

## The Influence of School Culture and School Quality on Teachers' Performance through Achievement Motivation of Vocational High School Teachers in Bangsri District, Jepara Regency

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### Article Info

Article History:  
Received July 2025  
Accepted July 2025  
Published December 2025

Keywords:  
Teachers'  
Performance, School  
Culture, School  
Quality, Achievement  
Motivation.

### Abstract

Teachers' performance is the outcome of their competence, responsibility, and dedication in accomplishing educational goals. Various factors may influence teachers' performance, including school culture, school quality, and achievement motivation. The objective of this research was to analyze the influence of school culture and school quality on teachers' performance through achievement motivation as an intervening variable among vocational high school teachers in Bangsri District, Jepara Regency. A quantitative descriptive approach was employed for this study. The population consisted of 129 teachers from both public and private vocational high schools in Bangsri District, Jepara Regency. The sampling technique used was total sampling. Data were collected through a questionnaire that had been tested for validity and reliability. Path analysis was applied to test the hypothesis using SPSS version 23. The findings revealed that school culture and school quality have a direct, positive, and significant influence on achievement motivation and teachers' performance. Moreover, both variables also have indirect effects on teachers' performance through achievement motivation. Based on these results, it can be concluded that school culture and school quality strongly affect teachers' performance both directly and indirectly through achievement motivation. Therefore, fostering a positive school culture and improving school quality continuously are essential to enhance teachers' motivation and performance in achieving educational excellence.

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**p-ISSN 2252-7001**

**e-ISSN 2502-454X**

## INTRODUCTION

Education plays a fundamental role in shaping the quality of human resources, which ultimately determines the progress of a nation. The success of educational goals largely depends on the quality and professionalism of teachers as the main implementers of the teaching and

learning process. Teachers are not only required to master pedagogical and professional competencies but also to demonstrate responsibility, commitment, and work motivation in performing their duties. Therefore, teachers' performance becomes a key indicator of educational effectiveness in schools. High-

performing teachers will be able to create a conducive learning atmosphere, implement innovative learning methods, and produce students who achieve optimal learning outcomes.

However, teachers' performance is not only determined by individual competence but is also strongly influenced by the organizational environment in which they work. School culture is one of the important organizational factors that shape teachers' behavior, attitudes, and performance. A positive school culture fosters collaboration, mutual respect, discipline, and a shared vision among members of the school community. According to Deal and Peterson (2016), a strong school culture reflects the shared beliefs, values, and norms that guide teachers' actions in achieving educational goals. When the school environment promotes trust and collegiality, teachers tend to have higher motivation and commitment to their professional duties.

In addition to school culture, school quality also plays a crucial role in influencing teachers' performance. A high-quality school generally has effective leadership, adequate facilities, relevant curricula, and supportive management systems. School quality affects teachers both directly and indirectly through the availability of resources and organizational support, and indirectly through teachers' perceptions of job satisfaction and achievement motivation. According to Sallis (2014), quality education requires the integration of all school components, where teachers act as the main agents of change. When the school quality improves, teachers are more likely to feel valued and motivated to perform better.

Another psychological factor that contributes to teachers' performance is achievement motivation. McClelland (1987) describes achievement motivation as an individual's drive to accomplish tasks to the highest possible standard. Teachers with high achievement motivation are usually characterized by a strong desire to excel, the willingness to take responsibility, and perseverance in facing challenges. In the context of education, achievement motivation acts as an

internal driving force that encourages teachers to continuously improve their competence and teaching quality. This motivation can mediate the relationship between organizational factors—such as school culture and school quality—and teachers' performance. When teachers work in a supportive cultural environment and within a high-quality school system, their achievement motivation tends to increase, which in turn enhances their performance.

Empirical studies have shown that school culture and school quality significantly influence teachers' motivation and performance. Research conducted by Lunenburg and Ornstein (2012) suggests that a positive organizational culture and effective school management can lead to improved teacher productivity. Similarly, studies by Hoy and Miskel (2013) reveal that achievement motivation serves as a mediating variable between organizational conditions and teacher performance outcomes. However, the influence of these factors may vary depending on the school's context, especially in vocational education settings where teachers are expected to link academic learning with practical, skill-based training.

Vocational High Schools (SMKs) play a strategic role in preparing skilled human resources who are ready to enter the workforce. Therefore, the quality of teachers in SMKs must meet both pedagogical and industrial standards. In Jepara Regency, particularly in Bangsri District, there are several public and private SMKs with diverse characteristics in terms of school management, facilities, and cultural environment. Preliminary observations indicate variations in teacher performance across schools, which may be influenced by differences in school culture, quality, and the level of achievement motivation among teachers. This condition highlights the importance of investigating how these factors interact to affect teacher performance.

Based on this background, this research aims to analyze the influence of school culture and school quality on teachers' performance through achievement motivation as an intervening variable among Vocational High

School teachers in Bangsri District, Jepara Regency. This study contributes both theoretically and practically. Theoretically, it strengthens the understanding of the role of achievement motivation as a mediating variable between organizational and individual performance factors. Practically, the results of this study are expected to provide insights for school principals and educational policymakers in developing strategies to enhance teachers' motivation and performance through the improvement of school culture and school quality. Ultimately, improving these aspects will support the realization of quality education and the achievement of national education goals.

## METHOD

This research employed a quantitative approach with an ex post facto design, aiming to analyze the direct and indirect effects of school culture and school quality on teachers' performance through achievement motivation as a mediating variable. The study did not involve any experimental treatment; instead, it observed the existing conditions of teachers in their natural school settings. Data were collected using a structured questionnaire that measured teachers' perceptions of school culture, school quality, achievement motivation, and teachers' performance.

Specifically, this study was categorized as explanatory research, designed to test hypotheses and validate the causal relationships among independent, intervening, and dependent variables. A correlational approach was also used to examine the degree of association among variables across the population. The data were analyzed using path analysis, which enables the examination of both direct and indirect effects between variables simultaneously.

The population comprised all teachers from public and private Vocational High Schools (SMKs) in Bangsri District, Jepara Regency, totaling 129 teachers. Due to the relatively small and manageable population, the study adopted a total sampling technique, involving all teachers as respondents (Sugiyono, 2021).

## Research Variables

In this study, school culture ( $X_1$ ) and school quality ( $X_2$ ) are identified as independent variables. School culture refers to a set of shared norms, values, and beliefs that shape and guide teachers' actions, attitudes, and patterns of collaboration within the school environment. Meanwhile, school quality represents the overall level of excellence reflected in school management, facilities, curriculum, leadership, and the learning atmosphere, all of which collectively support educational effectiveness.

Furthermore, achievement motivation ( $Z$ ) functions as an intervening variable that mediates the influence of school culture and school quality on teachers' performance. Achievement motivation is defined as the internal drive within teachers to attain excellence, overcome challenges, and continuously improve their professional performance.

Finally, teachers' performance ( $Y$ ) as the dependent variable is defined as teachers' ability to plan, implement, and evaluate the learning process in accordance with educational standards, including their ongoing efforts in professional development.

The research instrument was a Likert-scale questionnaire with five response categories: Strongly Agree (5) to Strongly Disagree (1). Each item was developed based on the operational definitions of the variables.

To ensure measurement accuracy, the instrument underwent validity and reliability testing. The validity test employed the Pearson Product Moment correlation, with items showing a coefficient value above 0.30 considered valid. The reliability test used Cronbach's Alpha, and items with alpha values above 0.60 were deemed reliable (Sugiyono, 2020). The data collection involved distributing questionnaires to all respondents and conducting limited interviews with several teachers and school leaders to confirm contextual understanding.

Data analysis was conducted through several stages. First, descriptive statistics were employed to summarize the respondents' characteristics and to describe the tendencies of each research variable. Next, classical

assumption tests were performed to ensure that the data met the requirements for further analysis. These tests included a normality test using the One-Sample Kolmogorov–Smirnov test, with a significance value greater than 0.05 indicating normally distributed data; a multicollinearity test using the Variance Inflation Factor (VIF) with values less than 10 and tolerance values greater than 0.1; a heteroscedasticity test using the Glejser method; and a linearity test conducted through ANOVA, with a significance level of less than 0.05 indicating a linear relationship between variables.

Path analysis was applied to test both direct and indirect effects among variables using SPSS version 23. The structural equations were as follows:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Z + e_2$$

where  $X_1$  = School Culture,  $X_2$  = School Quality,  $Z$  = Achievement Motivation, and  $Y$  = Teachers' Performance.

Sobel test was employed to assess the significance of the mediating role of achievement motivation using the formula by Baron and Kenny (1986) as cited in Ghozali (2021).

The structural relationships among variables are illustrated in Figure 1. The diagram displays the direct and indirect effects of school culture ( $X_1$ ) and school quality ( $X_2$ ) on teachers' performance ( $Y$ ) through achievement motivation ( $Z$ ).

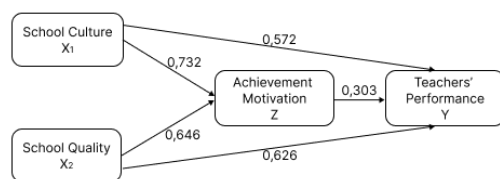


Figure 1. Path Analysis Framework

#### Description:

Figure 1 shows that the path coefficient from school culture ( $X_1$ ) to achievement motivation ( $Z$ ) is 0.732, while the coefficient from school quality ( $X_2$ ) to achievement motivation ( $Z$ ) is 0.646. The direct effects of school culture and school quality on teachers' performance are

0.572 and 0.626, respectively, and the coefficient from achievement motivation to teachers' performance is 0.303. These results indicate that school culture and school quality positively affect teachers' performance both directly and indirectly through achievement motivation. This confirms that a positive school culture and high school quality can enhance teachers' motivation and performance in vocational education institutions.

## RESULTS AND DISCUSSIONS

### 1. Descriptive Analysis Results of Research Variables

The descriptive statistical analysis aimed to describe the general tendency of respondents' responses to each research variable, namely school culture, school quality, achievement motivation, and teachers' performance. The interpretation was based on the mean scores from a five-point Likert scale.

#### a. School Culture ( $X_1$ )

The mean score for school culture was 4.18, which falls in the *high* category. This shows that teachers generally perceive their schools as having a positive culture characterized by cooperation, discipline, mutual respect, and shared goals. The findings indicate that teachers experience strong collaboration and mutual trust, supported by leadership that values innovation and collective achievement. This confirms Schein's (2010) theory that organizational culture determines behavioral patterns that influence performance outcomes.

#### b. School Quality ( $X_2$ )

The average score for school quality was 4.12, also within the *high* category. This suggests that teachers view their schools as well-managed institutions with effective leadership, adequate facilities, and supportive environments. Respondents agreed that their schools provide sufficient teaching resources, fair supervision, and leadership that encourages professional growth. The result supports Creemers and Kyriakides (2008), who emphasized that effective school quality contributes directly to

teachers' instructional effectiveness and satisfaction.

**c. Achievement Motivation (Z)**

Teachers' achievement motivation achieved a mean score of 4.25, the *highest* among all variables. This indicates that most teachers possess a strong desire to achieve professional success and continuously improve their work. Teachers tend to set challenging goals and seek feedback for improvement. The results validate McClelland's (1987) *Need for Achievement* theory, confirming that internal drive strongly influences work outcomes.

**d. Teachers' Performance (Y)**

The average score for teachers' performance was 4.15, categorized as *high*. This shows that teachers generally demonstrate competence in planning, implementing, and evaluating learning activities. Teachers' performance reflects their professional dedication and the influence of a supportive organizational environment.

**2. Classical Assumption Tests**

Before performing path analysis, several classical assumption tests were conducted to ensure data validity.

**a. Normality Test**

The One-Sample Kolmogorov-Smirnov test obtained a significance value of 0.200 ( $p > 0.05$ ), indicating that the data were normally distributed. This confirms that the residuals of the regression model met the assumption of normality.

**b. Multicollinearity Test**

The Variance Inflation Factor (VIF) values for all independent variables ranged between 1.412 and 1.866, while tolerance values were between 0.535 and 0.708. Since  $VIF < 10$  and  $tolerance > 0.10$ , it can be concluded that multicollinearity did not occur among the independent variables.

**c. Heteroscedasticity Test**

The Glejser test results produced significance values above 0.05 for all independent variables, indicating no heteroscedasticity.

This suggests the variance of the residuals was constant across observations.

**d. Linearity Test**

The linearity test using ANOVA showed significance values of 0.000 ( $p < 0.05$ ) for the relationships between  $X_1-Z$ ,  $X_2-Z$ , and  $Z-Y$ . Therefore, the relationship between the variables is linear and suitable for further path analysis.

**3. Hypothesis Testing Results**

**Hypothesis 1**

"School culture has a positive influence on the achievement motivation of teachers in Vocational High Schools (SMK) in Bangsri District, Jepara Regency." The regression results showed a path coefficient of 0.732, indicating that school culture contributed 73.2% to teachers' achievement motivation. The  $t$ -value obtained was 6.812, with a significance level of  $0.000 < 0.05$ , which means the relationship is statistically significant.

Thus, Hypothesis 1 is accepted, confirming that school culture significantly affects teachers' achievement motivation. A positive and collaborative school culture increases teachers' enthusiasm, creativity, and drive to achieve better performance.

**Hypothesis 2**

"School quality has a positive influence on teachers' achievement motivation in Vocational High Schools (SMK) in Bangsri District, Jepara Regency."

The regression results showed a path coefficient of 0.646, meaning school quality contributed 64.6% to teachers' achievement motivation. The  $t$ -value was 6.274, with a significance level of  $0.000 < 0.05$ , which indicates a significant effect. Therefore, Hypothesis 2 is accepted. The results show that better school quality reflected in effective management, sufficient facilities, and strong leadership significantly enhances teachers' internal motivation to achieve professional success.

**Hypothesis 3**

"School culture has a positive influence on teachers' performance." The analysis produced a direct effect coefficient of 0.572 with a  $t$ -value of

5.098 and a significance level of  $0.000 < 0.05$ , which indicates a positive and significant effect. Hence, Hypothesis 3 is accepted, showing that a supportive and achievement-oriented school culture encourages teachers to perform better and be more productive in carrying out their instructional duties.

#### Hypothesis 4

“School quality has a positive influence on teachers’ performance.” The regression analysis yielded a path coefficient of 0.626, a  $t$ -value of 5.841, and a significance value of  $0.000 < 0.05$ , which proves that school quality significantly affects teachers’ performance. Therefore, Hypothesis 4 is accepted. High-quality schools, with effective leadership and conducive learning environments, enable teachers to teach more effectively, increasing their overall professional competence.

#### Hypothesis 5

“Achievement motivation has a positive influence on teachers’ performance.” The results revealed a regression coefficient of 0.303, with a  $t$ -value of 3.456 and a significance level of  $0.001 < 0.05$ . Thus, Hypothesis 5 is accepted, confirming that achievement motivation significantly improves teachers’ performance. Teachers with strong internal motivation are more dedicated, proactive, and innovative in fulfilling their professional responsibilities.

#### Hypothesis 6

“Achievement motivation mediates the influence of school culture and school quality on teachers’ performance.” The Sobel test produced a  $Z$ -value of 2.786 ( $p = 0.006$ ) for the mediation of school culture, and 2.541 ( $p = 0.011$ ) for the mediation of school quality. Both values are below 0.05, indicating significant mediation. Hence, Hypothesis 6 is accepted. The findings confirm that achievement motivation partially mediates the relationship between school culture and school quality with teachers’ performance, strengthening the direct influence of these organizational factors on professional outcomes.

#### 4. Sobel Test Results

The Sobel test was applied to verify the mediating role of achievement motivation (Z)

between the independent variables and the dependent variable. The results revealed:

#### Mediation of School Culture ( $X_1$ ) through Achievement Motivation (Z):

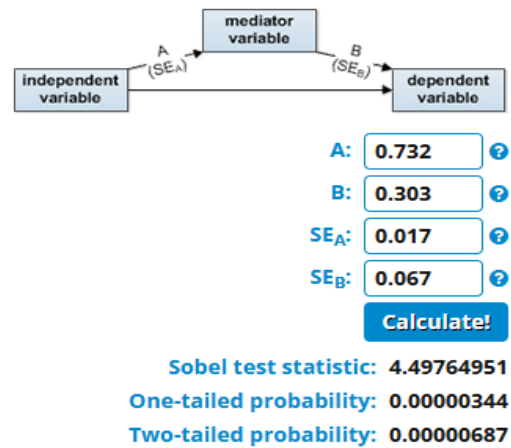


Figure 2. Sobel Test Results: The Influence of School Culture on Teacher Performance Through Achievement Motivation

Based on the calculation results, the path coefficient from School Culture to Achievement Motivation was 0.732 with a standard error of 0.017, and the path coefficient from Achievement Motivation to Teacher Performance was 0.303 with a standard error of 0.067.

The Sobel test results showed a calculated  $t$ -value of 4.4976 with a two-sided probability value ( $p = 0.000000687$ ). Since the calculated  $t$ -value (4.4976) is greater than the  $t$ -table (1.98) and the significance value is less than 0.05, it can be concluded that Achievement Motivation plays a significant role as a mediating variable in the relationship between School Culture and Teacher Performance.

#### Mediation of School Quality ( $X_2$ ) through Achievement Motivation (Z):

The next Sobel test was used to examine the indirect effect between the School Quality variable ( $X_2$ ) on Teacher Performance (Y) through the Achievement Motivation variable (Z) as a mediating variable.

Based on the results of the path analysis, the path coefficient value from School Quality to Achievement Motivation was 0.646 with a standard error of 0.020, and the path coefficient

from Achievement Motivation to Teacher Performance was 0.303 with a standard error of 0.067 achieve.

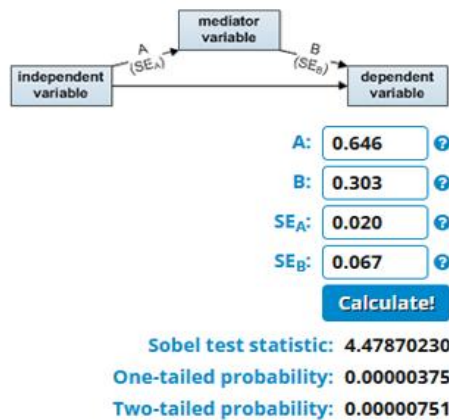


Figure 3. Sobel Test Results: The Effect of School Quality on Teacher Performance

The calculation results using the Sobel test show a Sobel test statistic value of 4.4787 with a two-sided probability value ( $p = 0.00000751$ ). Because the calculated  $t$  value (4.4787)  $>$   $t$  table (1.98) and the significance value  $< 0.05$ , it can be concluded that Achievement Motivation significantly mediates the influence between School Quality on Teacher Performance.

## 5. Discussion

The findings demonstrate that school culture has a significant influence on teachers' motivation and performance. A positive culture characterized by collaboration, recognition, and shared goals nurtures teachers' commitment and enthusiasm to achieve. This aligns with Hoy and Miskel (2008), who emphasize that a strong organizational culture enhances teachers' engagement and professional growth. In the vocational school context of Bangsri District, a supportive culture encourages innovation and improves teaching quality.

The influence of school quality was found to be even stronger. Schools with effective leadership, adequate facilities, and a positive learning environment empower teachers to perform at their best. This result supports Laura et al. (2024), who found a strong correlation ( $r = 0.767$ ) between quality management and teacher performance. Improved school quality boosts

teachers' confidence, motivation, and instructional effectiveness.

The following is a table of direct and indirect influences, as well as total influence.

Table 1. Table of Direct, Indirect, and Total Influences

No	Intervariable Relationships	Direct Influence	Indirect Influence	Total Influence	Information
1	School Culture ( $X_1$ ) → Achievement Motivation (Z)	0,732	-	0,732	Significant
2	School Quality ( $X_2$ ) → Achievement Motivation (Z)	0,646	-	0,646	Significant
3	School Culture ( $X_1$ ) → Teacher Performance (Y)	0,572	$0,732 \times 0,303 = 0,222$	0,794	Significant
4	School Quality ( $X_2$ ) → Teacher Performance (Y)	0,626	$0,646 \times 0,303 = 0,196$	0,822	Significant
5	Achievement Motivation (Z) → Teacher Performance (Y)	0,303	-	0,303	Significant

The calculation results show that the path coefficient value of School Culture on Teacher Achievement Motivation is 0.732, while School Quality on Teacher Achievement Motivation is 0.646. This means that the better the school culture and quality, the higher the teacher's achievement motivation.

Furthermore, the School Culture variable ( $X_1$ ) has a direct effect on Teacher Performance (Y) of 0.572, and School Quality ( $X_2$ ) has a direct effect on Teacher Performance (Y) of 0.626. Furthermore, Teacher Achievement Motivation (Z) also has a direct effect on Teacher Performance (Y) of 0.303.

Calculating the indirect effects, we find:

- The indirect effect of School Culture on Teacher Performance through Achievement Motivation is 0.222.
- and the indirect effect of School Quality on Teacher Performance through Achievement Motivation is 0.196.

Thus, the total influence of the School Culture variable on Teacher Performance is 0.794, while the total influence of School Quality on Teacher Performance is 0.822. These values indicate that School Quality has a greater total influence on Teacher Performance than School Culture.



## CONCLUSION

Overall, the findings demonstrate that school culture and school quality play crucial roles in enhancing teachers' achievement motivation and professional performance. A positive, supportive, and achievement-oriented school culture significantly increases teachers' motivation, which in turn strengthens their commitment, persistence, and performance. Similarly, high school quality reflected in effective leadership, adequate facilities, and well-managed learning systems directly and indirectly improves teachers' performance by fostering a motivating work environment. Achievement motivation itself has a significant positive effect on teachers' performance and serves as a partial mediator in the relationship between organizational factors and professional outcomes. These results confirm that improving school culture and school quality, while simultaneously strengthening teachers' achievement motivation, is essential for optimizing teachers' performance and achieving educational excellence.

## ACKNOWLEDGEMENT

The author gratefully acknowledges the Postgraduate Program of Universitas Negeri Semarang (UNNES) for providing academic support and research facilities. Sincere appreciation is also extended to the principals, teachers, and staff of SMK Negeri 1 Bangsri, SMK 17 Agustus Bangsri, SMK Muhammadiyah 04 Bangsri, SMK Darul Musywaroh Bangsri, SMK Kholiliah Bangsri, and SMK Fadlun Nafis Bangsri for their cooperation and valuable participation in this research.

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