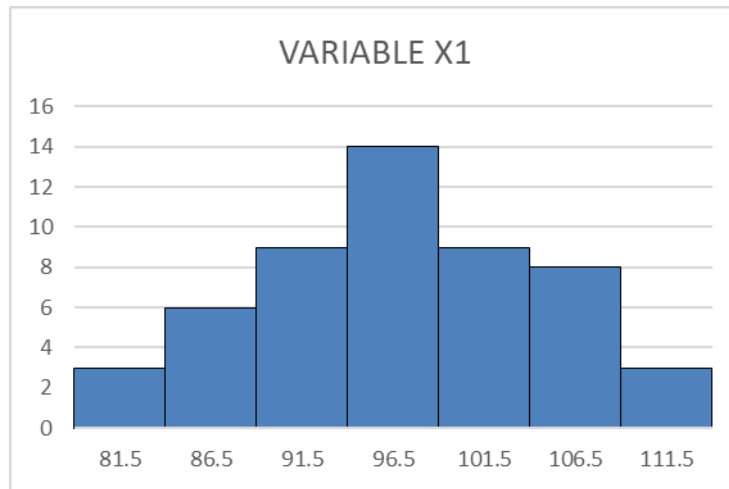


Figure 2. Situational leadership of the principal (X1)

Description of School Environment Data (X2)

The results of the descriptive analysis for the school environment variable (X2) in the frequency distribution table show that 52 respondents (n) completed the questionnaire, with the lowest score being 87 and the highest score being 117. The mode (Mo) was 109.5, the median (Me) was 109.96, the mean (X) was 81.98, and the standard deviation (s) was 7.94 (calculations are in Appendix 5). The frequency distribution table for the school environment data (X2) is shown in

Table 3. Frequency Distribution of Observations of Variable (X2)

No	Class Interval	F	Presentation
1	87-91	3	5,77%
2	92-96	7	13,46%
3	97-101	9	17,31%
4	102-106	13	25,00%
5	107-111	10	19,23%
6	112-116	6	11,54%
7	117-121	4	7,69%
	Total	52	100,00%

From Table 3, the frequency distribution of school environment 1 above shows a symmetrical curve data distribution. The distribution of scores for variable X2 is shown in Figure 3.

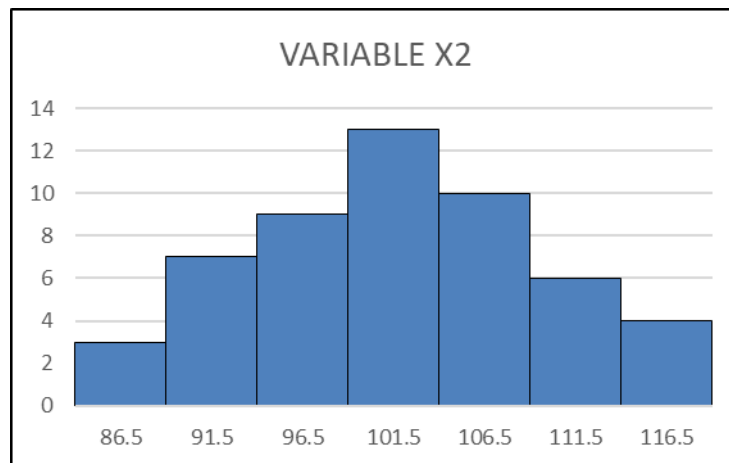


Figure 3. Histogram of School Environment (X2)

Description of Teacher Work Culture (X3)

The results of the descriptive analysis for the teacher work culture variable (Y) in the frequency distribution table show that out of 52 respondents (n) who completed the questionnaire, the lowest score was 41 and the highest score was 110, with a mode (Mo) of 98.75, a median (Me) of 98.16, a mean (X) of 96.91, and a standard deviation (s) of 7.58 (calculations in Appendix 4). The frequency distribution table for the teacher work culture variable (X3) is shown in Table 4.

Table 4. Frequency Distribution of Teacher Work Culture (X3)

No	Class Interval	F	Presentation
1	88-92	2	3,85%
2	93-97	6	11,54%
3	98-102	11	21,15%
4	103-107	14	26,92%
5	108-112	10	19,23%
6	113-117	7	13,46%
7	118-122	2	3,85%
	Total	52	100,00%

From Table 4.the frequency distribution of teachers' work culture

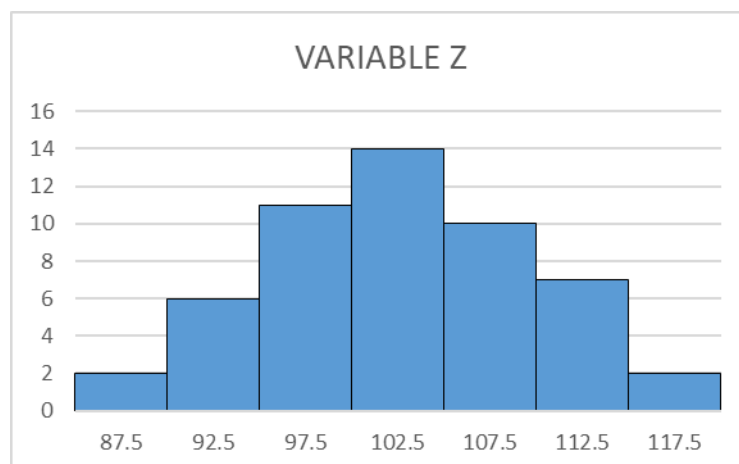


Figure 4. Histogram of Teacher Work Culture

Discussion

This study examines the causal relationship between four variables: (1) the influence of the principal's situational leadership, (2) the school environment, (3) the teacher's work culture, and (4) the teacher's achievement motivation. Hypothesis testing demonstrates a direct interplay between the variables. The results indicate a positive and significant direct influence of the exogenous variables on the endogenous variables, with varying results. The results of this study found: (1) the direct influence of the principal's situational leadership and the school environment on teacher achievement motivation is positive and significant. (2) the direct influence of the principal's situational leadership, the school environment, and teacher achievement motivation on work culture is positive and significant. (3) there is an indirect influence of the principal's situational leadership on teacher achievement motivation through teacher work culture, and there is also an indirect influence of the school environment on teacher achievement motivation through teacher work culture.

Direct Influence of the Principal's Situational Leadership on Teacher Achievement Motivation

The results of this study indicate that the principal's situational leadership has a direct influence on teacher achievement motivation. This means that the more effective the principal's implementation of situational leadership, the higher the motivation. Teacher achievement. Conversely, if situational leadership is not optimally implemented according to the teacher's conditions and needs, achievement motivation tends to decline. Statistically, this finding confirms that the contribution of situational leadership to teacher achievement motivation is not coincidental, but rather supported by a meaningful causal relationship. The coefficient of determination in the model indicates that variations in teacher achievement motivation are significantly influenced by the principal's situational leadership, along with the school environment. This indicates that situational leadership is a key determinant in shaping teacher achievement motivation, although other factors beyond the research model also contribute. Thus, teacher achievement motivation is not solely determined by internal factors but is also significantly influenced by the quality of leadership at the school level.

The empirical significance of this finding indicates that a principal who is able to adapt his or her leadership style to the level of teacher readiness, ability, and willingness will create a conducive psychological work environment. Adaptive, communicative, and participatory leadership allows teachers to feel valued, trusted, and involved in the decision-making process. This directly encourages teachers to work more professionally, responsibly, and with a focus on achievement. The results of this analysis align with the concept of situational leadership, which emphasizes the importance of flexible leader behavior. Responding to the characteristics of subordinates. When principals are able to provide clear direction and intensive support to teachers who still need guidance, and delegate responsibilities to teachers who have professional maturity, achievement motivation will naturally develop. This is reflected in the relatively high and balanced distribution of situational leadership scores among study respondents.

Practically, teachers under effective situational leadership tend to demonstrate courage in taking risks, readiness to accept feedback, and a strong commitment to completing tasks optimally. These characteristics align with the achievement motivation indicators used in this study, strengthening evidence that principal leadership plays a strategic role in developing teacher achievement orientation. The findings of this study are consistent with research by Hidayat et al. (2020), which found that principals' situational leadership significantly influences the work motivation of elementary school teachers in Indonesia. The flexibility of a principal's leadership style has been shown to increase teachers' self-confidence and drive for achievement. which

showed that teacher involvement in decision-making through situational leadership positively contributes to increased achievement motivation.

Furthermore, Hidayat et al. (2020) emphasized that situational leadership directly influences teacher achievement motivation through emotional support and professional reinforcement. Principals who are responsive to teachers' needs can increase their achievement motivation and job satisfaction. This finding is reinforced by research by Zhang & Chen (2020), which demonstrated a positive relationship between situational leadership and teacher achievement motivation in the context of elementary education. Research by Putri and Santosa also revealed that situational leadership is a strong predictor of teacher achievement motivation, particularly in non-urban areas with limited resources. In these conditions, the principal's role as an adaptive leader is a key factor in maintaining teacher enthusiasm and achievement orientation. Research by Utami, Arifin, and Kurniawan further states that situational leadership contributes to creating a school psychological climate conducive to continuous teacher professional development.

Recent findings by Lestari et al. (2020) indicate that situational leadership significantly influences teacher achievement motivation through the provision of constructive feedback and clarity of work roles. This is reinforced by Ananda and Prasetyo, who stated that the principal's situational leadership directly contributes to teacher achievement motivation, particularly in the areas of risk-taking and professional responsibility. These findings align with and reinforce the findings of this study conducted in South Banggai District. Thus, it can be concluded that the principal's situational leadership is a determining factor in increasing teacher achievement motivation. Principals who are able to implement an adaptive, communicative, and participatory leadership style play a crucial role in building a sustainable drive for teacher achievement and supporting improvements in the quality of educational performance at the school.

The Direct Influence of the School Environment on Teacher Achievement Motivation

The study found that the school environment has a direct, positive, and significant influence on teacher achievement motivation. This means that if the school environment is conducive, organized, and supportive, teacher achievement motivation will increase; conversely, a less supportive school environment tends to decrease teacher achievement motivation. These findings confirm that the school environment serves not merely as a physical setting for learning activities but also as a psychosocial context that shapes teachers' attitudes, work orientation, and professional commitment. In the context of educational implementation, these findings reflect a gap between the demands of teachers' professional performance and the less-than-supportive school environment. In some schools, teachers still face limited learning facilities, a less-than-harmonious work climate, and a managerial system that lacks clarity in roles and rewards. These conditions have the potential to undermine teachers' motivation to achieve, even if they individually possess adequate competence and commitment. Therefore, the school environment is a critical external factor determining the stability and sustainability of motivation to achieve.

This study illustrates that the school environment functions as an external regulatory system that influences how teachers interpret their tasks, assess professional challenges, and develop a long-term achievement orientation. A safe, orderly, and supportive work environment allows teachers to focus their energy on improving the quality of learning, rather than on coping with work pressures. In such conditions, teachers tend to view work demands as opportunities for growth, rather than as exhausting burdens. Interpretation of the findings indicates that a conducive school environment strengthens teachers' intrinsic motivation through a sense of comfort, appreciation, and professional recognition. Harmonious working relationships among school members, open communication, and support from leaders and colleagues create a

psychological climate that encourages teachers to take initiative, accept feedback, and set higher performance targets. This aligns with the indicators of achievement motivation used in this study, such as the courage to take professional risks and the commitment to completing tasks optimally.

These findings align with research by Farida et al. (2019), which confirms that the non-physical school environment, particularly social support and harmonious working relationships, significantly contributes to teacher motivation and achievement. Adequate learning facilities and an orderly school management system are essential prerequisites for fostering achievement-oriented elementary school teachers. The school environment directly influences achievement motivation by increasing work comfort and role clarity. Teachers who work in a well-structured environment demonstrate higher levels of professional responsibility and motivation. These findings are supported by Sari and Wahyudi, who found that a school climate that supports collaboration and open communication significantly increases teachers' achievement motivation.

Furthermore, Hidayat et al. (2020) revealed that a positive school environment contributes to increased achievement motivation by strengthening a sense of security and job satisfaction. A conducive environment provides space for teachers to develop their potential optimally without excessive psychological pressure. Similar findings were presented by Utami, Prasetyo, and Kurniawan, who emphasized that a school environment that supports learning innovation encourages teachers to continuously improve their professional competence and achievement orientation.

Recent research by Lestari et al. (2020) confirms that a school environment that instills the values of discipline, responsibility, and cooperation plays a crucial role in building sustainable teacher achievement motivation. These values create a school climate that not only supports short-term performance but also strengthens teachers' long-term professional commitment. Therefore, the results of this study confirm that the school environment is a crucial determinant in enhancing teacher achievement motivation. A conducive, orderly, safe school environment that supports professional development is a strategic factor in building sustainable teacher achievement orientation, while simultaneously strengthening the quality of performance and education in schools.

The Direct Effect of Work Culture on Teacher Achievement Motivation

The results of this study found that work culture has a direct and significant effect on teacher achievement motivation. This means that the stronger and more positive the work culture that develops in a school, the higher the teacher achievement motivation; conversely, a weak and inconsistent work culture tends to decrease teacher achievement orientation. The path coefficients in the structural model indicate that work culture plays a significant role in explaining the dynamics of teacher achievement motivation, so this variable cannot be positioned merely as a supplementary factor in school management. These findings provide practical implications: work culture is a psychosocial instrument that shapes teachers' perceptions of their work, responsibilities, and professional goals. Internalized work values, such as discipline, integrity, cooperation, and quality orientation, serve as behavioral guidelines that indirectly direct teachers to set higher performance standards. Thus, teachers' achievement motivation is not only driven by individual drive but also built through collective experiences within the school's work culture.

Empirically, a consistent work culture creates clear expectations and harmonized actions among school personnel. Teachers who work within a structured, achievement-oriented work culture tend to demonstrate consistent professional behaviors, such as punctuality, seriousness in lesson planning, and commitment to evaluating work results. These behavioral patterns indicate that

work culture functions as a regulatory mechanism that maintains high and sustainable achievement motivation. Furthermore, a work culture that emphasizes cooperation and mutual respect fosters a positive relational climate. When teachers feel morally and socially valued in the work environment, a sense of belonging to the school emerges, strengthening their drive to contribute maximally. This environment allows teachers to be more confident in expressing ideas, innovating in their learning, and taking on greater professional responsibilities, all indicators of achievement motivation.

This interpretation of the findings aligns with social motivation theory, which emphasizes that a meaningful work environment can shape individual goal orientation. A work culture that values achievement and recognizes teacher performance acts as an intrinsic reinforcement that encourages teachers to maintain and even improve the quality of their work. In other words, a positive work culture not only encourages achievement but also fosters professional satisfaction and pride. The results of this study are consistent with the findings of Agustina et al. (2020), who stated that a positive work culture contributes significantly to increased teacher motivation and performance through the internalization of the values of responsibility and work commitment. Similarly, Ali (2022) emphasized that school work culture serves as a psychological foundation that strengthens teachers' drive to achieve high performance standards.

These empirical findings are supported by research by Al-Banjari (2023), which shows that a work culture that emphasizes discipline and cooperation directly influences teacher achievement motivation. Teachers who work within a strong work culture are not only oriented toward completing tasks but also toward achieving superior results. Furthermore, Fitriani and Hidayat found that a conducive work culture creates a supportive work climate that significantly increases teachers' achievement motivation. That school work culture significantly influences teachers' achievement motivation, particularly in terms of the courage to take responsibility and consistency in developing professional competencies. A work culture that instills the values of integrity and discipline encourages teachers to set clearer and more measurable personal performance targets.

Recent research by Hidayat et al. (2020) further confirms that a school work culture oriented toward responsibility and cooperation has a positive impact on educator motivation and performance quality. A positive work culture has been shown to be an important foundation for the long-term sustainability of teachers' achievement motivation. Thus, this study confirms that work culture has a significant direct influence on teachers' achievement motivation. A strong, consistent, and professionally oriented work culture is a key factor in fostering a sustainable drive for teacher achievement, while simultaneously strengthening the quality of performance and education within the school environment.

The Direct Impact of Situational Leadership on the School Environment

The study found that the principal's situational leadership has a direct and significant impact on the school environment. Statistically, the situational leadership variable makes a substantial contribution in explaining variations in school environmental conditions. This finding not only confirms the significance of the relationship but also demonstrates the power of situational leadership in predicting the quality of the school environment, from a social, psychological, and organizational perspective. Therefore, consistently increasing the effectiveness of the principal's situational leadership has implications for creating a more conducive, orderly school environment that supports teacher performance. Practically, this finding demonstrates that situational leadership is not merely an administrative function, but rather a managerial and psychosocial instrument that shapes the school climate. Principals who are able to recognize the level of teacher readiness, manage differences in character, and adapt their leadership

approach will be more effective in creating a harmonious work environment. The school environment created through this type of leadership is characterized by a sense of security, role clarity, and working relationships based on trust and mutual respect.

Although school environmental management is often viewed as the result of structural policies, this finding demonstrates that the principal's personal leadership plays a crucial role. Principals with good situational leadership tend to be able to mitigate conflict, manage work pressure, and direct organizational energy toward shared goals. Conversely, rigid and unresponsive leadership has the potential to create a tense, less collaborative school environment that is not conducive to teacher professional development. Empirically, the influence of situational leadership on the school environment is evident in the creation of open communication patterns, clear work mechanisms, and a work atmosphere that supports active teacher participation. Adaptive principals are able to maintain a balance between performance demands and teachers' psychological needs. This results in an emotionally stable and structurally organized school environment, allowing for effective and sustainable learning activities.

These findings align with the modern leadership view that positions the principal as the climate setter for the school organization. The school environment does not develop automatically, but rather is the result of a continuous interaction between leadership style, school policies, and the responses of the school community. In this context, situational leadership functions as a control mechanism that adapts the organization's direction to the school's internal dynamics. The results of this study are consistent with research by Tajasom & Ariffin (2011), which found that the flexibility of a principal's leadership style significantly influences the school climate and environment. This research confirms that principals who are able to adapt their leadership style create a more conducive work environment and increase teacher engagement. Similar findings were also presented by Hidayat et al. (2020), who stated that situational leadership plays a crucial role in building a supportive and professional school environment.

Reinforces these findings by showing that situational leadership directly contributes to the quality of the school environment through improved interpersonal communication and policy clarity. A well-organized school environment reflects leadership that is adaptive and responsive to organizational needs. Situational leadership encourages the creation of an inclusive, participatory, and quality-development-oriented school environment. Research by Khaleel et al. (2024) also shows that situational leadership plays a strategic role in creating an orderly and conducive school environment through a humanistic coaching approach. Principals who position themselves as mentors and facilitators are able to create job stability and improve teachers' psychological well-being. These findings are reinforced by recent research by Ananda & Prasetyo (2024), which confirms that situational leadership directly influences the psychological climate and quality of social relationships within the school environment.

Although the influence of situational leadership on the school environment has been proven significant, the reality on the ground shows that there is still a gap between ideal leadership practices and actual conditions. In some schools, principals still tend to apply a uniform leadership style without considering the differences in teacher characteristics. Limited situational leadership training and high administrative pressure often hinder principals from carrying out their leadership roles adaptively. This situation indicates the need for continuous strengthening of principals' leadership capacity. Thus, the findings of this study confirm that the principal's situational leadership is a key factor in creating a conducive school environment. Flexible, responsive, and development-oriented leadership not only improves the quality of working relationships but also creates a school environment that supports teacher performance and the sustainable achievement of educational goals.

The Direct Influence of the School Environment on Teacher Work Culture

Based on the overall findings and support from previous research, it can be affirmed that the school environment is a determining factor in the formation of teacher work culture. The school environment not only functions as a place for learning activities but also as a social and psychological space that sustainably shapes teachers' habits, values, and work ethic. A conducive environment creates orderly, consistent, and quality-oriented work patterns, while a less supportive environment has the potential to undermine teacher commitment and professionalism. Conceptually, teacher work culture is formed through a continuous process of interaction between individual teachers and their work environment. When the school environment provides adequate physical support, harmonious social relationships, and a positive psychological climate, teachers will more easily internalize work values such as discipline, responsibility, cooperation, and dedication to their duties. This internalization process transforms work culture into more than just formal rules, but also consciously and consistently practiced habits.

These findings also indicate that the school environment serves as a reinforcing factor for teacher work behavior. An environment that rewards performance, encourages open communication, and ensures fairness in school governance will strengthen positive teacher work behavior. Conversely, an environment that is poorly organized, lacks support, and is rife with conflict tends to weaken work enthusiasm and hinder the development of a healthy work culture. From an educational management perspective, the results of this study emphasize the importance of serious attention to school environment management as a strategy for fostering teacher work culture. Efforts to improve work culture cannot rely solely on regulations or individual performance demands, but must be accompanied by the creation of a comprehensive, supportive school environment. A conducive school environment is a prerequisite for the development of a professional, productive, and quality-oriented teacher work culture. Therefore, the results of this study strengthen the argument that the school environment has a direct and significant influence on teacher work culture. A safe, comfortable, orderly school environment that supports professional interaction will foster a positive, collaborative, and sustainable teacher work culture. This work culture ultimately serves as a crucial foundation for improving the quality of teacher performance and achieving educational goals in schools.

The Indirect Effect of Situational Leadership on Teacher Achievement Motivation Through Teacher Work Culture

Overall, the results of this study reinforce the finding that the principal's situational leadership has an indirect influence on teacher achievement motivation through teacher work culture. This indirect influence confirms that work culture functions as a strategic mediating variable in bridging the relationship between leadership and achievement motivation. In other words, situational leadership operates not only through instructions or policies, but also through the formation of value systems and work habits that are internalized in the teacher's work culture. Adaptive situational leadership allows the principal to adapt their leadership approach to the level of readiness and characteristics of the teacher. This process creates a work culture that emphasizes discipline, responsibility, cooperation, and an achievement orientation. This work culture then becomes a psychological foundation that encourages teachers to set higher achievement standards and maintain consistent performance. This aligns with the findings of Hidayat et al. (2020), who confirmed that situational leadership influences teacher work motivation by establishing a positive school work culture.

The work culture formed through situational leadership acts as an internal mechanism that strengthens teacher achievement motivation. Teachers who work within a clear and consistent work culture are not only motivated to fulfill formal obligations but also develop a professional awareness to achieve the best results. Principal leadership indirectly influences teacher achievement motivation through the work culture that develops in schools. Furthermore,

situational leadership, which emphasizes teacher coaching and active participation, creates a work culture oriented toward quality and achievement. This work culture encourages teachers to innovate, collaborate, and take responsibility for their performance. Work culture mediates the relationship between situational leadership and teacher work motivation, where work values instilled through adaptive leadership contribute to increased teacher achievement orientation.

These research findings also align with the findings of Utami, Arifin, and Kurniawan which emphasize that work culture plays a strategic role in strengthening the influence of leadership on teacher achievement motivation. Fostering and responsive leadership creates a work culture that not only demands compliance but also encourages teacher involvement and commitment to school goals. Research by Suryadi and Nugroho further supports these findings by demonstrating that work culture serves as an effective mediator between principal leadership and teacher achievement motivation. Teachers who work within a positive work culture demonstrate a higher, more stable, and sustainable drive for achievement. This confirms that work culture is not simply a consequence of leadership, but rather a determining factor that guides teachers' work behavior.

Recent findings by Ananda & Prasetyo (2024) also confirm that situational leadership influences teacher achievement motivation by establishing a disciplined and collaborative work culture. This work culture provides a psychological foundation that enables teachers to set achievement targets and maintain a long-term spirit of achievement. Therefore, it can be concluded that the principal's situational leadership has an indirect influence on teacher achievement motivation through teacher work culture. Adaptive, responsive, and development-oriented leadership creates a positive work culture, which in turn becomes a key driver of sustained teacher achievement motivation. These findings emphasize the importance of the principal's role in building a work culture as a key strategy for improving teacher achievement motivation and the overall quality of education.

The Indirect Influence of the School Environment on Teacher Achievement Motivation Through Teacher Work Culture

Overall, the results of this study indicate that the influence of the school environment on teachers' achievement motivation becomes stronger and more meaningful when mediated by their work culture. This confirms that the school environment does not directly encourage achievement motivation, but rather through the process of forming values, norms, and work habits that are internalized in teachers' work culture. Thus, work culture functions as an internal mechanism that bridges the influence of the school environment on teachers' achievement orientation. A conducive school environment provides a social and organizational context that allows for the development of a positive work culture. Order, a sense of security, clear rules, and support from leaders and colleagues foster consistent work habits. These habits then develop into a work culture that instills the values of professionalism, responsibility, and a commitment to quality. This work culture ultimately encourages teachers to set achievement targets and strive to achieve them sustainably.

The work culture formed by a supportive school environment makes teachers' achievement motivation not merely situational but also rooted in professional awareness. Teachers are not driven solely by external factors, but by the work values that have become part of their identity as educators. This explains why the same school environment can produce different levels of achievement motivation, depending on the strength of the work culture that develops within it. These findings reinforce the view that the school environment serves as the initial foundation for the formation of a work culture, while work culture serves as an internal driver of teacher achievement motivation. Without a positive work culture, the influence of the school environment tends to be temporary. Conversely, when the school environment successfully

fosters a disciplined, collaborative, and quality-oriented work culture, teacher achievement motivation will grow steadily and sustainably.

The results of this study align with and reinforce the findings of Sari & Wahyudi (2022), which consistently emphasize the role of work culture as a mediator between the school environment and teacher achievement motivation. These findings demonstrate that work culture is a key factor linking the environmental context with teacher behavior and achievement orientation. Thus, it can be concluded that the school environment has an indirect influence on teacher achievement motivation through teacher work culture. A conducive school environment fosters a positive, quality-oriented work culture, which in turn becomes a key driver for the sustainable growth of teacher achievement motivation. This finding underscores the importance of school environmental management that focuses not only on physical and administrative aspects but also on fostering a work culture as a strategy to improve teacher performance and achievement.

Conclusion

Based on the research results and discussion outlined above, it can be concluded that the achievement motivation of elementary school teachers in South Banggai District is significantly influenced by the principal's situational leadership, the school environment, and the teacher work culture, both directly and indirectly. This finding confirms that teacher achievement motivation is not an isolated phenomenon, but rather is formed through a dynamic interaction between leadership factors, work environment conditions, and cultural values that develop within the school. The results of the study indicate that the principal's situational leadership has a direct and positive influence on teacher achievement motivation. Principals who are able to apply an adaptive leadership style according to the level of teacher readiness and characteristics have been shown to increase teachers' drive to achieve. Furthermore, situational leadership also significantly influences the school environment and teacher work culture, placing the principal as a key actor in establishing a conducive school climate and work system. The school environment has been shown to have a direct influence on teacher achievement motivation and work culture. A safe, orderly school environment that supports professional interaction and provides adequate facilities can create psychological comfort and strengthen teachers' achievement orientation. The school environment also plays a crucial role in establishing a positive work culture, which ultimately strengthens teacher performance and motivation on an ongoing basis.

In this study, teacher work culture was shown to have a significant direct influence on teacher achievement motivation, while also acting as a strategic mediating variable. A work culture that instills the values of discipline, responsibility, cooperation, and quality orientation serves as an internal mechanism that strengthens the influence of situational leadership and the school environment on teacher achievement motivation. Thus, work culture serves as a bridge connecting external factors with teachers' intrinsic drive for achievement. Overall, this study confirms that improving teacher achievement motivation requires a comprehensive and integrated approach. Efforts to increase teacher motivation cannot be focused solely on individual teachers but must be accompanied by strengthening the principal's situational leadership, creating a conducive school environment, and fostering a positive and sustainable work culture. These findings provide important implications for education managers and policymakers to make adaptive leadership and work culture development a primary strategy for improving the quality of basic education, particularly in the South Banggai District.

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