

The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

*The Effect on
Teachers'
Performance*

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ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

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Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59.8 persen varians komitmen dan 67.4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Disiplin, Kinerja Sumber Daya Manusia, Motivasi, Komitmen Organisasi, Lingkungan Kerja.

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INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). Nitisemito (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that the work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study aims to examine both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) add that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Rivai (2014) states that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) explain that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Amstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) explain that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) state that good lighting, comfortable facilities, and positive relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. McNeese-Smith (1996) and Christina and Maren (2010) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment not only has a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.
H10: Motivation has a positive effect on human resource performance through organizational commitment.

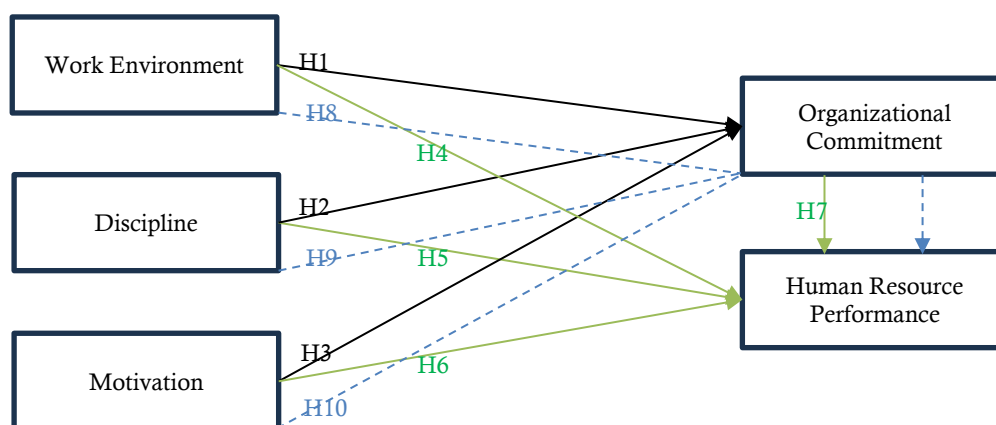


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide to understanding how schools can improve teacher performance more comprehensively.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates

relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghozali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal)

is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.578				
Discipline (DIS)	0.614	0.638			
Motivation (MOT)	0.682	0.701	0.748		
Organizational Commitment (OC)	0.657	0.679	0.721	0.812	
Human Resource Performance (HRP)	-	-	-	-	-

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139, respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489, respectively (both > 0), confirming that the model has good predictive relevance. The structural model demonstrates good fit and strong explanatory ability. The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidjrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and prouder of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explain that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfil basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 , respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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