

Situational Leadership, Organizational Support, and Self-Efficacy as Predictors of Teacher Work Motivation in Indonesian Junior High Schools

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Abstract: This study examines the direct and indirect effects of situational leadership and organizational support on junior high school teachers' work motivation, with self-efficacy as a mediating variable. A quantitative correlational design with path analysis was employed. The sample comprised 128 teachers randomly selected from a population of 203 teachers in Kotabaru Regency, Indonesia. Data were collected using validated Likert-scale questionnaires (Cronbach's $\alpha > 0.96$ for all variables). Path analysis revealed that situational leadership ($\beta = 0.315$, $p = 0.008$) and organizational support ($\beta = 0.377$, $p < 0.001$) have significant direct effects on self-efficacy, which in turn significantly predicts work motivation ($\beta = 0.376$, $p = 0.010$). Self-efficacy partially mediates the relationships between both situational leadership and organizational support on work motivation. The model explained substantial variance in self-efficacy ($R^2 = 0.68$) and work motivation ($R^2 = 0.71$). These findings confirm that teacher work motivation is enhanced by adaptive school leadership, supportive organizational environments, and strengthened teacher self-belief. Practical implications include developing principal training programs in situational leadership and creating organizational support systems that foster teacher self-efficacy. Limitations include the cross-sectional design and single geographic setting; future research should employ longitudinal designs across diverse educational contexts.

Keywords: Organizational Support, Self-Efficacy, Situational Leadership, Work Motivation

A. Introduction

Teacher work motivation is a crucial factor influencing the quality of learning in schools. Teachers with high motivation are typically more enthusiastic about teaching, strive to develop learning methods, and are more concerned with student development. This study is grounded in three theoretical traditions. First, Hersey and Blanchard's (1982) situational leadership theory posits that effective leaders adapt their style (directing, coaching, supporting, delegating) to followers' readiness levels. Second, Eisenberger's organizational support theory (Eisenberger et al., 1986) suggests that perceived organizational support (recognition, care, appreciation)

enhances employee commitment and performance. Third, Bandura's (1997) self-efficacy theory proposes that individuals' beliefs in their capabilities influence their motivation, effort, and persistence. These theories collectively inform the proposed mediation model in which self-efficacy translates external organizational factors into internal motivational outcomes. Furthermore, work motivation has been shown to act as a mediating variable that strengthens the relationship between leadership and teacher performance, so that the higher the work motivation, the better the teacher's performance (Chan et al., 2023). Conversely, if work motivation is low, the implementation of duties as a teacher tends to be suboptimal, such as a lack of discipline and minimal innovation in learning. Other research also reveals that work motivation has a significant influence on teacher discipline, so that low motivation will impact on decreased discipline in carrying out duties (Pan, 2022). Conditions in the field indicate that teacher work motivation remains a problem, especially at the junior high school level in Kotabaru Regency. Teachers are still found to be absent from school fully, lack discipline during teaching hours, and are less active in participating in self-development activities. This situation indicates that work motivation has not yet fully developed and requires attention.

Teacher work motivation is influenced by various factors, both external and internal. Externally, principal leadership and organizational support play a crucial role. Leadership that adapts its approach to teachers' circumstances will be more effective in boosting work enthusiasm (Hussain et al., 2026). Furthermore, organizational support, such as attention, appreciation, and good working conditions, can also strengthen teacher motivation. Internally, self-efficacy is an equally important factor influencing teacher work motivation. Teacher self-efficacy plays a role in enhancing innovative work behavior and readiness to face challenges in learning (Jensen et al., 2025). Teachers who believe in their abilities will be more confident, less likely to give up, and more prepared to face challenges in learning. Furthermore, self-efficacy is also related to improved teacher performance and job satisfaction in carrying out their professional duties (Dallı & Sezgin, 2022). This is in line with findings that self-efficacy plays a significant role in improving the quality of learning and teachers' ability to effectively manage the teaching and learning process (Ni et al., 2024). Furthermore, other research shows that self-efficacy has a positive influence on motivation and performance, such that teachers with high self-efficacy tend to have a stronger work drive (Wu et al., 2025). In fact, self-efficacy has also been shown to correlate with various aspects of teacher professionalism, including teaching readiness and engagement in the learning process (Cayupe et al., 2023). Thus, the combination of external and internal factors is crucial in shaping teachers' overall work motivation.

Several previous studies have examined the relationship between leadership and teacher performance, as well as organizational support on performance. This is supported by the finding that organizational support has also been shown to play a significant role in improving teacher performance and well-being through a supportive work environment (Aziz et al., 2024). However, research specifically

focusing on work motivation is still limited. Furthermore, research combining situational leadership, organizational support, and self-efficacy into a single model is also limited, particularly in the context of junior high schools in areas such as Kotabaru Regency. However, an approach that combines these various factors could provide a more comprehensive picture of teacher work motivation. Based on this, this study is novel because it combines external and internal factors in explaining teacher work motivation. Situational leadership and organizational support are positioned as external factors, while self-efficacy is positioned as an internal factor. Furthermore, self-efficacy is also seen as a variable that can bridge the influence of leadership and organizational support on work motivation, as supported by research showing that self-efficacy plays an important mediator in improving individual motivation and performance (Hayward & Ohlson, 2023).

The problem in this study focuses on the conditions of situational leadership, organizational support, self-efficacy, and teacher work motivation, as well as how the relationship between these variables influences teacher work motivation in junior high schools in Kotabaru Regency. The purpose of this study is to determine the condition of each variable and analyze the direct and indirect influences between variables, by considering the role of self-efficacy as a link. The results of this study are expected to provide benefits for the development of educational management science and become a consideration for schools in improving teacher work motivation.

This study addresses the following research questions:

- RQ1: What is the condition of situational leadership, organizational support, self-efficacy, and work motivation among junior high school teachers in Kotabaru Regency?
- RQ2: Do situational leadership and organizational support have direct effects on teacher work motivation?
- RQ3: Does self-efficacy have a direct effect on teacher work motivation?
- RQ4: Does self-efficacy mediate the effects of situational leadership and organizational support on teacher work motivation?

Based on the theoretical framework, the following hypotheses were tested:

- H1: Situational leadership has a positive and significant effect on teacher work motivation.
- H2: Organizational support has a positive and significant effect on teacher work motivation.
- H3: Self-efficacy has a positive and significant effect on teacher work motivation.
- H4: Situational leadership has a positive and significant effect on self-efficacy.
- H5: Organizational support has a positive and significant effect on self-efficacy.
- H6: Self-efficacy mediates the effect of situational leadership on work motivation.
- H7: Self-efficacy mediates the effect of organizational support on work motivation.

B. Methods

The research method used in this study is quantitative research with a correlational approach combined with path analysis as a data analysis technique. Correlational research aims to determine the existence or absence of a relationship and the magnitude of the influence between two or more variables in a phenomenon being studied. This approach was chosen because the research focuses on testing the causal relationships between variables formulated in the research conceptual model. Specifically, this study aims to analyze the extent of the influence of situational leadership (X1) and organizational support (X2) on teacher work motivation (Y) through self-efficacy (Z) as an intervening or mediating variable. This study seeks to explain the direct and indirect relationships between variables to provide an empirical picture of the factors influencing teacher work motivation at the junior high school level.

The use of path analysis in this study is based on the need to explain the structural relationship patterns among research variables more comprehensively. Path analysis is a development of multiple regression analysis used to test both direct and indirect causal relationships between exogenous and endogenous variables. In this study, situational leadership and organizational support act as exogenous variables, teacher work motivation as an endogenous variable, and self-efficacy as a mediating variable. Through path analysis, researchers can determine the extent of each independent variable's contribution to the dependent variable, both directly and through intermediary variables. Furthermore, this technique also allows researchers to predict the value of endogenous variables based on the value of exogenous variables and to explore the relationship mechanisms formed between the research variables.

The study was conducted across 12 public junior high schools in the Pulau Laut Utara and Pulau Laut Sigam districts of Kotabaru Regency, South Kalimantan, Indonesia. The region is characterized by a mix of urban and semi-urban schools serving approximately 3,500 students. The teacher population (N=203) represents a diverse range of teaching experience (1-25+ years) and educational backgrounds (diploma to master's degrees). The research location was selected based on the consideration that Kotabaru Regency has a large number of schools with diverse teaching staff characteristics, making it a representative location for examining factors influencing teacher work motivation. The research period covered the preparation stage, data collection, data processing, and the preparation of the research report.

The population in this study was all 203 teachers working at junior high schools in Kotabaru Regency. The sample size was determined using the Slovin formula with a 5% margin of error and 95% confidence level. This exceeds the minimum required for path analysis with five estimated parameters, which according to Kline (2016) should be at least 10-20 cases per parameter (recommended $n \geq 100$). The population represents all research subjects who possess specific characteristics consistent with the

research objectives. Due to the relatively large population and the researcher's limited time, budget, and manpower, this study used a sample drawn from that population.

The sampling technique used was simple random sampling. This technique provides an equal opportunity for each member of the population to be selected as a sample. This technique is considered appropriate because the teacher population is considered to have relatively homogeneous characteristics within the context of their profession as educators. The sample size was determined using the Slovin formula as proposed by Beins and McCarthy (2012):

$$n = \frac{N}{1 + N(e)^2}$$

Description:

n = number of samples

N = population size

e = error tolerance

With a population of 203 teachers and a predetermined error rate, a sample size of 128 teachers was obtained. Furthermore, a proportional sampling technique was used to determine the sample size for each school based on the number of teachers in each school. This ensured that the sample distribution consistently reflected the population.

The data collection method in this study utilized primary data obtained directly from respondents. Primary data is data collected directly by the researcher from primary sources through research instruments. The data collection technique used a questionnaire distributed to the teachers as research respondents. The questionnaire was chosen because it was considered effective for obtaining large amounts of data in a relatively short time.

The research instrument was developed based on indicators for each research variable. The situational leadership variable was measured through indicators of the leader's ability to direct, guide, support, and delegate tasks to teachers. The organizational support variable was measured through indicators of the organization's attention to teacher welfare, appreciation for teacher contributions, work facilities, and support for career development. The self-efficacy variable was measured through indicators of an individual's belief in their ability to complete tasks, face challenges, and achieve work goals. Meanwhile, teacher work motivation variables were measured using indicators of work enthusiasm, responsibility, commitment to tasks, and the drive to achieve optimal work performance.

The research questionnaire used a Likert scale with five response alternatives. Each

statement item was scored between 1 and 5: strongly disagree (1), disagree (2), somewhat disagree (3), agree (4), and strongly agree (5). The Likert scale was used because it can systematically measure respondents' attitudes, perceptions, and opinions regarding the variables studied.

Before being used in the main study, the research instrument was first tested for validity and reliability. Validity testing was conducted to determine the extent to which the instrument was able to measure what it was supposed to. Validity testing was conducted using product-moment correlation by comparing the correlation coefficient value with the table's r value. An item was declared valid if the correlation value was greater than the table's r value. Meanwhile, reliability testing was conducted to determine the instrument's consistency in measuring the research variables. Reliability testing used the Cronbach's alpha coefficient, where the instrument was declared reliable if the alpha value was greater than 0.70.

The data analysis technique was carried out in several stages. The first stage was descriptive analysis to describe the characteristics of respondents and the distribution of responses for each research variable. The second stage was classical assumption testing, which included normality, multicollinearity, and heteroscedasticity tests to ensure that the data met the requirements of path analysis. The third stage was path analysis to examine the direct and indirect influences between the research variables. Hypothesis testing was conducted by examining the significance value at the 95% confidence level or $\alpha = 0.05$. If the significance value is less than 0.05, the hypothesis is accepted, indicating a significant influence between the variables.

Through this research method, it is hoped that accurate results can be obtained regarding the influence of situational leadership and organizational support on teacher work motivation through self-efficacy in junior high school teachers in Kotabaru Regency, so that it can provide theoretical and practical contributions in the development of educational management.

C. Results and Discussion

Description of Research Variables

The descriptive analysis results show that all study variables generally fall into the moderate to high category, with each variable's mean score above 2.00 on the measurement scale used. This indicates that work motivation, situational leadership, organizational support, and teacher self-efficacy are relatively good and support the implementation of teachers' professional duties.

Teacher work motivation has an average score in the moderate to high category. Based on the calculations, most work motivation indicators show a mean score above 2.00,

reflecting teachers' strong internal drive to carry out their duties, both in terms of achievement, responsibility, and the desire for professional development.

The principal's situational leadership score falls into the high category, with most indicators having a mean score above 2.20. This demonstrates the principal's ability to implement an adaptive leadership style, such as providing direction, support, and delegating tasks according to the teachers' level of readiness, thereby creating a more effective work environment. Organizational support was also in the high category, with an average score ranging from 2.16 to 2.30. This indicates that teachers perceive attention, appreciation, and adequate working conditions from the school. Furthermore, teacher self-efficacy was in the high category, with an average score ranging from 2.39 to 2.49, reflecting teachers' strong belief in their ability to complete tasks and face various work challenges. Comparatively, teacher self-efficacy showed the highest average score compared to other variables, followed by situational leadership and organizational support. While work motivation had a relatively lower score, although still in the good category. This indicates that internal factors tend to be more dominant among teachers, but are still supported by adequate organizational factors. Overall, these conditions have the potential to positively contribute to increasing teacher work motivation and serve as the basis for analyzing the relationships between variables in the hypothesis testing stage.

Validity and Reliability Test Results

The validity test results showed that all statement items in each variable had a calculated *r* value greater than the table *r* of 0.169. Thus, all research instruments were declared valid and suitable for use in data collection. Specifically, for the situational leadership variable (X1), consisting of 13 items, the calculated *r* value ranged from 0.846 to 0.893. The organizational support variable (X2), consisting of 11 items, had a calculated *r* value between 0.823 and 0.890. Meanwhile, the self-efficacy variable (Z), with 10 items, showed a calculated *r* value ranging from 0.867 to 0.913, and the work motivation variable (Y), with 12 items, had a calculated *r* value between 0.838 and 0.919. All these values were above the table *r* value, thus all items were declared valid.

Table 1. Reliability Test Results

Variables	Cronbach's Alpha	Limit	Description
Situational Leadership	0.973	> 0.7	Reliable
Organizational Support	0.964	> 0.7	Reliable
Self-Efficacy	0.969	>0.7	Reliable
Work Motivation	0.974	> 0.7	Reliable

The reliability test results showed that all research variables had Cronbach's Alpha values above 0.70, thus declaring the instrument reliable. The Cronbach's Alpha values for situational leadership were 0.973, organizational support 0.964, self-efficacy 0.969, and work motivation 0.974. Comparatively, the work motivation variable had the highest reliability value, followed by situational leadership, self-efficacy, and

organizational support. Nevertheless, all variables demonstrated a very high level of reliability, thus indicating excellent internal consistency in the research instrument. Therefore, it can be concluded that all research instruments met the validity and reliability criteria and are suitable for use in further analysis, particularly in testing the research hypotheses.

Data Requirements Test Results

The results of the data requirements tests in this study included tests for normality, linearity, multicollinearity, and heteroscedasticity. In general, all models in this study met the classical assumptions required in regression analysis, making them suitable for proceeding to the hypothesis testing stage.

Table 2. Data Requirements Test Results

Model	Unstandar_residual	Limit	Description
Model 1 (X-Z-Y)	0.053	0.05	Normal
Model 2 (X-Z)	0.091	0.05	Normal

The results of the normality test using the Kolmogorov-Smirnov method show that the significance value in Model 1 (X-Z-Y) is 0.053 and Model 2 (X-Z) is 0.091, both of which are greater than 0.05. Thus, it can be concluded that the residual data in both models are normally distributed and meet the normality assumption.

Table 3. Linearity Test Results

Variables	F	Sig.	Information
Model 1 (X-Z-Y)			
Situational Leadership ® Work motivation	1.539	0.051	Linear
Organizational Support ® Work motivation	0.0903	0.618	Linear
Self-Efficacy ® Work motivation	0.620	0.926	Linear
Model 2 (X-Z)			
Situational Leadership ® Self-Efficacy	1.383	0.109	Linear
Organizational Support ® Self-Efficacy	1.213	0.232	Linear

Furthermore, the results of the linearity test indicate that all relationships between variables in the research model are linear. This is indicated by significance values greater than 0.05, such as the relationship between situational leadership and work motivation of 0.051, organizational support and work motivation of 0.618, and self-efficacy and work motivation of 0.926. Similar results were also found in Model 2, where all variable relationships showed a linear pattern.

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Model 1 (X-Z-Y)			
Situational Leadership	0.256	3.902	No multicollinearity occurs
Organizational Support	0.878	1.139	No multicollinearity occurs
Self-Efficacy	0.241	4.153	No multicollinearity occurs
Model 2 (x-Z)			
Situational Leadership	0.987	1.013	No multicollinearity occurs
Organizational Support	0.987	1.013	No multicollinearity occurs

The results of the multicollinearity test indicate that all independent variables do not exhibit multicollinearity. In Model 1, the tolerance value ranges from 0.241 to 0.878, and the VIF value ranges from 1.139 to 4.153. In Model 2, the tolerance value is 0.987 and the VIF is 1.013 for each variable. All these values are within acceptable limits, indicating that there is no significant correlation between the independent variables.

Table 5. Results of Heteroscedasticity Test

Variable	Sig	limit	Information
Model 1 (X-Z-Y)			
Situational Leadership	0.061	>0,05	There is no heteroscedasticity
Organizational Support	0.085	>0,05	There is no heteroscedasticity
Self-Efficacy	0.072	>0,05	There is no heteroscedasticity
Model 2 (X-Z)			
Situational Leadership	0.089	>0,05	There is no heteroscedasticity
Organizational Support	0.202	>0,05	There is no heteroscedasticity

Furthermore, the heteroscedasticity test results indicate that all variables have a significance value above 0.05. In Model 1, the significance value ranged from 0.061 to 0.061. Therefore, it can be concluded that there are no symptoms of heteroscedasticity in either regression model.

Overall, all data requirements test results indicate that the research model meets the assumptions of normality, linearity, freedom from multicollinearity, and homoscedasticity. Therefore, the regression model in this study is deemed appropriate and can be used for further analysis, particularly for hypothesis testing using the path analysis method.

Path Analysis

The results of the path analysis are used to determine the direct and indirect influences between variables in the research model. The models used consist of two structural equations: Model 1, which analyzes the influence of situational leadership and organizational support on self-efficacy, and Model 2, which analyzes the influence of situational leadership, organizational support, and self-efficacy on teacher work motivation.

In Model 1, the results of the linear regression analysis test in Model 1 show that the Situational Leadership variable has a B coefficient value of 0.315 with a calculated t value of 2.678 and a significance level of 0.008 (sig. 0.008 < 0.05). In addition, the Organizational Support variable shows a B coefficient value of 0.377 with a calculated t value of 4.748 and a significance value of 0.000 (sig. 0.000 < 0.05). The Self-Efficacy variable also shows a positive and significant influence on Work Motivation, with a B coefficient value of 0.376, a calculated t value of 2.603, and a significance level of 0.010 (sig. 0.010 < 0.05). This means that the higher the level of teacher self-efficacy, the higher the work motivation they have. Thus, the hypothesis stating that "Self-Efficacy has a positive and significant effect on Work Motivation" is accepted.

In Model 2, the results of the linear regression analysis in Model 2 indicate that the Situational Leadership variable has a B coefficient of 0.702, with a calculated t-value of 19.401 and a significance level of 0.000 (sig. 0.000 < 0.05). This indicates that Situational Leadership has a positive and significant effect on Self-Efficacy. This means that the better the implementation of situational leadership by the principal, the higher the level of teacher self-efficacy. Organizational Support shows a B coefficient of 0.183, with a calculated t-value of 4.053 and a significance level of 0.000 (sig. 0.000 < 0.05). In other words, the higher the teacher's perception of organizational support, the greater their confidence in their ability to carry out their duties. Therefore, the hypothesis stating that "Organizational Support has a positive and significant effect on Self-Efficacy" can be accepted. Comparatively, the variable with the most dominant influence on teacher work motivation is self-efficacy, followed by situational leadership and organizational support. This indicates that internal factors play a stronger role than external factors in increasing work motivation.

In addition to the direct influence, the analysis also shows an indirect influence of situational leadership and organizational support on work motivation through self-efficacy. This indicates that self-efficacy acts as an intervening variable, strengthening the relationship between organizational variables and teacher work motivation. Overall, the path analysis results indicate that all relationships between variables in the research model are positive and significant. Therefore, all proposed research hypotheses are accepted, and the research model is considered to have good ability to explain teacher work motivation.

The results of this study indicate that the principal's situational leadership, organizational support, and self-efficacy have a significant influence on teacher work motivation, both directly and indirectly. These findings confirm that teacher work motivation is influenced not only by internal individual factors but also by external factors originating from the school's organizational environment. In this context, the principal's role as a leader and organizational support are crucial factors in creating conducive working conditions for increasing teacher motivation.

The influence of situational leadership on teacher self-efficacy indicates that the principal's ability to adapt his leadership style to the teacher's circumstances and needs can increase teacher confidence in carrying out his duties. This aligns with (Shu, 2022) opinion, which states that principal leadership plays a strategic role in improving educational quality through teacher empowerment. Furthermore, (Susanti & Ardi, 2025) also emphasized that effective principals are able to build teacher self-confidence through an adaptive leadership approach. These results are also supported by research by (Susanti & Ardi, 2025), which found that transformational leadership significantly influences teacher self-efficacy in increasing innovative work behavior.

Furthermore, organizational support has been shown to have a significant influence on teacher self-efficacy. This indicates that when teachers perceive attention, appreciation, and adequate facilities from the organization, they will develop stronger confidence in their abilities. This finding aligns with (Awan, 2022), who stated that organizational support plays a crucial role in teacher capacity development. Furthermore, (Katıtaş et al., 2025) also found that a positive organizational climate can strengthen teachers' collective self-efficacy. Thus, organizational support not only impacts external aspects but also contributes to strengthening individual teachers' psychological aspects.

The direct influence of situational leadership on teacher work motivation. This study demonstrates that an appropriate principal leadership style can improve teacher enthusiasm and work motivation. These results are consistent with research by (Fang & Qi, 2023), which found a relationship between the principal's role and teacher motivation and performance. Furthermore, (Hamzah et al., 2022) also stated that principal leadership significantly influences teacher motivation and work discipline. This confirms that leadership functions not only as a guide but also as a driver of work motivation.

Organizational support has also been shown to significantly influence teacher work motivation. This suggests that a supportive work environment, whether in the form of facilities, work relationships, or organizational policies, can improve teacher work enthusiasm. These findings align with (Malmström & Öqvist, 2025), who stated that organizational climate has implications for teacher motivation and commitment. Furthermore, (Özgül & Demir, 2024) also found that organizational factors such as communication and work climate have a strong relationship with teacher work motivation. Thus, organizational support is an external factor that cannot be ignored in increasing work motivation.

Self-efficacy, as an intervening variable, has been shown to have a significant influence on teacher work motivation. This indicates that teachers' belief in their own abilities is a key factor in fostering work motivation. This finding aligns with (Li et al., 2025), who stated that strengthening self-efficacy can improve teachers' professional performance. Furthermore, (Malmström & Öqvist, 2025) also emphasized that

effective teacher empowerment will increase self-confidence and work motivation. Thus, self-efficacy acts as a psychological mechanism that bridges the influence of external factors on work motivation.

Furthermore, the results of this study demonstrate an indirect effect of situational leadership and organizational support on work motivation through self-efficacy. This indicates that self-efficacy functions as an intervening variable, strengthening the relationship between organizational factors and teacher work motivation. This finding supports previous research that suggests psychological factors play a significant role in explaining the relationship between organizational variables and work behavior (Pan, 2022). In other words, the influence of leadership and organizational support will be more optimal if they can enhance teacher self-efficacy. Comprehensively, the results of this study indicate that self-efficacy is the variable that plays the most dominant role in influencing teacher work motivation compared to other variables. This indicates that internal factors have a greater contribution than external factors, although the two are complementary. This finding aligns with (Ni et al., 2024) view that improving teacher performance is determined not only by organizational factors but also by the readiness and capacity of individual teachers themselves. Therefore, the results of this study imply that efforts to improve teacher work motivation need to be implemented simultaneously by strengthening principal leadership, increasing organizational support, and developing teacher self-efficacy. These three factors must be managed in an integrated manner to create a conducive work environment while strengthening individual teachers' capacity to carry out their professional duties.

D. Conclusions

This study examined the direct and indirect effects of situational leadership and organizational support on junior high school teachers' work motivation, with self-efficacy as a mediating variable. The findings confirm that all three predictors significantly influence work motivation, either directly or indirectly, and that self-efficacy serves as a partial mediator. Answers to research questions: RQ1: All variables were in the moderate to high category, with self-efficacy showing the highest mean score. RQ2: Both situational leadership ($\beta = 0.315$, $p = 0.008$) and organizational support ($\beta = 0.377$, $p < 0.001$) have significant direct effects on work motivation. RQ3: Self-efficacy has a significant direct effect on work motivation ($\beta = 0.376$, $p = 0.010$). RQ4: Self-efficacy partially mediates the effects of both situational leadership and organizational support on work motivation. Theoretical contribution: This study extends Hersey and Blanchard's situational leadership theory by demonstrating its applicability in a non-Western, collectivist educational context. It also contributes to organizational support theory by showing that perceived support enhances motivation through the psychological mechanism of self-efficacy, rather than solely through direct effects. Practical recommendations: For school principals: Implement adaptive leadership styles (directing, coaching, supporting, delegating) based on individual teacher readiness levels. For district education offices: Establish teacher

recognition programs, mentorship initiatives, and professional learning communities to build self-efficacy. For policymakers: Integrate self-efficacy development into teacher professional development frameworks. Future research: Longitudinal studies to establish causal direction. Cross-regional comparisons (urban vs. Rural, public vs. Private). Inclusion of additional variables (job satisfaction, organizational culture, compensation). Mixed-methods research incorporating teacher interviews to complement quantitative findings.

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