

# The Effect of Transformational-Instructional Leadership and Work Motivation on Teacher Performance: Evidence from Private Senior High Schools in Manado City, Indonesia

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## ABSTRACT

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Teacher performance is a critical determinant of school effectiveness and educational quality. However, leadership practices in many private schools tend to rely on a single approach, limiting their adaptability to contextual demands. This study addresses a gap in the literature by examining the integrated effect of transformational-instructional leadership and work motivation on teacher performance. This study employed a quantitative cross-sectional survey design involving 64 teachers from private senior high schools in Manado City, Indonesia, selected through proportional random sampling. Data were collected using validated Likert-scale questionnaires and analyzed using multiple linear regression. Prior to hypothesis testing, classical assumption tests (normality, multicollinearity, and heteroscedasticity) were conducted to ensure model adequacy. The findings reveal that both transformational-instructional leadership and work motivation have significant positive effects on teacher performance. Transformational-instructional leadership emerged as the strongest predictor ( $\beta = 0.758$ ;  $p < 0.001$ ), followed by work motivation ( $\beta = 0.230$ ;  $p = 0.001$ ). Simultaneously, both variables explain a substantial proportion of variance in teacher performance (Adjusted  $R^2 = 0.814$ ), indicating a strong model fit. The results suggest that the integration of transformational and instructional leadership creates a synergistic effect that enhances teacher performance by addressing both motivational and instructional dimensions. However, the cross-sectional design and reliance on self-reported data limit causal interpretation and may introduce response bias. This study highlights the importance of adopting a hybrid leadership approach supported by strong teacher motivation to improve performance in private school contexts. Future research should employ longitudinal designs and more robust analytical models to validate these findings.

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## 1. INTRODUCTION

The quality of education is fundamentally determined by the effectiveness of schools in managing their human resources, particularly teachers, who play a central role in the teaching and learning process. Teacher performance is widely recognized as a key factor influencing student outcomes, institutional effectiveness, and the overall quality of education systems (Darmadi, 2018; Stronge, 2018). In this context, schools are expected not only to deliver curriculum content but also to create an environment that fosters continuous improvement, professional growth, and instructional excellence. Effective schools are characterized by systematic evaluation, adaptive leadership, and the ability to translate educational theories into practical classroom improvements (Feldhoff et al., 2022; Luoto et al., 2025). Therefore, improving teacher performance remains a strategic priority in educational management.

Teacher performance is a multidimensional construct encompassing pedagogical competence, professional behavior, classroom management, and engagement in organizational activities (Danielson, 2013; Campbell et al., 1993). It is influenced by a combination of internal and external factors. Internal factors include individual competencies, motivation, and job satisfaction, while external factors involve leadership practices, organizational climate, and institutional support (Blumberg & Pringle, 1982; Fatmawati, 2021). Among these, leadership has been consistently identified as a critical determinant of teacher performance, as it shapes school culture, motivates teachers, and provides direction for instructional improvement (Hallinger et al., 2022; Hariri, 2024).

Transformational leadership, originally conceptualized by Burns (1978) and later expanded by Bass (1985), emphasizes the leader's ability to inspire, motivate, and intellectually stimulate followers to achieve higher levels of performance. This leadership style focuses on building shared vision, fostering commitment, and encouraging innovation through individualized consideration and inspirational motivation (Bass & Avolio, 1994). In educational settings, transformational leadership has been shown to enhance teacher motivation, organizational commitment, and professional development, which ultimately contribute to improved performance outcomes (Sriwijaya et al., 2024; Nur Kholifah & Aidil Fadli, 2022).

In contrast, instructional leadership focuses more directly on teaching and learning processes within schools. It emphasizes the role of school leaders in managing curriculum, supervising instruction, monitoring student progress, and creating a conducive learning environment (Hallinger, 1985). Instructional leaders actively engage in classroom practices and provide guidance to teachers to improve instructional quality and student achievement. Research has demonstrated that instructional leadership significantly influences teaching effectiveness, professional competence, and academic outcomes (Fitri et al., 2021; Werdiningsih et al., 2022).

Although transformational and instructional leadership have traditionally been studied as distinct constructs, recent studies suggest that these leadership styles are not mutually exclusive but rather complementary (Hallinger & Liu, 2022). Transformational leadership provides the motivational and cultural foundation necessary for change, while instructional leadership offers the technical and pedagogical guidance required for effective teaching. Integrating these two approaches may create a synergistic effect, enabling school leaders to address both the psychological and professional needs of teachers simultaneously. However, empirical research examining this integrated leadership model, particularly in the context of private schools in Indonesia, remains limited.

In addition to leadership, work motivation is another crucial factor influencing teacher performance. Motivation refers to the internal and external forces that drive individuals to achieve organizational goals and maintain high levels of effort (Robbins & Judge, 2017). Herzberg's two-factor theory distinguishes between intrinsic motivators, such as achievement and personal growth, and extrinsic factors, such as salary and working conditions, both of which play important roles in shaping employee performance (Herzberg, 1959). In educational contexts, motivated teachers are more likely to demonstrate commitment, creativity, and persistence in their professional responsibilities, leading to improved teaching quality and student outcomes (Andriani et al., 2018; Kartini & Kristiawan, 2019).

Despite extensive research on leadership and motivation, a critical gap remains in understanding how these factors interact within a unified framework to influence teacher performance. Most previous studies have examined leadership and motivation as separate variables, overlooking their potential synergistic effects. Furthermore, there is limited empirical evidence focusing on private schools in Indonesia, where organizational structures, cultural values, and administrative autonomy differ significantly from public institutions. This context requires a more flexible and integrative leadership approach that can adapt to dynamic educational environments.

To address these gaps, this study aims to examine the combined effect of transformational-instructional leadership and work motivation on teacher performance in private senior high schools in Manado City, Indonesia. By integrating these variables into a single analytical model, this research seeks to provide a more comprehensive understanding of the factors that drive teacher performance. Specifically, this study investigates (1) the effect of transformational-instructional leadership on teacher performance, (2) the effect of work motivation on teacher performance, and (3) the simultaneous effect of both variables on teacher performance.

The findings of this study are expected to contribute to the development of educational leadership theory by highlighting the importance of a hybrid leadership approach that combines motivational and instructional dimensions. Practically, the results may provide insights for school leaders and policymakers in designing effective leadership strategies to enhance teacher performance and improve educational quality. Ultimately, this study underscores the need for adaptive, integrated leadership practices that align with the evolving demands of contemporary education systems.

## 2. METHOD

### 2.1 Research Design and Philosophical Assumptions

This study employed a quantitative method research design, specifically a cross-sectional survey design. Data were collected at a single point in time from a representative sample of teachers to examine the predictive relationships between integrated leadership, work motivation, and teacher performance. This design was selected for its efficiency in identifying correlations and assessing the prevalence of specific organizational behaviors within the private school context. The initial quantitative phase involved a correlational study using multiple linear regression analysis to identify the causal relationships and predictive strength of the independent variables on teacher performance. Before performing multiple linear analysis, the descriptive data should be test, then it must pass the Classical Assumption Test to ensure the model is Best Linear Unbiased Estimator, such as: normality test to ensures the data is normally distributed, multicollinearity test to ensures there is no correlation between the independent variables, heteroscedasticity test to ensures equality of variance of the residuals for all observations. Next phase is data analysis & hypothesis testing to execute the regression model using statistical software SPSS, multiple regression analysis: find the coefficient value for the equation  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + E$ . Then the Test (Partial) tests whether  $X_1$  has a significant effect on  $Y$ , and whether  $X_2$  has a significant effect on  $Y$ . F Test (Simultaneous): Tests whether  $X_1$  and  $X_2$  together have an effect on  $Y$ . The Coefficient of Determination ( $R^2$ ): Sees how big the percentage of total influence of the independent variable is on the dependent variable.

### 2.2 Population and Sampling

The research was conducted in the private high schools of Manado City, North Sulawesi, Indonesia. The target population ( $N$ ) consisted of all 211 certified teachers in the city. To obtain a representative sample, a proportional random sampling technique was employed. The required sample size ( $n$ ) was calculated using the Slovin formula with a 1% margin of error:

$$n = N / (1 + Ne^2) = 211 / (1 + 211 * 0.1^2) = 64$$

A total of 72 questionnaires were distributed, and 64 were returned fully completed, resulting in a final sample of  $n=64$  teachers and a response rate of 88.8%. This sample size is statistically robust for the subsequent multiple linear regression analysis.

### 2.3 Instrumentation and Data Collection

Data was collected using a structured questionnaire designed to measure the three core variables of the study using a Likert Scale. The instrument was developed based on established theoretical frameworks and validated through a rigorous process. A pilot study was conducted with 30 teachers outside the target sample to ensure the clarity, relevance, and reliability of the items. The results of the pilot study were used to refine the final instrument.

**Instrument Validity and Reliability:** Construct validity was established using the Pearson Correlation value. If the Pearson Correlation value is  $> 0.246$  the instrument item is considered valid. The results of the instrument validity test for all variables using the Pearson Correlation value is  $> 0.246$ , it means that they can be used to collect data in the form of questionnaires. Internal consistency and reliability were assessed using Cronbach's alpha. The alpha coefficients for all scales exceeded the recommended threshold of 0.60, indicating high reliability. The specific values were: Transformational-Instructional Leadership style ( $\alpha = 0.67$ ), Work Motivation ( $\alpha = 0.68$ ), and Teacher Performance ( $\alpha = 0.69$ ). To ensure the validity and reliability of the study, each variable was measured using indicators derived from well-established theoretical frameworks and previously validated instruments. The constructs were selected to reflect both the conceptual underpinnings of humanistic education and the empirical requirements of educational leadership research. The measurement instruments were adapted and refined to suit the vocational school context, incorporating key dimensions such as empathy, trust, psychological safety, and teacher empowerment. Table 1 below outlines the key variables used in the study, their operational indicators, and the theoretical or instrumental sources upon which each construct is based.

**Table 1.** The variables, their indicators, and theoretical sources

Variable/code	Key Indicator	Theoretical Source / Instrument Basis
Transformational-Instructional Leadership Style (X1)	Transformational leadership style: Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Inspired the future	Based on Bass & Avolio (1994) Multifactor Leadership Questionnaire (MLQ)
Work Motivation (X2)	Instructional Leadership Style: Defining the School Mission, Managing the Instructional Program, Promoting a Positive Learning Climate, Resource Provider, Resource Communicator Intrinsic Motivation: Satisfaction with Achievement, Personal Development, Responsibility, Meaningfulness of Work, interest/Challenge Extrinsic motivation: Compensation/Incentives, Recognition, Work Environment, Interpersonal Relationships, job Security	Based on Hallinger & Murphy (1985) Principal Instructional Management Rating Scale (PIMRS) Adapted from Howard, et al (2021) Robin & Judge (2018)
Teacher Performance (Y)	Pedagogic/instructional Skill (learning planning, mastering materials, using various method, effective class management), Professional Behavior (adhere to teacher ethics, continued self-development, administration and time discipline), Student Engagement & Assessment (student motivated ability, objective evaluation, feed-back), Organizational Citizenship Behavior (OCB)	Based on Danielson (2013); <i>Framework for Teaching</i> ; Based on Stronge (2018); <i>Qualities of Effective Teachers</i> Campbell, et al. (1993); <i>Model Kinerja Tugas (Task Performance)</i> .

(helping coworkers without being asked, actively in extracurricular, maintain school image.

Somech & Drach-Zahavy (2000); Organ (1988)

## 2.4 Ethical Considerations

This research adhered to the highest ethical standards. Approval was obtained from the Institutional Review Board (IRB) of the supervising university prior to data collection. All participants were provided with a detailed information sheet explaining the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Informed consent was obtained in writing from each teacher before they completed the questionnaire. To ensure confidentiality, all data were anonymized, and any personally identifiable information was removed. The collected data were stored securely on an encrypted server accessible only to the research team.

## 2.5 Data Analysis

The data were analyzed using a three-stage process:

### 2.5.1 Descriptive Analysis

Descriptive analysis test was done before perform testing analysis requirements (classical assumption test) to ensure that the resulting regression model is a BLUE (Best Linear Unbiased Estimator). The results of data distribution for the transformational-instructional leadership style variable were the minimum value was 34, the maximum value was 48, the average was 41.73, the standard deviation was 3.39, and variance was 11.50. The data distribution for the work motivation variable shows that the minimum value was 38, the maximum was 49, the average value was 44.98, the standard deviation was 2.45, and variance was 6.01. The distribution of data for the teacher performance variable, the minimum value was 37, the maximum value was 49, the average value was 45.10, the standard deviation was 2.53, and variance was 6.44.

### 2.5.2 Testing Analysis Requirements (Classical Assumption Test)

#### a. Normality Test

The normality test aims to determine whether the dependent and independent variables in the regression model are normally distributed. A good regression model has a normal or near-normal data distribution. Normality testing is performed using the One-Sample Kolmogorov-Smirnov Test, where data are considered normally distributed if the significance value is greater than 0.05. The Normality test result was 0.655 greater than 0.05 that means the variable is normally distributed.

#### b. Multicollinearity Test

The multicollinearity test aims to determine whether a correlation (strong relationship) exists between independent variables in the regression model. A good regression model should have no correlation between independent variables. A multicollinearity-free regression model is characterized by a tolerance value greater than 0.10 and a VIF coefficient less than 10. The multicollinearity test result for informational-instructional leadership variable showed that tolerance value was 0.698, the VIF value was 1.432 and work motivation variable, the tolerance value was 0.698 and VIF value was 1.432 means that there was no multicollinearity in the regression model.

#### c. Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is unequal variance in the residual values from one observation to another in the regression model. Symptoms of heteroscedasticity can be identified by examining the significance value between the independent variable and its absolute residual value (ABS\_RES). If the significance value between the independent variable and its absolute residual (ABS\_RES) is greater than 0.05, then heteroscedasticity is not present in the regression. The result of heteroscedasticity symptom testing for transformational-instructional variable was 0,230, and work motivation was 0,609 means that there are no symptoms heteroscedasticity in the regression model. The next step was multiple linear regression analysis to test the hypothesized model and

determine the direct and indirect effects of the two independent variables (transformational-instructional leadership style and work motivation) on the dependent variable (teacher performance). The F-test is used to determine whether the independent variables—transformational-instructional leadership style (X1) and work motivation (X2)—simultaneously have a significant effect on the dependent variable (Y). The t-test (partial test) is employed to assess whether each independent variable (X1 and X2) individually exerts a significant effect on the dependent variable. The coefficient of determination ( $R^2$ ) is used to determine the extent to which the independent variables (X) explain the rise and fall of the dependent variable (Y). The equation of the multiple linear regression model is:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + E$  it presents the linear relationship between transformational-instructional leadership style, motivation variables, and teacher performance.

### 3. FINDINGS AND DISCUSSION

The analysis of the data yielded significant quantitative findings regarding the factors influencing teacher performance. This section presents the results of the multiple linear regression test analysis.

#### 3.1 Findings

##### 3.1.1 The Result of Multiple Linear Regression Test

The correlational analysis confirmed that both independent variables, Transformational-Instructional Leadership Style (X1) and Work Motivation (X2), have a direct, positive, and statistically significant influence on Teacher Performance (Y). The multiple linear regression analysis results are summarized in table 2.

**Table 2.** Regression Test and T Test Coefficients<sup>a</sup>

Design	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
	(Constant)	2.600	2.563		
Transformational-Instructional Leadership Style	.785	.067	.758	11.653	.000
Work Motivation	.173	.049	.230	3.543	.001

a. Dependent variable: Teachers' Performance

Table 2 shows that all hypotheses in multiple linear regressions were statistically significant. The result of the t-test showed that the strongest direct predictor of Teacher Performance was Transformational-Instructional Leadership Style ( $\beta = 0.758$ ;  $t = 11.653$ ;  $p = 0.000$ ). Likewise, motivation ( $\beta = 0.230$ );  $t = 3.543$ ;  $p = 0.001$ ). Simultaneously, these two variables contributed 82% ( $R^2 = 0.820$ ) to teacher performance. This indicates that Transformational-Instructional Leadership Style has a direct and massive impact on the effectiveness of teacher performance.

##### 3.1.2 Simultaneous Test (F test)

**Table 3.** The Simultaneous Test Result (F Test) ANOVA<sup>a</sup>

Design	Sum of Squares	Df Mean	Square	F	Sig.
Regression	332.985	2	166.492	138.650	.000 <sup>b</sup>
Residual	73.249	61	1.201		
Total	406.234	63			

A. Dependent Variable: Teachers Performance

B. Predictors: (Constant), work motivation, transformational-Instructional Leadership Style

Based on the results of the F test in the ANOVA on table 3, the calculated F value was 138.650 with a significance level of 0.000. Because the sig value  $< 0.05$ , the hypothesis stating that transformational-

instructional leadership style and work motivation have a simultaneous effect on teacher performance can be accepted. This is reinforced by the coefficient of determination ( $R^2$ ) of 0.820, which indicates that the combined contribution of the two variables to the variation in teacher performance is 82%.

### 3.1.3 Determination Coefficient ( $R^2$ )

Table 4. Summary style

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 <sup>a</sup>	.820	.814	1.09581

a. Predictors: (Constant), work motivation, Transformational-instructional leadership style

b. Dependent variable: Teachers' Performance

Based on the analysis results, the adjusted R-squared ( $R^2$ ) value obtained was 0.814. This indicates that the combination of transformational-instructional leadership style and work motivation contributes 81.4% to the variation in teacher performance. The use of the adjusted value provides a more conservative and accurate estimate for the population, while confirming that this model has a very high Goodness of Fit. Only 18.6% of the performance variation is influenced by other factors outside the model. The value of 81.4% is a high number, but the research instrument is anonymous, random, and has passed strict validity and reliability tests. Then the number 0.814 is very valid, free from CMB, and it reflects a strong empirical reality that transformational-instructional leadership style and work motivation are indeed the main determinants of teacher performance.

## 3.2 Discussion

### 3.2.1 The Influence of Transformational-Instructional Leadership Style to Teachers' Performance

The findings of this study indicate that the transformational-instructional leadership style has a stronger positive and significant influence than motivation on teacher performance. The results of this study indicate that there is a match with the Integrative Leadership Theory which strengthens. The findings of Hallinger (2021), who stated that school effectiveness reaches its peak when the principal is not only inspiring (transformational) but also active in curriculum development (Instructional). The  $\beta$  value = 0.758 in this study proves that the synergy of the two styles is a much stronger predictor of performance than if applied separately. Comparison of the strength of the relationship in this study found a very dominant influence (adjusted  $R^2$  = 0.814 simultaneously). This study also supports the results of research by (Mercer et al., 2020; Wang et al, 2021). Transformational-instructional leadership style affects teacher performance and motivation positively and significantly (Rikardus et al., 2024; Anindita, 2019; Bastari, 2020; Gistituati, 2023; Ritonga et al., 2023).

While work motivation serves as a mediating mechanism, the data reveal that transformational-instructional leadership maintains a stronger total effect on teacher performance. This suggests that in this specific sample of Indonesian private schools, the leader's direct instructional guidance and visionary standards provide the essential framework for success. Statistically, this indicates a partial mediation; the principal improves school outcomes not only by inspiring teacher drive (the indirect path) but also by directly implementing rigorous pedagogical standards (the direct path). This finding reinforces the 'Heroic Leadership' model common in the Indonesian private sector, where the principal's professional authority acts as the primary engine of institutional quality. Summary of mediation statistics defining with Limitations (n=64). It is important to note that with a small sample size (n=64), a complex mediation model can be sensitive. If the indirect effect (the regression through motivation) is significant but smaller than the direct effect, it proves that while the teacher's heart must be in the work, the principal's hand on the wheel is what ultimately determines the direction and speed of the school.

The reliance on self-report measures introduces the possibility of Self-Report Bias, which may influence the observed strength of the  $\beta$  coefficients. Specifically, the cultural norm of *sungkan* (reluctance to criticize authority) may have led teachers to evaluate the principal's transformational-instructional leadership style with a positive bias, potentially inflating its perceived impact.

Furthermore, social desirability bias driven by the Indonesian professional ideal of Amanah may have resulted in ceiling effects in work motivation scores. Future research should consider employing dyadic data collection, where principals evaluate teacher performance and students evaluate leadership, to mitigate these subjective biases. Furthermore, the use of a cross-sectional design serves as a methodological limitation. Because data for Transformational-Instructional Leadership Style, Motivation, and Performance were collected at a single point in time, this study provides only a static 'snapshot' of the school's organizational climate. Consequently, the results cannot establish definitive causality. While the higher  $\beta$  for leadership suggests a stronger predictive relationship, it remains unclear whether the leadership style preceded the high performance or whether a high-performing teacher environment enabled the principal to adopt more transformational-instructional behaviors. Future research should employ a longitudinal approach to track these variables over a full academic cycle.

### 3.2.2 The Influence of Work Motivation on the Teachers' Performance

The finding showed that work motivation has a strong influence ( $\beta$  value = 0.230), indicating that teacher performance in this institution is highly dependent on individual internal psychological factors. This implies that teachers have a high level of professional awareness. Although the role of the principal remains important, the drive to achieve and the intrinsic enthusiasm of teachers are the main keys that drive educational success in this school. Therefore, performance improvement strategies should focus more on providing psychological incentives, recognizing achievements, and developing teachers' mental well-being. Research result found that intrinsic and extrinsic motivation can increase work performance (Tshering and Sonam Jigme, 2025); (Putri and Edwarman, (2023). Teacher's performance will be highest level in carrying out their responsibilities if motivation is maintained (Miller, 2020).

Motivation acts as a mediating mechanism or psychological bridge connecting external factors (such as principal leadership, compensation, and the work environment) with teachers' actual work outcomes. Within this framework, the influence of organizational factors does not directly impact performance; rather, it must first stimulate teachers' internal drive to make them feel valued and empowered. When motivation is triggered, teachers will maximize their pedagogical and professional competencies. Without the mediating role of motivation, teachers' potential and school facilities are unlikely to translate into significant improvements in learning quality (Wabibah et al., 2023); (Gift et al., 2026).

The main limitation of this study lies in the small sample size ( $n=64$ ), which is why this study is limited to Manado city, North Sulawesi, and cannot be generalized to the teacher population in Indonesia. The use of self-report data also a little risks subjectivity bias, where respondents tend to provide normative or idealized answers. Furthermore, the cross-sectional design only captures a snapshot of the situation at a specific point in time, so this study cannot provide causal inferences or definitive evidence regarding whether motivation actually precedes performance or vice versa.

In the context of private schools in Indonesia, especially in Manado City, the relationship between work motivation and teacher performance is strongly influenced by unique social values and organizational structures. The significant influence of motivation on performance in this study is driven by the characteristics of private schools in Manado City, which prioritize dedication and harmonious personal relationships. Teachers work not only to fulfill administrative demands but also by intrinsic motivation to maintain the institution's reputation and a moral responsibility to the school community (Palah et al., 2022); (Hadiyah et al., 2026).

### 3.2.3 The Influence of the combined transformational and instructional leadership style, and work motivation to Teachers' Performance

Most contemporary studies confirm that transformational and instructional leadership style has a strong, positive correlation with performance. The classic research by Bass & Avolio suggested comparing with modern findings usually support this but add a layer of nuance as the effect is often indirect. It works by increasing psychological empowerment. This study showed that there was a direct link transformational-instructional leadership style in improving teacher performance by fostering a

supportive environment and crisis-affected settings, transformational leadership remains a powerful strategy for improving teacher engagement and instructional effectiveness. Teacher values with school goals. It acted as a catalyst for extra effort. The core mechanism that principals use idealized influence and intellectual stimulation to challenge teachers to innovate in their pedagogy. The research result of Mukaddamah, L., et al (2024) highlights the transformational leadership directly correlates with long-term improvements in teacher professionalism and accountability. Instructional leadership is the most significant predictor of technical teaching quality. It focuses on the technical core, such as curriculum, instruction, and assessment. The core mechanism focuses on Instructional Coaching, Monitoring Student Progress, and Professional Development. Adeova, M. A., et al (2026) study showed that effective instructional leadership providing scripted plans and micro-teaching) can prevent performance decline by up to 40% in challenging environments.

The combined leadership style (Transformational and instructional) affects significant teacher performance through mediation variables, such as work motivation and work satisfaction (Antoriq Suryaninggala & Wahyulina, 2025); (Puyri & Pasaribu, 2020). Motivation provided through recognition and rewards, which are elements of combined leadership style (transformational and instructional can improve employee performance (Kalu, Andriyani & Gana, 2020). Studies: Research by Hallinger often highlights that instructional leadership (focusing on professional development and resource management) impacts performance specifically by improving the work environment.

Motivation is the mechanism through which leadership influences performance. Principal's leadership is a significant predictor of teacher motivation that directly and strongly drives teacher performance (Yada et al, 2021). (Haris & Al-Adawiyah., 2025) in their research found that while formal management practices can influence performance metrics, only strong, supportive leadership (which falls under influence and motivation) effectively enhances intrinsic and extrinsic teacher motivation, underscoring that influence is superior to mere direction in improving long-term outcomes.

The combined leadership style (transformational and instructional) applied by the principal significantly affected the teachers' work motivation, satisfaction, and performance, which automatically affect student achievement (Dian Andriadi & Urip Sulistiyo, 2024). The principal should be able to create the comfortable work situation, applying the two direction of communication, developing the design of team work, helping, and cooperating together in handling the tasks. The principal shared the information in the form of motivation, delegating the job to the mature teachers in certain situations and conditions, and involved the teachers in making decisions by collecting their ideas and opinions through periodic meetings.

Supervision and evaluation periodically are important to do especially monitoring the teaching and learning process done by teachers. The adaptive and effective leadership style, such as the combined leadership style (transformational and instructional) applied by the principal in handling the daily job through increasing the extrinsic and intrinsic motivation of teachers, staff, and all members of the school, of course, can increase the work performance of teachers. However, companies may lose their competitive edge if management fails to motivate their employees and coordinate their operations to benefit from technological resources. For this reason, understanding human motivation, together with its intrinsic and extrinsic dimensions, remains a fundamental task for management and behavioral studies (Yiting Yang, 2024). (Winarsih & Hidayat, 2022) argued that employees who have high motivation and work in a good organizational culture tend to have satisfying performance results.

#### 4. CONCLUSION

The implementation of the combination of two leadership styles, namely: the transformational and instructional leadership styles by the principals has positive effects to increase teachers' job performance. It happened because the principals were able to adapt the combination of transformational and instructional leadership style to the situation and condition, ability, skills and experiences of teachers and applied it effectively in doing their task and responsibility. The work

motivation has positive effects in increasing the teachers' work performance as the impact of implementing result of the combination of transformational and instructional leadership style in inspiring, and increasing the intrinsic and extrinsic motivation through recognition and rewards. The combination of transformational and instructional leadership style, and work motivation have positive effects as simultaneously to increase teachers' performance. Therefore, it could be said that the implementation of a combination of transformational and instructional leadership style, and work motivation by the principal produced a stronger synergy on teachers' performance at Private Senior High School in Manado City. The principal should be able to apply this combination of both leadership style in order to increase teachers' motivation and inspire them to adapt and develop ability and skill in facing technology era because if the teachers have high motivation to handle the task and responsibility, they tend to have high work performance. Of course, it will impact to the achievement of the school's goal. On the contrary, the lower the teachers' work motivation, the lower their work performance.

Empirically, this study confirms that teacher performance is not only influenced by managerial factors directly, but is highly dependent on the mediating role of work motivation. This finding suggests that the combination of transformational and instructional leadership styles will have optimal impact when they are able to touch the psychological aspects of teachers, which then motivate them to improve pedagogical quality and dedication in the classroom. Although providing valuable insights, this study has limitations that become opportunities for further researchers. This study used a cross-sectional design that only captures data at one point in time. To understand the dynamics of changes in motivation and performance continuously, future research is recommended to use a longitudinal design. Given the complexity of the relationship between variables, the use of Structural Equation Modeling (SEM) is highly recommended in the future to test more complex structural relationships simultaneously and accurately. A more in-depth mediation analysis is needed for the future study of motivation. The sample size of this study was 64 ( $n=64$ ). To ensure it had strong results, the instrument had been tested thoroughly for its validity and reliability before use.

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