Participative Leadership and Teacher Performance: The Mediating Role of Motivation in Educational Settings

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Abstract
Education plays a crucial role in developing individuals' character in alignment with social and cultural values. Nevertheless, the application of participative leadership in educational institutions continues to encounter various obstacles, such as insufficient collaboration among stakeholders like teachers and parents, leading to decision-making processes that do not fully accommodate all perspectives. This study seeks to analyze the effect of participative leadership on teacher performance, with teacher motivation acting as an intervening variable. A descriptive quantitative approach with a survey method was used, involving 33 teachers as participants. Data analysis combined qualitative and quantitative techniques, including path analysis to explore the relationships between variables. The findings indicate that participative leadership significantly impacts teacher performance, has a strong influence on teacher motivation, and that motivation itself significantly contributes to performance. Additionally, participative leadership indirectly enhances teacher performance through its effect on motivation as a mediating factor. These results emphasize the critical role of participative leadership in improving both teacher motivation and performance within educational contexts.

Keywords
Prticipatory Leadership; Motivation; Teacher Performance

1. Introduction

Education constitutes a fundamental factor in the development of human resources and the overall advancement of a nation (Chankseliani et al., 2021). Law No. 20 of 2003 of the Republic of Indonesia underscores the pivotal role of education in fostering the holistic development of individuals' potential. In the global context, the quality of education is largely contingent upon the effectiveness of human resource management, with teachers serving as the primary agents in the delivery of the instructional process (Blömeke et al., 2022). Therefore, teacher performance serves as a primary indicator in assessing educational success (Podungge et al., 2020).

Teacher performance is shaped not only by individual competencies but also by organizational factors, particularly leadership practices and work motivation.

(Hm & Haryadi, 2023). The principal's leadership plays a strategic role in establishing a conducive work environment and enhancing teacher performance (Supriatna, 2021). One pertinent approach is participatory leadership, which emphasizes the active involvement of organizational members in decision-making processes (Ayesuwa & Okwuokei, 2023), thereby fostering a greater sense of responsibility and improving organizational effectiveness.

However, the implementation of participatory leadership has not yet been fully optimized in practice. Various issues remain, such as limitations in the implementation of educational policies, a lack of professional support, and low levels of involvement in the decision-making process. These conditions impact teacher performance and indicate that weak leadership practices can hinder the effectiveness of educational organizations (Nadeem, 2024). On the other hand, teachers' work motivation is also not yet optimal, as reflected in fluctuations in attendance rates and discipline in the performance of duties (Dias et al., 2021; Suratman et al., 2020).

Although the relationships among leadership, motivation, and performance have been widely examined, existing studies tend to address these variables in isolation. Research that positions motivation as a mediating variable in the relationship between participatory leadership and teacher performance remains limited, particularly within the context of secondary schools in rural areas (Admit & Fujie, 2024; Aeni & Kuswanto, 2021). Therefore, this study aims to analyze the effect of participatory leadership on teacher performance, both directly and indirectly through teacher motivation. This study is expected to contribute both theoretically and practically to the advancement of human resource management in the field of education.

2. Literature Review

2.1 Participatory Leadership

In the context of education as well as other organizations, leadership plays a critical role in determining organizational performance (Dunan & Arisma, 2023). Leadership is not only related to administrative functions but also encompasses the ability to influence and guide organizational members toward achieving shared goals (Nguyen et al., 2022; Oubrich et al., 2021; Trihandono et al., 2021). The principal of a school has a strategic responsibility in fostering an atmosphere that encourages better teacher performance.

Participative leadership is an approach that emphasizes the involvement of subordinates in decision-making through two-way communication and the valuing of input (Lythreatis et al., 2024). Studies show that teacher performance and school organizational effectiveness are positively impacted by participatory leadership (Emmanuel & Amos, 2025; Ghodang, 2021).

2.2 Motivation

Motivation is a psychological factor that drives individuals to perform optimally in their work (Dunan & Sulistiandari, 2023; Yety et al., 2024). It reflects both internal and external drives that influence an individual's work behaviour (Niati

et al., 2021; Zaqiyah et al., 2024). In the context of education, teacher motivation is closely associated with work enthusiasm, professional commitment, and dedication in the fulfillment of instructional responsibilities.

Conceptually, motivation consists of intrinsic and extrinsic components (Grabowski et al., 2021). Previous studies have demonstrated that work motivation exerts a significant influence on teacher performance. (Amtu et al., 2020; Forson et al., 2021), and is also influenced by school leadership (Hyseni Duraku & Hoxha, 2021; Sari Nurhayati, 2023).

2.3 Teacher Performance

Since it shows the capacity to fulfill professional obligations, teacher performance is a key measure of educational achievement (Parveen et al., 2022). Law Number 20 of 2003 and Minister of National Education Regulation Number 41 of 2007 emphasize that teacher performance is closely related to the implementation of instruction. Dinensio Kiyundo Zikanga et al. (2021) state that teacher performance is a manifestation of work quality, as reflected in the mastery of competencies.

Numerous elements, including aptitude, drive, leadership, and organizational support, affect how well teachers accomplish (Hoque et al., 2023; Kanya et al., 2021; Wulan, 2024). Its indicators include the quality of instruction, classroom management, engagement, and the achievement of learning objectives (Limon, 2020). Previous studies have shown that leadership and motivation have a significant effect on teacher performance (Engin, 2020; Muliati et al., 2022).

2.4 Research Framework and Hypotheses

Based on the theoretical review and the identified research gap, participatory school leadership has the potential to influence teacher performance both directly and indirectly through work motivation. Involving teachers in decision-making can boost their motivation at work, which leads to better performance. Therefore, the link between teacher performance and participatory leadership is mediated by motivation.

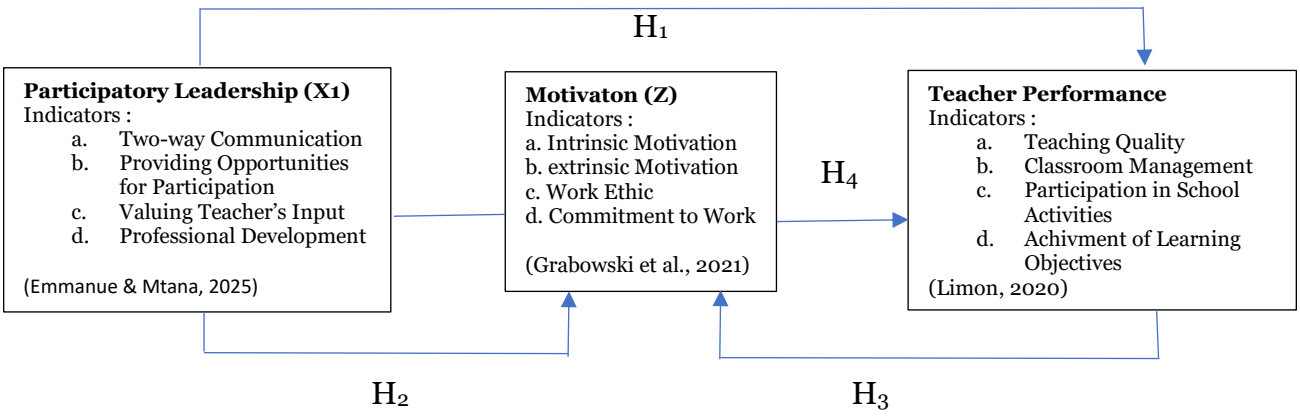

Figure 1. Research Framework
Source: Data Processed, 2025

Based on the proposed conceptual framework, the research hypotheses are formulated as follows:

H1: Participatory school leadership has an effect on teacher performance.
H2: Participatory school leadership has an effect on teacher motivation.
H3: Teacher motivation has an effect on teacher performance.
H4: Participatory school leadership has an effect on teacher performance through teacher motivation.

3. Method

3.1 Research Design

This study uses a survey method and a quantitative approach with a descriptive design. The descriptive design aims to systematically, factually, and accurately describe the actual conditions based on the data obtained (Stockemer, 2018). The survey approach is used to collect data from respondents through structured instruments, thereby enabling empirical analysis of the variables under investigation.

This research was conducted at State Senior High School 1 Negara Batin (SMAN 1 Negara Batin), Way Kanan Regency. The school was selected due to its ongoing challenges in implementing participatory leadership, including low teacher involvement in decision-making, limited collaboration among stakeholders, and insufficient support for professional development. These conditions have affected teacher motivation and performance, which remain suboptimal, making this context relevant for investigation in this research.

This study is explanatory in nature and employs a correlational approach to examine the relationships among variables, particularly the effect of participatory leadership on teacher performance, both directly and indirectly through motivation as a mediating variable. Thus, this research not only describes the phenomenon but also explains the causal relationships among variables based on statistical analysis.

3.2 Participants / Sample

The population of this research comprised all teachers working at State Senior High School 1 Negara Batin (SMAN 1 Negara Batin), Way Kanan Regency. The total number of teacher respondents was 33, consisting of 11 civil servant teachers (PNS), 10 government contract teachers (PPPK), and 12 honorary teachers. All of these teachers are directly involved in the teaching and academic activities at the school and are therefore considered representative of the conditions under investigation.

The entire population was used as the research sample in this study, which used a complete sampling approach (Thomas, 2022). This technique was chosen due to the relatively small population size, allowing the researcher to involve all members of the population without the need for sampling. As a result, it is anticipated that the results will offer a more thorough and precise depiction of the connections between the variables being studied.

3.3 Data Collection

This study used a number of methods to collect data, including surveys, observation, and documentation. The main tool for gathering data was the questionnaire, which was designed as statements to gauge how respondents felt about the research variables. Observation was conducted to directly examine the interactions between the principal and teachers, as well as the classroom learning process, while documentation was used to complement data related to teacher performance and school policies.

The research instrument was developed based on the indicators of each variable (Stockemer, 2018). The participatory leadership variable was measured through indicators of two-way communication, opportunities for participation, appreciation of input, and professional development (Emmanue & Mtana, 2025). The teacher motivation variable was measured through intrinsic motivation, extrinsic motivation, work enthusiasm, and commitment to work (Grabowski et al., 2021). Meanwhile, the teacher performance variable was measured through the quality of instruction, classroom management, involvement in school activities, and the achievement of learning objectives (Limon, 2020). Overall, the research instrument consisted of a set of statement items designed to measure each indicator systematically and in a structured manner.

3.4 Data Analysis

Descriptive analysis and quantitative analysis were the two phases of data analysis used in this study. Each research variable—participatory leadership, teacher motivation, and teacher performance—was described using descriptive analysis (Stockemer, 2018), The purpose of this study is to give a broad summary of the features of the information gathered from the respondents.

Additionally, route analysis supplemented by linear regression analysis was used in quantitative research to investigate the correlations among variables (Stockemer, 2018). Using SPSS software, the study instrument's validity and reliability were examined before the analysis. While reliability was evaluated using Cronbach's Alpha coefficient with a minimum threshold of 0.60, validity was tested by comparing the correlation coefficient (r-calculated) with the r-table value (Stockemer, 2018). Partial tests (t-test) and simultaneous tests (F-test) were used for hypothesis testing, while correlation analysis and the coefficient of determination were used to assess the degree of links between the variables.

3.5 Ethical Considerations

This study was carried out in compliance with accepted research ethical guidelines. Respondents were informed about the purpose of the study, its importance, and how to fill out the questionnaire before any data was collected. This was done to make sure that participants were willing to engage willingly and were aware of the study's background.

In addition, the researcher guaranteed the confidentiality of respondents' identities and ensured that the data collected would be used solely for academic purposes. There was no pressure or coercion during the data collection process, and participation was entirely voluntary. Thus, this research adheres to ethical

standards, including informed consent, data confidentiality, and integrity in data processing.

4. Results

4.1 Respondent Characteristics

To provide an overview of the respondents' profile in this research, an analysis of their characteristics was conducted based on gender, age, and years of teaching experience. These characteristics are important for understanding the general condition of the research subjects, which may influence the research findings. The following table displays the respondents' gender distribution:

Table 1. Respondent Characteristics by Gender

Gender	Frequency	Percentage (%)
Male	10	30.3
Female	23	69.7
Total	**33**	**100**

Source: Data Processed, 2025

Table 1 makes it clear that, with 23 respondents (69.7%) and 10 respondents (30.3%), women make up the majority of respondents. This suggests that women make up the majority of the teachers at SMAN 1 Negara Batin. Furthermore, the distribution of respondents based on age is presented in the following table:

Table 2. Respondent Characteristics by Age

Age Group	Frequency	Percentage (%)
< 30 years	5	15.2
31–40 years	15	45.5
41–50 years	8	24.2
> 50 years	5	15.2
Total	**33**	**100**

Source: Data Processed, 2025

Based on Table 2, the majority of respondents fall within the 31–40 age range, totaling 15 individuals (45.5%). Respondents aged 41–50 years account for 8 individuals (24.2%), while those under 30 years and over 50 years each number 5 individuals (15.2%). This suggests that the majority of responders fall within the age range of productivity.

The distribution of respondents based on years of teaching experience is presented in the following table:

Table 3. Respondent Characteristics by Teaching Experience

Teaching Experience	Frequency	Percentage (%)
< 5 years	8	24.2

Teaching Experience	Frequency	Percentage (%)
5–10 years	10	30.3
> 10 years	15	45.5
Total	**33**	**100**

Source: Data Processed, 2025

Based on Table 3, it is evident that the majority of respondents have more than 10 years of teaching experience, totaling 15 individuals (45.5%). Respondents with 5–10 years of teaching experience number 10 (30.3%), while those with less than 5 years of experience account for 8 individuals (24.2%). This indicates that most respondents have relatively extensive teaching experience.

4.2 Results of Instrument Validity and Reliability Testing

Instrument testing in this research was conducted through validity and reliability tests on all statement items used in the questionnaire. The research instrument consisted of 20 statement items, including 7 items for the participatory leadership variable (X), 7 items for the teacher performance variable (Y), and 6 items for the motivation variable (Z). The purpose of this testing was to make sure the device could measure the variables reliably and accurately.

Each item's correlation coefficient (r-calculated) was compared to the r-table value of 0.361 at a 95% confidence level with 30 degrees of freedom (df) in order to perform the validity test. In the meanwhile, the reliability test was carried out to ascertain the consistency level of the research instrument by comparing the Cronbach's Alpha value with the r-table value.

4.2.1 Validity Test Results

The purpose of the validity test was to ascertain how well the questionnaire questions measured the variables being studied. The following table displays the findings of the validity test for the participatory leadership variable:

Table 4. Participative Leadership Validity Test (X1)

No	r-count	r-table	Description
1	0.768	0.361	Valid
2	0.750	0.361	Valid
3	0.775	0.361	Valid
4	0.778	0.361	Valid
5	0.654	0.361	Valid
6	0.605	0.361	Valid
7	0.643	0.361	Valid

Source: Data Processed, 2025

All of the statement items for the participatory leadership variable are deemed acceptable based on Table 4 since the r-calculated values are higher than the r-table value (0.361).

Additionally, the following table displays the findings of the validity test for the teacher performance variable:

Table 5. Teacher Performance Validity Test (Y)

No	r-count	r-table	Description
1	0.855	0.361	Valid
2	0.504	0.361	Valid
3	0.816	0.361	Valid
4	0.736	0.361	Valid
5	0.499	0.361	Valid
6	0.819	0.361	Valid
7	0.494	0.361	Valid

Source: Data Processed, 2025

Based on Table 5, all items for the teacher performance variable are also declared valid, as all r-calculated values exceed the r-table value.

The following table displays the findings of the motivation variable's validity test:

Table 6. Validity Test Results of Motivation Variable (Z)

No	r-count	r-table	Description
1	0.683	0.361	Valid
2	0.566	0.361	Valid
3	0.778	0.361	Valid
4	0.800	0.361	Valid
5	0.573	0.361	Valid
6	0.487	0.361	Valid

Source: Data Processed, 2025

Table 6 shows that all of the motivation variable's entries are deemed legitimate because the r-calculated values exceed the r-table value.

4.2.2 Reliability Test Results

The purpose of the reliability test was to ascertain how consistently the research instrument measured the variables. The Cronbach's Alpha value and the r-table value of 0.361 were compared in order to perform this test. The following table displays the reliability test results for each study variable.

Table 7. Reliability Test Results of Research Variables

Variable	Alpha Value	r-table	Result
Participative Leadership	0.899	0.361	Reliable
Teacher Performance	0.866	0.361	Reliable
Motivation	0.855	0.361	Reliable

Source: Data Processed, 2025

Based on Table 7, all research variables are declared reliable, as the Cronbach's Alpha values for each variable are greater than the r-table value (0.361). This indicates that the research instrument has a good level of consistency and is suitable for further analysis.

4.3 Respondent Characteristics

Data description was conducted to provide an overview of the tendency of respondents' answers toward the variables under investigation. To determine the categories of respondents' answers, class interval calculations were used, with the formula and computations presented as follows:

$$I = \frac{NT - NR}{K} = \frac{35 - 7}{5} = 5{,}6$$

The determination of respondents' answer categories was based on class interval calculations using the formula above, where I represents the interval, NT is the highest score, NR is the lowest score, and K is the number of categories. The results of this calculation were then used to classify score ranges into five assessment categories: very good, good, fairly good, poor, and very poor. These categories subsequently served as the basis for interpreting respondents' answers to the research variables.

4.3.1 Description of Participative Leadership Data (X)

The distribution of respondents' answers to the participatory leadership variable is presented in the following table:

Table 8. Participative Leadership Frequency Distribution

Category	Interval	Frequency	Percentage (%)
Very Good	31–35	6	18.2
Good	25–30	8	24.2
Fairly Good	19–24	14	42.4
Poor	13–18	5	15.2
Very Poor	7–12	0	0.0
Total		33	100

Source: Data Processed, 2025

Based on Table 8, the majority of respondents rated participatory leadership as fairly good (42.4%). In addition, 24.2% of respondents rated it as good and 18.2%

as very good, while a smaller proportion rated it as poor (15.2%), and none rated it as very poor. This indicates that, overall, participatory leadership is perceived to be at a fairly good level.

Furthermore, to describe the achievement of each indicator, percentage calculations were performed by comparing the obtained scores with the maximum possible scores. The results of these percentage classifications were then used to determine the assessment category for each indicator.

Table 9. Participative Leadership Item Analysis

No	Statement	Score	Max Score	Percentage (%)	Category
1	Principal involves teachers in decision-making	99	165	60.0	Fairly Good
2	Participation in planning programs	116	165	70.3	Good
3	Listening to teachers' input	102	165	61.8	Fairly Good
4	Delegation based on competence	117	165	70.9	Good
5	Supporting innovation	106	165	64.2	Fairly Good
6	Appreciating contributions	113	165	68.5	Good
7	Direct involvement in activities	124	165	75.2	Good
Average		**111**	**165**	**67.3**	**Fairly Good**

Source: Data Processed, 2025

Based on Table 9, the average achievement for the participatory leadership variable is 67.3%, which falls into the fairly good category. The highest score is found in the indicator of the principal's direct involvement in learning activities, while the lowest score is in the indicator of teacher involvement in decision-making.

4.3.2 Description of Teacher Performance Data (Y)

The data description for the teacher performance variable was conducted to illustrate the tendency of respondents' answers based on the predetermined assessment categories. These categories were determined based on class interval calculations derived from the range between the highest and lowest scores, allowing respondents' scores to be classified into five categories: very good, good, fairly good, poor, and very poor.

The distribution of respondents' answers to the teacher performance variable is presented in the following table:

Table 10. Frequency Distribution of Teacher Performance (Y)

Category	Interval	Frequency	Percentage (%)
Very Good	31–35	4	17.4
Good	25–30	13	56.5
Fairly Good	19–24	13	56.5
Poor	13–18	3	13.0
Very Poor	7–12	0	0.0
Total		**33**	**100**

Source: Data Processed, 2025

Based on Table 10, the majority of respondents indicate that teacher performance falls within the good and fairly good categories. A total of 13 respondents (56.5%) are in the good category, and the same number are also in the fairly good category. In addition, 4 respondents (17.4%) fall into the very good category, while 3 respondents (13.0%) are in the poor category, and none are in the very poor category. Overall, these results indicate that teacher performance is generally in the good category.

To illustrate the achievement of each indicator, an analysis was conducted based on the percentage of the obtained scores compared to the maximum possible scores. The results of this description are presented in the following table:

Table 11. Descriptive Analysis of Teacher Performance Items

No	Statement	Score	Max Score	Percentage (%)	Category
1	Completing teaching tasks effectively and on time	117	165	70.9	Good
2	Productivity due to autonomy in teaching methods	105	165	63.6	Fairly Good
3	Responsibility in achieving educational goals	102	165	61.8	Fairly Good
4	Improvement of classroom teaching quality	128	165	77.6	Good
5	Recognition of teacher performance	125	165	75.8	Good
6	Motivation to improve teaching performance	122	165	73.9	Good

No	Statement	Score	Max Score	Percentage (%)	Category
7	Encouragement for professional development	130	165	78.8	Good
Average		**118.4**	**165**	**71.8**	**Good**

Source: Data Processed, 2025

Based on Table 11, the average achievement for the teacher performance variable is 71.8%, which falls into the good category. The highest score is found in the indicator of the principal's encouragement to enhance teaching professionalism, while the lowest score is in the indicator of responsibility in achieving educational goals.

4.3.3 Deskripsi Data Motivasi (Z)

The data description for the motivation variable was conducted to illustrate the tendency of respondents' answers based on the predetermined assessment categories. These categories were determined based on class interval calculations derived from the range between the highest and lowest scores, allowing respondents' scores to be classified into five categories: very good, good, fairly good, poor, and very poor.

The distribution of respondents' answers to the motivation variable is presented in the following table:

Table 12. Frequency Distribution of Motivation (Z)

Category	Interval	Frequency	Percentage (%)
Very Good	26–30	5	21.7
Good	21–25	13	56.5
Fairly Good	16–20	11	47.8
Poor	11–15	4	17.4
Very Poor	6–10	0	0.0
Total		**33**	**100**

Source: Data Processed, 2025

Based on Table 12, the majority of respondents rated work motivation in the good category, with 13 respondents (56.5%). In addition, 11 respondents (47.8%) were in the fairly good category and 5 respondents (21.7%) in the very good category. Meanwhile, 4 respondents (17.4%) rated motivation in the poor category, and none were in the very poor category. Overall, these results indicate that teacher motivation is generally in the good category.

Furthermore, to describe the achievement of each motivation indicator, an analysis was conducted based on the percentage of the obtained scores compared to the maximum possible scores. The results of this description are presented in the following table.

Table 13. Descriptive Analysis of Motivation Items

No	Statement	Score	Max Score	Percentage (%)	Category
1	Motivation due to principal involvement in decision-making	129	165	78.2	Good
2	Encouragement to be creative in teaching	111	165	67.3	Fairly Good
3	Work enthusiasm due to opportunity to express opinions	116	165	70.3	Good
4	Feeling valued and appreciated by principal	113	165	68.5	Good
5	Positive and supportive work environment	122	165	73.9	Good
6	Commitment to teaching due to participative leadership	110	165	66.7	Fairly Good
Average		**116.8**	**165**	**70.8**	**Good**

Source: Data Processed, 2025

Based on Table 13, the average achievement for the motivation variable is 70.8%, which falls into the good category. The highest score is found in the indicator of motivation to work harder as a result of the principal's involvement in decision-making, while the lowest score is in the indicator of teaching commitment influenced by the principal's participatory leadership.

4.4 Data Analysis

4.4.1 Simple Linear Regression Analysis

Simple linear regression analysis was used to examine the effects among variables in this research, particularly the effect of participatory leadership on teacher performance, participatory leadership on motivation, and motivation on performance. The results of the regression analysis are presented in the following table:

Table 14. Leadership–Performance Regression

Model	B	Std. Error	Beta	t	Sig.
Constant	12,099	3,187	–	3,797	,001
X	,545	,132	0,596	4,133	,000

Source: Data Processed, 2025

Based on Table 14, the regression equation is obtained as follows:

$$Y = 12.099 + 0.545X + e$$

The equation indicates that the constant value of 12.099 represents the level of teacher performance when the participatory leadership variable is held constant. The regression coefficient of 0.545 shows that every one-unit increase in participatory leadership leads to an increase of 0.545 units in teacher performance.

Table 15. Leadership–Motivation Regression

Model	B	Std. Error	Beta	t	Sig.
Constant	12,579	2,979	–	4,223	,000
X	,369	,123	,473	2,993	,005

Source: Data Processed, 2025

Based on Table 15, the regression equation is obtained as follows:

$$Z = 12.579 + 0.369X + e$$

This equation indicates that the constant value of 12.579 represents the level of motivation when participatory leadership remains unchanged. The regression coefficient of 0.369 suggests that an increase in participatory leadership will be followed by an increase in teacher motivation of 0.369 units.

Table 16. Motivation–Performance Regression

Model	B	Std. Error	Beta	t	Sig.
Constant	9,507	3,240	–	2,934	,006
Z	,472	,127	,554	3,701	,001

Source: Data Processed, 2025

Based on Table 16, the regression equation is obtained as follows:

$$Y = 9.507 + 0.472Z + e$$

These results indicate that the constant value of 9.507 represents the level of teacher performance when motivation is held constant. The regression coefficient of 0.472 shows that an increase in motivation will lead to an increase in teacher performance of 0.472 units.

Table 17. Leadership & Performance–Motivation Regression

Model	B	Std. Error	Beta	t	Sig.
Constant	8,239	3,384	–	2,434	,021
X	,174	,144	,223	1,204	,238
Y	,359	,158	,421	2,276	,030

Source: Data Processed, 2025

Based on Table 17, the regression equation is obtained as follows:

$$Z = 8.239 + 0.174X + e$$

This equation indicates that both participatory leadership and teacher performance contribute to motivation. However, the regression coefficient for teacher performance (0.359) is higher than that of participatory leadership (0.174), indicating that teacher performance has a more dominant influence on enhancing motivation compared to participatory leadership.

4.4.2 Correlation Coefficient

Correlation analysis was conducted to determine the strength and direction of the relationships among the variables under investigation, namely participatory leadership (X), teacher performance (Y), and motivation (Z). The correlation coefficient (r) was used to measure these relationships, where a positive value indicates a direct relationship, while a negative value indicates an inverse relationship.

The results of the correlation analysis are presented in the following table:

Table 18. Correlation Matrix

Variables	X	Y	Z
X (Participative Leadership)	1	,596**	,473**
Sig. (2-tailed)	–	,000	,005
N	33	33	33
Y (Teacher Performance)	,596**	1	,554**
Sig. (2-tailed)	,000	–	,001
N	33	33	33
Z (Motivation)	,473**	,554**	1
Sig. (2-tailed)	,005	,001	–
N	33	33	33

Source: Data Processed, 2025

Table 18 shows that there is a positive association between teacher motivation and participatory leadership, with a correlation value of 0.473. This suggests that teacher motivation tends to rise in tandem with an increase in participatory leadership. Additionally, there is a larger association between participatory leadership and teacher effectiveness than there is with motivation, as seen by the correlation value of 0.596.

Additionally, a positive association is observed between teacher motivation and performance (correlation coefficient = 0.554), indicating that higher levels of motivation are associated with improved teacher performance. Overall, all variables demonstrate positive relationships, with the strength of the correlations falling within the moderate category, indicating relationships that are reasonably strong but not highly robust among the variables in this research.

4.4.3 Coefficient of Determination

The degree to which the independent factors in this study contribute to the dependent variables was evaluated using the coefficient of determination. This investigation was done in part to look at how much participatory leadership affects teacher performance and how teacher performance affects motivation.

The results of the coefficient of determination between participatory leadership and teacher performance are presented in the following table :

Table 19. Leadership–Performance Correlation (X–Y)

Variables	X	Y
X	1	,596**
Sig. (2-tailed)	–	,000
N	33	33
Y	,596**	1
Sig. (2-tailed)	,000	–
N	33	33

Source: Data Processed, 2025

Based on the correlation value, the coefficient of determination is calculated as follows:

$$KP = r^2 \times 100\%$$
$$KP = (0{,}596)^2 \times 100\% = 0{,}355 \times 100\% = 35.5\%$$

According to these findings, participatory leadership accounts for 35.5% of teacher performance, with additional factors not included in this study influencing the other 64.5%.Additionally, the following table shows the coefficient of determination between instructor motivation and performance.

Table 20. Performance–Motivation Correlation (Y–Z)

Variables	Y	Z
Y	1	,554**
Sig. (2-tailed)	–	,001
N	33	33
Z	,554**	1
Sig. (2-tailed)	,001	–
N	33	33

Source: Data Processed, 2025

The coefficient of determination is calculated as follows:

$$KP = r^2 \times 100\%$$
$$KP = (0{,}554)^2 \times 100\% = 0{,}306 \times 100\% = 30{,}6\%$$

These results indicate that teacher performance contributes 30.6% to teacher motivation, while 69.4% is influenced by other factors outside the research model.

4.5 Hypothesis Testing (t-test and F-test)

In this study, hypothesis testing was done to ascertain the simultaneous impact using the F-test and the partial effect of each variable using the t-test. The test was performed at a significance level of 5% (α = 0.05) by comparing the t-calculated value with the t-table value. 1.690 was the t-table value that was employed.

The results of the first hypothesis testing regarding the effect of participatory leadership on teacher performance are presented in the following table.

Table 21. t-test Participative Leadership to Teacher Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12,099	3,187	–	3,797	,001
X	,545	,132	,596	4,133	,000

Source: Data Processed, 2025

Table 21 shows that the significant value is 0.000 < 0.05 and the t-calculated value is 4.133, which is higher than the t-table value of 1.690. As a result, H0 is rejected and Ha is accepted, suggesting that teacher performance is significantly impacted by participatory leadership.

Furthermore, the results of the second hypothesis testing regarding the effect of participatory leadership on teacher motivation are presented in the following table.

Table 22. t-test Participative Leadership to Motivation

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12,579	2,979	–	4,223	,000
X	,369	,123	0.473	2,993	,005

Source: Data Processed, 2025

Table 22 shows that the t-calculated value of 2.993, with a significance value of 0.005 < 0.05, is higher than the t-table value of 1.690. This suggests that teacher motivation is significantly impacted by participatory leadership. The results of the third hypothesis testing regarding the effect of motivation on teacher performance are presented in the following table:

Table 23. t-test: Motivation to Teacher Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	9,507	3,240	–	2.934	0.006
Z	0,472	,127	0.554	3.701	0.001

Source: Data Processed, 2025

Table 23 shows that the significant value is 0.001 < 0.05 and the t-calculated value is 3.701, which is higher than the t-table value of 1.690. Therefore, it may be said that teacher performance is significantly impacted by motivation. To ascertain the impact of participatory leadership and teacher performance on teacher motivation, simultaneous testing was carried out using the F-test in addition to partial testing.

Table 24. F-test: Leadership & Performance to Motivation

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	195.131	2	97.566	7.674	0.002
Residual	381.414	30	12.714	–	–
Total	576.545	32	–	–	–

Source: Data Processed, 2025

Based on Table 24, the $F_{calculated}$ value is 7.674, which is greater than the F_{table} value of 4.08, and the significance value is 0.002 < 0.05. This indicates that, simultaneously, participatory leadership and teacher performance have a significant effect on teacher motivation.

5. Discussion

The study's findings show that teacher performance is significantly impacted by the principal's active leadership. This result demonstrates that teacher participation in decision-making increases accountability and dedication to the job, which improves performance. This is consistent with Emmanuel & Amos (2025) dan Ghodang (2021) who emphasize the importance of human resources and leadership roles in the success of educational organizations.

Participatory leadership is also proven to have a significant effect on teacher motivation. Involvement, two-way communication, and appreciation of teachers' contributions are able to enhance work enthusiasm, as stated by Hyseni Duraku & Hoxha (2021) and Sari Nurhayati (2023). However, teacher involvement in decision-making is still not optimal, indicating the need to strengthen participatory leadership practices more consistently.

Furthermore, motivation has a significant effect on teacher performance, indicating that psychological factors play an important role in improving work quality. This is in line with the findings of Forson et al. (2021) and Amtu et al. (2020) who discovered that teacher performance is significantly impacted by work motivation. Additionally, this study discovered that motivation acts as a mediator in the link between performance and participatory leadership, supporting the idea that leadership affects performance both directly and indirectly via raising motivation.

Practically, these findings imply the importance of strengthening participatory leadership through teacher involvement, effective communication, and professional support. Academically, this study supports the body of research on

motivation's function as a mediating factor in the connection between leadership and academic success.

6. Conclusion

This study demonstrates that teacher performance is significantly impacted by the principal's active leadership, both directly and through motivation acting as a mediating factor. In addition, participatory leadership also affects teacher motivation, and motivation has been proven to improve teacher performance. These findings emphasize the importance of teacher involvement, open communication, and recognition in enhancing motivation and performance in the educational context.

Practically, these results imply that principals need to strengthen participatory leadership through teacher involvement and support for professional development. From an academic standpoint, this study supports motivation's function as a mediating factor in the connection between performance and leadership. However, the limited sample size and single-institution emphasis of this study are its limitations; consequently, it is advised that future research broaden the scope and take other factors into account.

Data Availability Statement

Due to private and institutional confidentiality concerns, the data utilized in this study was gathered from instructors at SMAN 1 Negara Batin, Way Kanan Regency, using questionnaires. However, with the author's consent and upon reasonable request, anonymised data may be made public.

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