



Teaching Experience, Organizational Work Climate, and Achievement Motivation as Predictors of Elementary School Teacher Performance

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Abstract: The purpose of the study was to determine: (1) jointly the contribution of teaching experience, organizational work climate, and achievement motivation, (2) contribution to teaching experience, (3) contribution to the organization's work climate, (4) contribution to achievement motivation towards elementary school. This type of research is quantitative research. Research variables are teaching experience, organizational work climate, achievement motivation and teacher performance. The study population of all elementary school teachers in Lendah Subdistrict in 2018 was 210 teachers. The technique of retrieving data uses a questionnaire. Testing instruments with validity test and reliability test. The analysis used is multiple linear regression analysis. The results of the study: (1) The teaching experience, organizational work climate, and achievement motivation together have a positive and significant contribution to the performance of elementary school teachers. The higher teaching experience, organizational work climate and achievement motivation, teacher performance tends to be high, (2) teaching experience contributes positively to the performance of elementary school teachers. The higher the teaching experience, the teacher's performance tends to be high, (3) The organizational work climate contributes positively to the performance of elementary school teachers. The higher the organization's work climate, the teacher's performance tends to be high, (4) Motivation for achievement positively contributes to the performance of elementary school teachers. These findings imply that school principals and basic education policymakers need to design professional development programs, create a supportive organizational climate, and strengthen achievement motivation as strategic efforts to improve elementary school teacher performance.

Keywords: teaching experience, organizational work climate, achievement motivation, teacher performance

Introduction

Teacher performance is a crucial determinant of the quality of learning processes and educational outcomes (Pido, M. R., Mahmud, M., & Sudirman, S., 2023) at the elementary school level, as teachers play a central role in shaping students' cognitive (Ayaz, N., & Abbas, S. G., 2025), affective (Ritonga, Z., 2025), and social development (Nawaz, A., 2024). Various studies have emphasized that teacher performance is not solely influenced by individual competence, but also by a combination of professional experience (Nugroho, B. S., et.al., 2023), organizational conditions, and psychological factors (Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Teaching experience enables teachers to develop pedagogical skills, classroom management strategies, and instructional decision-making (Bansal, S., 2022; Ahmed, N., 2024; Saedian, S., &

Ghaderi, A., 2023) through prolonged practice, while a positive organizational work climate provides institutional support, collaboration, and a conducive environment for professional growth. In addition, achievement motivation functions as an internal driving force that encourages teachers to set higher standards, maintain commitment, and continuously improve their performance. Therefore, examining teaching experience, organizational work climate, and achievement motivation as predictors of elementary school teacher performance is essential to understanding how these factors interact in improving educational quality at the foundational level.

Building on this perspective, previous empirical studies have demonstrated that teaching experience is closely associated with instructional effectiveness, professional judgment, and adaptability to diverse classroom contexts, particularly in elementary education settings where teachers are required to manage heterogeneous student characteristics. Experienced teachers tend to possess a deeper understanding of curriculum implementation (King, L. E., 2024), assessment practices (Chan, K. T., & Tan, K., 2022), and student behavior management (Seidel, T., et.al., 2021), which contributes to more effective teaching performance. At the same time, the organizational work climate—reflected in leadership support, collegial relationships, communication patterns, and institutional norms—plays a significant role in shaping teachers' attitudes and work behaviors (Balkar, B., 2024; Kasih, E. W., Sohnui, S., & Mundilarno, M., 2024). A supportive and collaborative school climate can enhance job satisfaction, reduce work-related stress, and foster a sense of professional belonging, thereby enabling teachers to perform their duties more optimally. Furthermore, achievement motivation strengthens teachers' willingness to invest effort, persist in facing challenges, and pursue continuous professional improvement, making it a key psychological factor that complements experience and organizational conditions in influencing teacher performance.

However, despite the growing body of research on teacher performance, existing studies often examine teaching experience, organizational work climate, and achievement motivation as separate or partial determinants, with limited attention to their combined predictive power, particularly in the context of elementary schools. This fragmented approach may overlook the complex interactions among professional, organizational, and motivational factors that simultaneously influence teachers' work behavior and effectiveness. Moreover, empirical evidence from developing educational contexts remains relatively limited, even though such contexts frequently face challenges related to resource constraints, organizational management, and variations in teacher professional backgrounds. Therefore, a more integrated analysis is needed to

comprehensively explain how teaching experience, organizational work climate, and achievement motivation jointly contribute to elementary school teacher performance, thereby providing a stronger empirical basis for school leaders and education policymakers to design evidence-based strategies for improving teacher quality and educational outcomes.

In response to this research gap, the present study seeks to analyze the extent to which teaching experience, organizational work climate, and achievement motivation predict elementary school teacher performance, both individually and collectively. By employing a quantitative approach with multiple linear regression analysis, this study aims to provide empirical evidence on the relative contribution of each predictor to teacher performance. The findings are expected to offer practical insights for school principals in managing human resources, fostering a supportive work climate, and enhancing teachers' motivational orientation, as well as for education policymakers in formulating policies related to teacher development, school management, and performance improvement at the elementary education level.

Method

The type of research is quantitative because this study aims to reveal how much the three independent variables, namely teaching experience, organizational work climate, and achievement motivation contribute to the dependent variable, namely the performance of elementary school teachers in Lendah District, Kulon Progo Regency. This research was conducted in 6 elementary school clusters in the Lendah District area, where each cluster is represented by respondents according to the number of predetermined samples. The population in this study was all 210 elementary school teachers, spread across 29 elementary schools in the Lendah District area, Kulon Progo Regency. The sample was 138 respondents.

The data collection technique in this study used a questionnaire instrument. The questionnaire was distributed twice. The first was to test the instrument to ensure its validity and reliability. The second was to obtain the actual research data for analysis in this study.

The instrument used in this study was tested by distributing a research questionnaire to 30 respondents. Respondents were drawn from outside the research sample. The data from the test was then analyzed to determine its validity and reliability.

Analysis prerequisite tests are needed to determine whether data analysis for hypothesis testing can be continued or not. In this case, the analysis used is regression analysis which consists of normality tests, linearity tests and multicollinearity tests. This

test is carried out to determine whether the independent variable (X) contributes simultaneously to the dependent variable (Y). The significance of multiple correlations can be tested using the F test: (1) $F_h \geq F_t$, then H_0 is rejected and H_a is accepted, (2) $F_h < F_t$, then H_0 is accepted and H_a is rejected. Criteria testing H_0 is rejected and H_a is accepted if the t result $> t$ table, or the Sig. t value $< \alpha (0.05)$, then H_0 is rejected and H_a is accepted. This means that there is a significant influence between the independent variable and the dependent variable partially.

$H_0 : b_1 = b_2 = b_3 = 0$ meaning there is no contribution effect

$H_a : b_i \neq 0$ means there is a positive/negative contribution influence

Testing done through t test by comparing thitung (th) with t tabel (tt) at $\alpha 0.05$. If the calculation results show:

- 1) $th \geq tt$ then H_0 is rejected and H_a is accepted.
- 2) $th < tt$ then H_0 is accepted and H_a is rejected.

If the (R^2) obtained is close to 1 (one), it can be said that the model is stronger in explaining the relationship between the independent variables and the dependent variable. Conversely, if (R^2) is closer to 0 (zero), the influence of the independent variables on the dependent variable is weaker.

Result and Discussion

Table 1. Research Data Recapitulation

	Research Variables		
	Organizational Work Climate (X2)	Achievement Motivation (X3)	Teacher Performance (Y)
Σ	11,862	10,903	13,956
\bar{x}	85.96	79.01	101.13
Mom.	100	96	116
Min.	68	56	47
α	8.36	10.94	11.17

Based on the calculation results, the ideal mean (M_i) of the organizational work climate was 62.50 and the ideal standard deviation (SD_i) was 12.50. Based on the ideal mean and ideal standard deviation, five classification criteria for the tendency of the organizational work climate variable were created, namely very low, low, medium, high, and very high.

Table 2. Organizational Work Climate Categorization (X2)

Categorization	Categorization Norms	Score	Frequency	Percentage (%)
Very high	$X2 \geq \mu + 1,5\sigma$	$X2 \geq 81,25$	93	67.39%
Tall	$\mu + 0,5\sigma \leq X < \mu + 1,5\sigma$	$68,75 \leq X2 < 81,25$	44	31.88%
	$\mu - 0,5\sigma \leq X < \mu + 0,5\sigma$	$56,25 \leq X2 < 68,75$		
Currently	$\mu - 1,5\sigma \leq X < \mu - 0,5\sigma$	$43,75 \leq X2 < 56,25$	1	0.73%
Low	$X2 < \mu - 1,5\sigma$	$X2 < 43,75$	0	0
Very Low			0	0
Amount			138	100.00

Based on the calculation results, the ideal mean (Mi) for achievement motivation was 60.00 and the ideal standard deviation (SDi) was 12.00.

Table 3. Categorization of Achievement Motivation (X3)

Categorization	Categorization Norms	Score	Frequency	Percentage (%)
Very high	$X3 \geq \mu + 1,5\sigma$	$X3 \geq 78$	84	60.87%
Tall	$\mu + 0,5\sigma \leq X < \mu + 1,5\sigma$	$66 \leq X3 < 78$	33	23.91%
	$\mu - 0,5\sigma \leq X < \mu + 0,5\sigma$	$54 \leq X3 < 66$		
Currently	$\mu - 1,5\sigma \leq X < \mu - 0,5\sigma$	$42 \leq X3 < 54$	0	0
Low	$X3 < \mu - 1,5\sigma$	$X3 < 42$	0	0
Very Low			0	0
Amount			138	100.00

Based on the calculation results, the ideal mean (Mi) for teacher performance was 72.50 and the ideal standard deviation (SDi) was 14.50. Based on the ideal mean and ideal standard deviation, five classification criteria for the tendency of teacher performance variables were created, namely very low, low, medium, high, and very high.

The empirical performance score is obtained based on the questionnaire results obtained. The maximum empirical score is 116 and the minimum empirical score is 47. The distribution distance is obtained from the difference between the maximum and minimum scores, which is $116 - 47 = 69$, the standard deviation is 11.17 while the empirical mean is 101.13. The empirical mean value of 101.13 is in the interval so it is

included in the very high category. The performance is mostly included in the very high category (80.44%). $Y \geq 94,25$

Table 4. Teacher Performance Categorization (Y)

Categorization	Categorization Norms	Score	Frequency	Percentage (%)
Very high	$Y \geq \mu + 1,5\sigma$	$Y \geq 94,25$	111	80.44%
Tall	$\mu + 0,5\sigma \leq Y < +1,5\sigma$	$79,75 \leq Y < 94,25$	24	17.39%
Currently	$\mu - 0,5\sigma \leq Y < +0,5\sigma$	$65,25 \leq Y < 79,75$	0	0
Low	$\mu - 1,5\sigma \leq Y < -0,5\sigma$	$50,75 \leq Y < 65,25$	2	1.45%
Very Low	$Y < \mu - 1,5\sigma$	$Y < 50,75$	1	0.72%
Amount			138	100.00

Prerequisite Analysis Test

Normality Test

Table 5. Results of Normality Test with Kolmogorov Smirnov

Variables	KS-Z Test	sig.	Information
Teaching Experience (X1)	0.876	0.426	Normal Distribution
Organizational Work Climate (X2)	1,350	0.052	Normal Distribution
Achievement Motivation (X3)	1,300	0.068	Normal Distribution
Teacher Performance (Y)	1,216	0.104	Normal Distribution

From the table above, it can be seen that the results of the data normality test with Kolmogorov Smirnov show a significance value greater than 0.05 for all research variables, so the data for the four variables, namely Teaching Experience (X1), Organizational Work Climate (X2), Achievement Motivation (X3), and Teacher Performance (Y) are normally distributed. Thus, it can be said that the data meets the analysis requirements.

Linearity Test

Based on the calculation results in table 6, it can be concluded that the significance value of the relationship between Teaching Experience (X1) and Teacher Performance (Y) is 0.344, which is greater than 0.05, so the relationship between these variables is linear. The significance value of the relationship between Organizational Work Climate (X2) and Teacher Performance (Y) is 0.307, which is greater than 0.05, so the

relationship between these variables is linear. The significance value of the relationship between Achievement Motivation (X3) and Teacher Performance (Y) is 0.198, which is greater than 0.05, so the relationship between these variables is linear.

Table 6. Linearity Test Results

Connection	Deviation Linearity	Sig.	Information
Teaching Experience (X1) with Teacher Performance (Y)	1,125	0.344	Linear
Organizational Work Climate (X2) with Teacher Performance (Y)	1,139	0.307	Linear
Achievement Motivation (X3) with Teacher Performance (Y)	1,242	0.198	Linear

Multicollinearity Test

Table 7. Multicollinearity Test Results

Variables	Tolerance	VIF	Information
Teaching Experience (X1)	0.988	1,012	There is no multicollinearity
Organizational Work Climate (X2)	0.991	1,009	There is no multicollinearity
Motivation to Achieve (X3)	0.983	1,017	There is no multicollinearity

Based on the results of the multicollinearity test above, the VIF value for the Teaching Experience variable (X1) is 1.012 and the tolerance is 0.988, the VIF value for the Organizational Work Climate variable (X2) is 1.009 and the tolerance is 0.991, and the VIF value for the Achievement Motivation variable (X3) is 1.017 and the tolerance is 0.983, so the three variables have a VIF value of less than 10 and a tolerance of more than 0.1, so there is no multicollinearity, so it can be concluded that there is no multicollinearity among the independent variables in the multiple linear regression model. So the regression model in this study can estimate accurately so that correct conclusions are obtained about the variables studied.

Hypothesis Testing

The results of the data analysis obtained an F count value of 20.631 with a significance of 0.000, meaning that the p value sig. <0.01, so it can be concluded that there is a positive and significant contribution together between teaching experience, organizational work climate, and achievement motivation on teacher performance.

Table 8. F Test Results of Multiple Linear Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5371.745	3	1790,582	20,631	.000a
	Residual	11629.791	134	86,789		
	Total	17001.536	137			

a. Predictors: (Constant), Motivation, Climate, Experience

b. Dependent Variable: Performance

The coefficient of determination or Coefficient of Determination (R²) measures the proportion/part or percentage of the total variation in Y that can be explained by the regression model.

Table 9. Results of the Determination Coefficient Test of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted Square	R Standard Error of the Estimate
1	.712a	.507	.492	.62250

a. Predictors: (Constant), Motivation, Experience, Climate

The results of the multiple linear regression analysis obtained the value of $R_{y-123} = 0.712$ and the coefficient of determination (R^2) = 0.507. The contribution of the independent variables of teaching experience, organizational work climate, and achievement motivation together to the teacher performance variable was $R^2 = 0.507 \times 100\% = 50.7\%$, while the influence outside the variables studied was $100\% - 50.7\% = 49.3\%$ which was the contribution of other variables not included in the model proposed in the study.

Meanwhile, the R (Multiple Correlation Coefficient) value is 0.712 or 71.2%, meaning that the relationship between the independent variable and the dependent variable in this study can be said to have a strong or close relationship.

The regression analysis carried out was multiple linear regression analysis. From the table 10, the multiple regression analysis equation is obtained, namely:

1. The constant of 32.480 shows that if teaching experience, organizational work climate, and achievement motivation are constant, the teacher performance score is 32.480.

2. Teaching experience contributes positively to the performance of elementary school teachers in Lendah District, Kulon Progo Regency. Regression Coefficient of Teaching Experience Variable (β_1) 0.073 means that if the teaching experience score increases by 1 unit, the teacher performance score increases by 0.073.
3. The organizational work climate contributes positively to the performance of elementary school teachers in Lendah District, Kulon Progo Regency. Regression Coefficient of Organizational Work Climate Variable (β_1) 0.358 means that if the teaching experience score increases by 1 unit, the teacher performance score increases by 0.358.
4. Achievement motivation contributes positively to the performance of elementary school teachers in Lendah District, Kulon Progo Regency. Regression Coefficient of Achievement Motivation Variable (β_1) 0.271 means that if the teaching experience score increases by 1 unit, the teacher performance score increases by 0.271.

To determine the relationship between each independent variable and the dependent variable, a partial correlation test was used with a significance level of 5%.

Table 10. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	
	Regression Coefficient (β)	Std. Error (e)
Constant	32,480	9,982
Teaching experience (X1)	0.073	0.015
Organizational work climate (X2)	0.358	0.096
Achievement motivation (X3)	0.271	0.073

Table 11

Results of Partial Correlation Test of Multiple Linear Regression Analysis

Variables	Partial Correlation Value	t	Sig.
Teaching Experience (X1)	0.400	5,045	0,000
Organizational Work Climate (X2)	0.308	3,743	0,000
Achievement Motivation (X3)	0.305	3,701	0,000

The first minor hypothesis states, "Teaching experience positively contributes to the performance of elementary school teachers in Lendah District." The results of calculations using multiple linear regression analysis obtained a r_{y-1} value of 0.400 and

a significance of 0.000, meaning p-value (sig.) <0.05, so the proposed hypothesis is accepted and highly significant. Therefore, it can be concluded that teaching experience positively contributes to the performance of elementary school teachers in Lendah District, Kulon Progo Regency.

1) Second Minor Hypothesis

The second minor hypothesis states, “Organizational Work Climate positively contributes to the performance of elementary school teachers in Lendah District.” The results of calculations using multiple linear regression analysis obtained a r_{y-2} value of 0.308 and a significance of 0.000, meaning p-value (sig.) <0.05, so the proposed hypothesis is accepted and highly significant. Therefore, it can be concluded that organizational work climate positively contributes to the performance of elementary school teachers in Lendah District, Kulon Progo Regency.

2) Third Minor Hypothesis

The third minor hypothesis states that “Achievement motivation contributes positively to the performance of elementary school teachers in Lendah District, Kulon Progo Regency.” The results of the multiple linear regression analysis obtained a value of $r_{y-3} = 0.305$ and a significance of 0.000, meaning p value (sig.) <0.05, so the proposed hypothesis is accepted and very significant, so it can be concluded that achievement motivation contributes positively to the performance of elementary school teachers in Lendah District, Kulon Progo Regency.

Calculation of the predictor contribution requires the results of regression and correlation analysis as summarized in the following table:

Table 12
Effective Contribution (SE) and Relative Contribution (SR)

Variables	Beta	Zero-Order	SE (%)	SR (%)
Teaching Experience (X1)	0.542	0.402	21.7	42.8
Organizational Work Climate (X2)	0.448	0.309	13.8	27.2
Achievement Motivation (X3)	0.467	0.326	15.2	30
Amount			50.7	100.0

The effective contribution of teaching experience is 21.7% and the relative contribution is 42.8%. The effective contribution of organizational work climate is

13.8% and the relative contribution is 27.2%. The effective contribution of achievement motivation is 15.2% and the relative contribution is 30%. The effective contribution of teaching experience, organizational work climate, and achievement motivation is 50.7% and the relative contribution is 100%.

Discussion

The Joint Contribution of Teaching Experience, Organizational Work Climate, and Achievement Motivation to Teacher Performance

The results of this study indicate that teaching experience, organizational work climate, and achievement motivation jointly have a positive and significant contribution to elementary school teacher performance. The coefficient of determination ($R^2 = 0.507$) shows that these three predictors explain 50.7% of the variance in teacher performance, indicating a substantial explanatory power. This finding supports the multidimensional perspective of teacher performance, which emphasizes that performance outcomes are shaped by the interaction of professional, organizational, and motivational factors rather than by a single determinant.

Previous studies have similarly reported that teacher performance is the result of cumulative influences from work experience, supportive organizational environments, and internal motivation. Teaching experience enhances pedagogical maturity and instructional decision-making, while a positive organizational climate provides structural and emotional support that enables teachers to perform optimally. Achievement motivation further strengthens teachers' commitment to continuous improvement and goal attainment. These findings are consistent with research showing that integrated models of teacher performance offer stronger predictive validity than isolated variables (Darling-Hammond, 2017; Hoy & Miskel, 2013; Robbins & Judge, 2017).

From a practical perspective, these results suggest that efforts to improve teacher performance in elementary schools should adopt a comprehensive approach that simultaneously strengthens professional development, school climate, and motivational systems.

The Contribution of Teaching Experience to Teacher Performance

The findings demonstrate that teaching experience has a positive and significant contribution to elementary school teacher performance, with an effective contribution of 21.7% and the highest relative contribution (42.8%) among the predictors. This result indicates that teaching experience plays a dominant role in shaping teacher performance compared to other variables examined in this study. Experienced teachers

tend to possess better classroom management skills, instructional strategies, and adaptive expertise developed through prolonged engagement in teaching practice.

This finding aligns with prior research suggesting that teaching experience enhances teachers' ability to manage diverse classroom situations, implement curriculum effectively, and respond to students' learning needs. Experienced teachers are also more likely to engage in reflective practice, which contributes to continuous improvement in instructional quality (Berliner, 2004; Darling-Hammond, 2017). In elementary education, where teachers are responsible for students' foundational learning, experience becomes particularly critical in ensuring instructional effectiveness.

However, it is important to note that experience alone does not automatically guarantee high performance. Its positive impact is most evident when accompanied by ongoing professional development and supportive organizational conditions.

The Contribution of Organizational Work Climate to Teacher Performance

The results of this study reveal that organizational work climate positively and significantly contributes to teacher performance, with an effective contribution of 13.8%. A supportive organizational work climate—characterized by effective leadership, collegial relationships, open communication, and institutional support—creates conditions that enable teachers to perform their duties more effectively and sustainably.

These findings are consistent with organizational and educational research emphasizing that school climate influences teachers' attitudes, job satisfaction, and work commitment. A positive work climate reduces work-related stress, fosters collaboration, and encourages professional engagement, all of which are essential for improving teacher performance (Hoy & Miskel, 2013; Litwin & Stringer, 1968; Thapa et al., 2013). In contrast, a negative organizational climate may hinder teachers' motivation and limit their capacity to perform optimally, regardless of their individual competence or experience.

Therefore, school principals play a crucial role in shaping a conducive organizational work climate by promoting participatory leadership, professional collaboration, and a culture of mutual respect.

The Contribution of Achievement Motivation to Teacher Performance

The findings also confirm that achievement motivation has a positive and significant contribution to elementary school teacher performance, with an effective contribution of 15.2%. This result indicates that teachers who possess higher

achievement motivation tend to demonstrate stronger work commitment, greater persistence in facing challenges, and higher performance levels. Achievement motivation functions as an internal psychological driver that encourages teachers to set goals, seek improvement, and maintain professional standards.

This finding supports motivation theories suggesting that individuals with high achievement motivation are more likely to engage in goal-oriented behavior and strive for excellence in their work (McClelland, 1987; Robbins & Judge, 2017). In the context of teaching, motivated teachers are more inclined to innovate instructional practices, invest effort in lesson preparation, and continuously improve their pedagogical skills.

The results highlight the importance of motivational reinforcement through recognition, career advancement opportunities, and supportive leadership to sustain and enhance teachers' achievement motivation.

Conclusion

This study concludes that teaching experience, organizational work climate, and achievement motivation are significant predictors of elementary school teacher performance, both individually and collectively. The results of the multiple linear regression analysis indicate that these three variables jointly contribute substantially to teacher performance, explaining 50.7% of its variance. This finding confirms that teacher performance is shaped by an interaction of professional experience, organizational conditions, and internal motivational factors rather than by a single determinant.

Individually, teaching experience demonstrates the strongest contribution to teacher performance, highlighting the importance of accumulated professional practice in enhancing pedagogical effectiveness, classroom management, and instructional decision-making. Organizational work climate also plays a meaningful role, suggesting that supportive leadership, collegial relationships, and a conducive working environment are essential in enabling teachers to perform optimally. In addition, achievement motivation significantly contributes to teacher performance, emphasizing the role of intrinsic drive in fostering commitment, persistence, and continuous professional improvement.

Overall, the findings underscore the need for school leaders and education policymakers to adopt integrated strategies that simultaneously strengthen teachers' professional development, improve organizational work climate, and enhance achievement motivation. Such comprehensive efforts are expected to support

sustainable improvements in teacher performance and, ultimately, the quality of elementary education.

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