

# The Effect of Workload and Work-Life Balance on Teacher Performance with Work Motivation as an Intervening Variable at SMP Islam Athirah Bukit Baruga

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**Keywords:** workload; work-life balance; work motivation; teacher performance; AMOS.

## **Abstract**

**Purpose:** This study aimed to analyze the effects of workload and work-life balance on work motivation and teacher performance, the effect of work motivation on teacher performance, and the mediating role of work motivation in the relationships between workload, work-life balance, and teacher performance.

**Methods:** This study employed an explanatory quantitative approach with a cross-sectional design. The population consisted of 48 active teachers at SMP Islam Athirah Bukit Baruga, all of whom were included using census sampling. Data were collected through a five-point Likert-scale questionnaire comprising 38 items representing 16 indicators. Validity, reliability, and descriptive statistics were assessed using SPSS, while the relationships among variables were tested using path analysis in AMOS 24 based on four composite scores. The mediating effects were examined using the Sobel test at a 5% significance level. **Results:** The results showed that workload had a positive and significant effect on work motivation ( $\beta = 0.189$ ;  $p = 0.003$ ), while work-life balance also had a positive and significant effect on work motivation ( $\beta = 0.217$ ;  $p = 0.032$ ). Workload had no significant direct effect on teacher performance ( $\beta = -0.051$ ;  $p = 0.668$ ), whereas work-life balance had a positive and significant effect on teacher performance ( $\beta = 0.298$ ;  $p = 0.013$ ). Work motivation had a positive and significant effect on teacher performance ( $\beta = 0.613$ ;  $p < 0.001$ ). Furthermore, work motivation significantly mediated the effect of workload on teacher performance (standardized indirect effect = 0.116;  $p = 0.014$ ) and the effect of work-life balance on teacher performance (standardized indirect effect = 0.133;  $p = 0.049$ ). The model explained 6.7% of the variance in work motivation and 38.6% of the variance in teacher performance. Thus, six hypotheses were supported, while H3 was not supported. **Implications:** The findings highlight the importance of strengthening teachers' work motivation, managing workload proportionally, and maintaining a healthy work-life balance to improve teacher performance. In practice, school management should develop workload allocation and employee-support strategies that foster teacher motivation while protecting work-life balance. Future studies may incorporate larger samples, longitudinal designs, and additional organizational or individual factors to provide a more comprehensive understanding of teacher performance.

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## INTRODUCTION

Human resource management is a strategic approach to ensuring that organizations possess competent, motivated, healthy, and productive human resources whose performance is aligned with organizational objectives. Armstrong and Taylor (2023) conceptualize human resource management as a set of policies encompassing workforce planning, development, rewards, well-being, employment relations, and performance management. From the human

capital perspective, individual capabilities need to be developed and directed so that they generate value for the organization (Jusriadi and Rahim, 2019). Nurbaya (2020) further emphasizes the importance of human resource management that is adaptive to changes in the nature of work. Therefore, employee performance is not determined solely by individual abilities but also by how organizations structure work demands and provide conducive working conditions.

This principle is particularly relevant in educational organizations because teachers constitute the primary human resources responsible for delivering educational services in schools. Teachers plan learning activities, conduct instruction, assess learning outcomes, guide students, develop their professional competencies, and perform additional duties. In this study, teacher performance is understood through work quality, work quantity, timeliness, effectiveness, and commitment. These dimensions indicate that school achievement requires not only professional competence but also appropriate and proportional work management.

The need to manage teachers' working conditions has also received international attention. UNESCO and the *International Task Force on Teachers for Education 2030* (2024) identify motivation, support, professional development, working conditions, and retention as elements that need to be addressed in an integrated manner to strengthen the teaching profession. The report emphasizes that quality education requires qualified and motivated teachers who are supported by adequate systems.

Data from the *Teaching and Learning International Survey* (TALIS) 2024 demonstrate the substantial demands associated with teachers' work. On average, 52% of teachers across the education systems surveyed reported that general administrative work was a source of stress. Furthermore, 19% of teachers reported experiencing a great deal of stress in their work, while only 11% indicated that their work provided substantial time for their personal lives (OECD, 2025). These findings indicate that administrative workload, work pressure, and limited personal time constitute important issues in teacher workforce management at the international level.

In Indonesia, the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 11 of 2025 stipulates that teachers have a workload of 37 hours and 30 minutes per week, excluding break time. This workload includes planning, implementing, and assessing learning or guidance activities, guiding and training students, and carrying out additional duties attached to their primary responsibilities. This regulation demonstrates that teachers' work encompasses both pedagogical duties and organizational responsibilities. Schools therefore need to allocate duties rationally so that the fulfillment of additional responsibilities continues to support teachers' primary duties.

Workload does not necessarily become problematic merely because an individual performs many tasks. *Workload* becomes a concern when time demands, mental effort, and psychological pressure exceed the capacity or resources available to an individual. Within the *Job Demands-Resources* (JD-R) framework, continuous job demands may deplete energy, whereas job resources facilitate goal achievement and support motivational processes (Demerouti et al., 2001; Bakker et al., 2023). Measurable demands may be perceived as challenges, but demands that hinder employees' work may potentially reduce focus, accuracy, and persistence.

For teachers, *workload* may arise from dense schedules, administrative requirements, concentration demands, mentoring activities, and the simultaneous performance of multiple roles. Jam'an, Nurbaya and Azis (2019) demonstrate that teachers' perceptions of workload are associated with personal factors, meaning that the same number of tasks may be perceived differently by different individuals. This variation indicates that the effect of *workload* on motivation and performance needs to be empirically examined in the context of teachers at SMP Islam Athirah Bukit Baruga.

In addition to work demands, teachers require a balance between their work and personal lives. *Work-life balance* refers to an individual's ability to manage time, involvement, and satisfaction across both domains (Greenhaus et al., 2003). Such balance provides opportunities for individuals to recover energy, fulfill family or social responsibilities, and return to work with greater

attentiveness. Conversely, repeated interference from work into personal life may reduce opportunities for recovery and generate conflict between competing demands.

Work motivation represents a psychological process through which working conditions may be translated into behavioral outcomes. *Self-Determination Theory* explains that the quality of motivation develops when the needs for autonomy, competence, and relatedness are supported (Ryan and Deci, 2020). Herzberg's two-factor theory complements this explanation through motivational factors embedded in the content of work, including achievement, responsibility, the work itself, recognition, and opportunities for advancement. These five factors represent sources of motivation that can direct and sustain teachers' efforts in carrying out their responsibilities.

Motivation is important for performance because work-related motivation influences the intensity and persistence of effort. Teachers who are motivated to achieve, accept responsibility, enjoy their work, respond to recognition, and develop their capabilities possess a psychological foundation for completing their duties effectively and with quality. Nevertheless, motivation is not the sole determinant of performance. Competence, opportunity, organizational support, school culture, and task characteristics may also influence outcomes. Accordingly, this study examines motivation as both a direct predictor and an *intervening* variable, without treating it as the sole explanation of teacher performance.

Teacher performance in this study is defined as the level of achievement in carrying out assigned duties, reflected in work quality, work quantity, timeliness, effectiveness, and commitment. Campbell and Wiernik (2015) explain that individual performance needs to be distinguished from the factors that influence it. On this basis, *workload*, *work-life balance*, and work motivation are positioned as factors that are expected to influence teacher performance.

The values of Al-Islam and Muhammadiyah provide an ethical foundation for carrying out responsibilities as a trust (*amanah*) conscientiously and proportionally. The Qur'an guides human beings to pursue goodness in the Hereafter without neglecting their responsibilities in worldly life. Allah SWT states in QS. Al-Qasas [28]: 77:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ  
إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

The translation emphasizes: "...and do not forget your share of the world. And do good, as Allah has done good to you..." (Kementerian Agama RI, 2019, QS. Al-Qasas [28]: 77). This verse is employed as a normative principle rather than as evidence of a statistical relationship. The management of *workload*, personal life, motivation, and performance should therefore maintain professional responsibility while preserving proportionality in life.

In the local context, SMP Islam Athirah Bukit Baruga is a private Islamic school in which teachers are responsible for classroom instruction while also participating in various school activities. Previous research within the same school network was conducted by Nilamartini, Syamsuri and Jusriadi (2021) at SMP Islam Athirah 1 Makassar, examining the effects of spiritual, intellectual, and emotional intelligence on teacher performance. The present study uses a different school unit and examines *workload* and *work-life balance* as work-related factors, while positioning work motivation as an *intervening* variable affecting teacher performance. Differences in the research unit, predictors, and relationship mechanism clarify the position of the present study.

Internal documents from Sekolah Islam Athirah Wilayah Bukit Baruga contain an *Employee Engagement Survey* statement that directly addresses the interference of additional duties with teachers' primary responsibilities. Data for 2024 and 2025 are presented in Table 1.

**Table 1. Score of the Statement Regarding Interference of Additional Duties with Primary Duties, 2024–2025**

| Year | Rank | Mean | Scale 100% |
|------|------|------|------------|
| 2024 | 27   | 3,37 | 67,40%     |
| 2025 | 29   | 3,53 | 70,58%     |

**Statement:** “The additional duties assigned, such as committee membership, OSIS/MPK supervision, extracurricular activities, and others, interfere with the performance of my primary duties.”

**Source:** *Employee Engagement Survey*, Sekolah Islam Athirah Wilayah Bukit Baruga, 2024–2025.

Table 1 shows that the mean level of agreement with the negative statement increased from 3.37 in 2024 to 3.53 in 2025. On a 100% scale, the score increased from 67.40% to 70.58%, representing an increase of 3.18 percentage points. Because the item is negatively worded, the increase indicates that perceptions of additional duties interfering with primary responsibilities became stronger. These data provide an initial indication of an issue in managing work demands but do not establish that *workload* causes changes in motivation or performance.

A second local indication concerns the timeliness of submitting learning administration documents, which represents one important aspect of teacher performance. School records for 2024 and 2025 are presented in Table 2.

**Table 2. Delays in the Submission of Teachers' Learning Administration Documents, 2024–2025**

| Year | Number of Teachers | On Time | Delayed | Delay Percentage |
|------|--------------------|---------|---------|------------------|
| 2024 | 48                 | 31      | 17      | 35,42%           |
| 2025 | 48                 | 28      | 20      | 41,67%           |

**Source:** Internal data of SMP Islam Athirah Bukit Baruga, 2024–2025.

Table 2 demonstrates that the number of teachers who submitted learning administration documents late increased from 17 teachers in 2024 to 20 teachers in 2025. The percentage of delays increased from 35.42% to 41.67%, representing an increase of 6.25 percentage points. These data indicate that the timeliness aspect of teacher performance has not yet been optimal. However, delays represent only one aspect of performance and do not explain their underlying causes. Their relationship with *workload*, *work-life balance*, and motivation therefore requires statistical examination.

The two sets of internal data demonstrate a gap between ideal and actual conditions. Ideally, additional duties should support school activities without interfering with teachers' primary responsibilities, while learning administration documents should be completed according to the established schedule. In practice, the data indicate an increase in perceptions of interference from additional duties and an increase in submission delays. This phenomenon provides a local empirical basis for examining *workload* and performance. *Work-life balance* and motivation are included because theory suggests that the effects of work demands are also associated with opportunities for recovery and psychological processes.

Previous empirical studies have produced inconsistent findings concerning the relationship between *workload* and performance. Solania et al. (2023) found no significant relationship between *workload*, motivation, and teacher performance. Ndruru and Yudiaatmaja (2025), in contrast, found a negative effect of workload on teacher motivation and performance. Conversely, Anggriani, Jusriadi and Aisyah (2026) found a positive effect of workload on employee performance in a context where workload was managed appropriately. Differences in research objects, levels of work demands, organizational support, and measurement approaches indicate that the direction and magnitude of the relationship need to be determined empirically based on the characteristics of the research context.

Evidence concerning *work-life balance* also remains varied. Syam, Nurbaya and Daweng (2024) found a positive effect of *work-life balance* on employee performance within the Education Office environment. Putri, Jusriadi and Haanurat (2026) demonstrated that balance is associated

with productivity, work quality, and emotional stability, whereas excessive workload and role conflict constitute obstacles. In the teacher context, Anggriansyah, Qamari and Nuryakin (2022) found no significant direct effect of *work-life balance* on performance. These variations provide a rationale for examining the pathway toward motivation, the direct pathway toward performance, and the indirect pathway separately.

Research on motivation tends to provide stronger support, although its effects remain context-dependent. Nurbaya et al. (2019) demonstrated that motivation is associated with teacher performance and may operate through an intervening process. Wicaksono, Jusriadi and Muchran (2026) found a positive effect of motivation on teacher performance in Gowa Regency. Ulfah et al. (2024) also positioned motivation as a mediator in the relationship between working conditions and teacher performance in Indonesia. Nugraheni, Utami and Prasetya (2022) employed motivation as an *intervening* variable in the relationship between workload and work environment and the performance of educational personnel. These findings support the possibility of a mediating mechanism; however, the constructs, populations, and relationship pathways examined are not identical to those proposed in the present study.

The research gap can be identified across four dimensions. First, the empirical gap is reflected in the inconsistent direction and significance of the relationships between *workload* and *work-life balance* across previous studies. Second, the theoretical gap arises because work demands may operate through an energy-depletion process or a motivational process; consequently, their effects may not be adequately explained through a single direct pathway. Third, the contextual gap concerns the limited empirical evidence involving teachers in private Islamic schools, particularly teachers at SMP Islam Athirah Bukit Baruga. Fourth, the model gap arises because the effects of the two working conditions on motivation and performance, including two mediation pathways, have rarely been examined simultaneously within the same school unit.

The novelty of this study lies in integrating *workload* as a work demand and *work-life balance* as a condition of balance across multiple life roles, with work motivation positioned as an *intervening* variable and teacher performance as the outcome variable. The proposed model simultaneously examines five direct relationships and two indirect relationships. The contextual novelty lies in testing this integrated model among teachers at SMP Islam Athirah Bukit Baruga, based on internal school phenomena observed during 2024–2025.

This study is limited to teachers at SMP Islam Athirah Bukit Baruga and focuses on *workload*, *work-life balance*, work motivation, and teacher performance. Accordingly, the findings are intended to explain the relationships among these variables within the specified context and are not intended to represent all schools. Based on the international, national, and local phenomena, the theoretical foundations, and the differences in previous empirical findings, the central research problem is how *workload* and *work-life balance* affect the performance of teachers at SMP Islam Athirah Bukit Baruga, both directly and indirectly through work motivation as an *intervening* variable. This central problem is subsequently elaborated into seven research questions.

Accordingly, the objectives of this study are to empirically examine: (1) the effect of *workload* on work motivation; (2) the effect of *work-life balance* on work motivation; (3) the effect of *workload* on teacher performance; (4) the effect of *work-life balance* on teacher performance; (5) the effect of work motivation on teacher performance; (6) the indirect effect of *workload* on teacher performance through work motivation; and (7) the indirect effect of *work-life balance* on teacher performance through work motivation. Through these examinations, the study is expected to contribute empirically to the understanding of how work demands and cross-domain balance interact with psychological motivation in shaping teacher performance, while also providing contextual evidence from a private Islamic school setting.

## METHODS

This study employed a quantitative approach with an explanatory research design and a survey method. The quantitative approach was selected because all research variables were

operationalized into measurable indicators, respondents' answers were expressed numerically, and the relationships among variables were examined using statistical procedures. The explanatory design was used to examine the structural relationships among *workload*, *work-life balance*, work motivation, and teacher performance based on the proposed theoretical model. This approach is appropriate for examining directional relationships using a structured research instrument (Creswell & Creswell, 2023).

The study used a cross-sectional design because data were collected once within a single research period, with all variables measured at approximately the same time. Consequently, the term "effect" in this study refers to a statistical effect within the path analysis model rather than definitive temporal causality. The findings therefore describe structural relationships among the variables within the population and research period under investigation; stronger causal claims would require longitudinal or experimental designs.

The survey was administered using a closed-ended questionnaire to all teachers included in the research population. The proposed model consisted of five direct paths and two indirect paths through work motivation. Path analysis was conducted using AMOS 24. The analysis used composite scores as observed variables; therefore, the analysis focused on structural relationships among the composite variable scores rather than estimating a latent-variable measurement model. The unit of analysis was the individual teacher, with each row in the dataset representing one verified response from one teacher.

The study involved four variables: *workload* (X1) and *work-life balance* (X2) as exogenous variables, work motivation (Z) as an endogenous variable in the first structural equation and as an *intervening* variable in the relationships between X1 and X2 and teacher performance, and teacher performance (Y) as the main endogenous variable. The two exogenous variables were allowed to correlate because they were measured from the same individuals and within the same work context.

The research was conducted at SMP Islam Athirah Bukit Baruga, located at Jalan Raya Baruga Sektor Mahameru No. 26, Antang, Manggala District, Makassar City, Indonesia. The research site was selected because teachers at the school perform classroom instruction, administrative activities, student guidance, professional development, and additional school duties that may contribute to variations in workload, work-life balance, work motivation, and performance. The research setting also defined the scope of the conclusions, which were limited to active teachers at SMP Islam Athirah Bukit Baruga during the data-collection period.

The study was conducted over a three-month period covering research preparation, data collection, data processing and analysis, and report preparation. The first month involved obtaining research permission, reviewing the suitability of the instrument, conducting expert validation, establishing the population list, and preparing the questionnaire. During the second month, the questionnaire was distributed to 48 teachers, responses were monitored and collected, and administrative verification was conducted. The third month involved data coding, data checking, indicator and composite-score construction, AMOS 24 path analysis, interpretation, and report preparation.

The population consisted of all 48 active teachers at SMP Islam Athirah Bukit Baruga during the data-collection period. The population frame was obtained from the school's active-teacher list. An individual was included in the population when formally recorded as an active teacher and performing teaching duties at the research site when the questionnaire was distributed. The principal or educational staff were included only when they were administratively recorded as active teachers within the population frame. This definition ensured consistency between the unit of analysis, the research objectives, and the population size.

Because the population was relatively small and accessible, the study employed saturated sampling (*sampling jenuh*) or a census approach. All 48 members of the population were therefore included as respondents, resulting in a sample size of 48. This technique was selected because the entire accessible population could be surveyed and each teacher was given the opportunity to provide information concerning the research variables (Sugiyono, 2022). Although saturated

sampling minimizes selection error within the defined population, the study still recognizes the possibility of measurement error, response bias, and limited statistical power. Since the population originated from only one school, the findings should be generalized analytically to comparable contexts rather than automatically to all teachers in Makassar or other regions.

A response was included in the analytical dataset when the respondent was listed as an active teacher, was represented by only one response, completed all 38 principal questionnaire items, and used valid response categories. Responses from outside the population, duplicate responses, pilot-test responses, or responses with missing substantive data that prevented the construction of composite scores were excluded. Based on these criteria, the final analytical dataset consisted of 48 unique responses with complete responses to all 38 items. Similarity in respondent profiles or extreme but valid response patterns was not used as a basis for deleting observations.

The study used primary quantitative data obtained directly from teachers' responses to a closed-ended questionnaire. Primary data were used to construct indicator and composite scores, conduct descriptive analysis, examine statistical assumptions, and test the proposed hypotheses. Respondent profile information included age, gender, highest educational attainment, length of service, and employment grade. Secondary data were obtained from relevant school documents and institutional sources, including the active-teacher list, school profile, and information concerning teachers' duties. These secondary data were used to verify the population frame and provide contextual information and were not used as substitutes for questionnaire responses in estimating the path analysis model.

The final questionnaire consisted of 38 statements: nine items measuring *workload*, nine items measuring *work-life balance*, ten items measuring work motivation, and ten items measuring teacher performance. All statements were measured using a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The use of the five-point Likert scale converted respondents' levels of agreement into numerical scores suitable for quantitative analysis (Sugiyono, 2022). All statements were worded in the same substantive direction, and therefore no reverse scoring was applied. A higher score indicated a higher level of *workload*, whereas higher scores for *work-life balance*, work motivation, and teacher performance indicated more favorable conditions.

*Workload* (X1) was operationalized as teachers' perceptions of the demands arising from the completion of school-related tasks. It comprised three dimensions: time load, mental effort load, and psychological stress load. These dimensions were adapted from the conceptual domains of the *Subjective Workload Assessment Technique* proposed by Reid and Nygren (1988). The adaptation was used to measure perceived workload through Likert-scale statements and did not apply the complete SWAT scaling procedure.

*Work-life balance* (X2) was defined as teachers' perceptions of their ability to maintain balance between work and personal-life roles. It was measured through time balance, involvement balance, and satisfaction balance, following the framework of Greenhaus et al. (2003). Higher scores indicated better management of time, involvement across roles, and satisfaction between work and personal life.

Work motivation (Z) was operationalized as teachers' motivation to achieve results, assume responsibility, derive meaning from their work, receive recognition, and develop their potential. It was measured through five dimensions: achievement, responsibility, the work itself, recognition, and growth opportunities. These dimensions followed the motivator factors proposed by Herzberg et al. (1959) and were adapted to the teaching context.

Teacher performance (Y) was defined as the perceived results of teachers' professional task implementation and was measured through work quality, work quantity, timeliness, work effectiveness, and work commitment. The operational definition was based on the concept of individual performance emphasizing behaviors and outcomes relevant to organizational objectives (Campbell & Wiernik, 2015; Robbins & Judge, 2023).

The 38 items were grouped into 16 indicators: three indicators for *workload*, three for *work-life balance*, five for work motivation, and five for teacher performance. Each *workload* and *work-life*

*balance* indicator consisted of three questionnaire items, while each work motivation and teacher performance indicator consisted of two items. Indicator scores were calculated as the mean of the corresponding items, while composite variable scores were calculated as the mean of all items belonging to each variable. This procedure maintained all indicator and composite scores within the 1–5 scale.

Content validity was assessed before data collection through expert review. The review examined the substantive appropriateness of each item, clarity of wording, readability, suitability of response options, alignment with the operational definitions, and representation of each indicator within the context of teachers' work. The final instrument contained 38 items after the expert-validation process (DeVellis & Thorpe, 2021). The same item structure was subsequently maintained throughout the questionnaire administration, coding, instrument testing, and composite-score construction.

Empirical validity was assessed using Pearson correlation between each indicator score and its corresponding composite variable score. The analysis was conducted for all 16 indicator scores: three indicators for X1, three for X2, five for Z, and five for Y. An indicator was considered valid when the calculated correlation coefficient exceeded the critical correlation value and the corresponding *p*-value was below .05. With  $n = 48$  and 46 degrees of freedom, the two-tailed critical correlation at the 5% significance level was .285. Both criteria were considered in determining empirical validity.

Internal consistency reliability was evaluated using Cronbach's alpha calculated from the indicator-score matrix. An alpha coefficient of  $\geq .60$  was established as the minimum acceptance criterion in this study, with the coefficient interpreted in conjunction with the number of indicators and the content coverage of each construct (Hair et al., 2019).

Data analysis began with a systematic examination of the number of responses, completeness of the 38 questionnaire items, score ranges, duplicate responses, and consistency of coding. The Likert response categories were coded from 1 to 5. Profile data were standardized only for differences in spelling or formatting, while substantive values were not altered. No imputation was applied to the principal questionnaire items. Following data screening, indicator and composite scores were calculated according to the predefined scoring procedure. The final analytical dataset consisted of 48 respondents and four composite scores representing X1, X2, Z, and Y.

Descriptive analysis was used to summarize respondent characteristics and the distribution of responses. Categorical profile variables were presented using frequencies and percentages, while indicator and composite scores were summarized using minimum, maximum, mean, and standard deviation. Mean scores were interpreted using five categories based on equal interval widths of .80 across the 1–5 response scale. These categories were used only for descriptive interpretation and did not determine hypothesis acceptance or rejection.

Before estimating the structural relationships, the data were examined for assumptions relevant to path analysis. Univariate and multivariate normality were assessed using the critical ratio (C.R.) for skewness and kurtosis, with an absolute C.R. value of  $\leq 2.58$  used as the criterion at the 1% level (Mardia, 1970; Byrne, 2016; Kline, 2023). Multivariate outliers were assessed using Mahalanobis distance across the four composite scores. The critical chi-square value for four degrees of freedom at  $p < .001$  was 18.467. Observations exceeding this value were reviewed against the original data and were removed only when supported by evidence of data error, an out-of-population response, or other administrative problems; valid extreme observations were retained.

Multicollinearity was assessed in each structural equation using tolerance and variance inflation factor (VIF). Tolerance values above .10 and VIF values below 10 were considered acceptable. The assessment was complemented by examining the covariance-matrix determinant and condition number, with a positive determinant and a condition number below 30 used as criteria for avoiding singularity concerns (Hair et al., 2019; Kline, 2023).

Inferential analysis was performed using covariance-based structural equation modeling in the form of path analysis through AMOS 24. The four composite scores were specified as observed variables. *Workload* (X1) and *work-life balance* (X2) were specified as correlated exogenous variables, while work motivation (Z) and teacher performance (Y) were specified as endogenous variables with residual terms. The model contained five direct paths—X1 → Z, X2 → Z, X1 → Y, X2 → Y, and Z → Y—and two indirect paths through Z. The structural model was estimated using maximum likelihood (Bollen, 1989; Byrne, 2016).

The model was exactly identified, with zero degrees of freedom. Accordingly, global model-fit indices that produce mathematically perfect fit in an exactly identified model were not interpreted as evidence of model quality. Confirmatory factor analysis was also not conducted because latent indicators were not estimated in AMOS. Instrument validity and reliability were assessed separately, while the structural model was evaluated using path coefficients, *p*-values, and coefficients of determination ( $R^2$ ) (Byrne, 2016; Kline, 2023).

Direct effects were evaluated using the AMOS regression weights. Statistical significance was determined at the 5% level, with  $p < .05$  indicating statistical support for the tested relationship. The C.R. statistic was interpreted in conjunction with the estimated coefficient and its standard error, with an absolute C.R. of approximately 1.96 or higher corresponding to the conventional two-tailed 5% significance level. The direction of the relationship was determined from the sign of the regression coefficient and standardized coefficient ( $\beta$ ).

The coefficient of determination ( $R^2$ ) was obtained from the squared multiple correlations in AMOS.  $R^2$  for work motivation represented the proportion of variance in Z explained by X1 and X2, whereas  $R^2$  for teacher performance represented the proportion of variance in Y explained by X1, X2, and Z. The unexplained proportion was calculated as  $(1 - R^2) \times 100\%$ .  $R^2$  was used to assess explanatory power and was not interpreted as a substitute for testing the significance of individual structural paths.

Indirect effects were examined through the mediation paths involving work motivation. The indirect effect of *workload* on teacher performance through work motivation was represented by the product of the X1 → Z and Z → Y path coefficients, whereas the indirect effect of *work-life balance* on teacher performance through work motivation was represented by the product of the X2 → Z and Z → Y path coefficients. Standardized coefficients were used when comparing the relative magnitude of effects, while unstandardized coefficients and their standard errors were used for the Sobel test.

The significance of the indirect effects was tested using the Sobel test based on the path coefficient from the independent variable to the mediator, the path coefficient from the mediator to the dependent variable, and their respective standard errors obtained from AMOS 24 (Sobel, 1982). An indirect effect was considered statistically significant when  $|z| \geq 1.96$  and the two-tailed *p*-value was  $< .05$ . When the indirect effect was significant while the direct effect was not significant, the relationship was interpreted as operating primarily through the mediator. When both direct and indirect effects were significant and had the same direction, the pattern was interpreted as partial or complementary mediation.

Finally, hypothesis decisions were based on the *p*-values generated by AMOS 24 for the five direct relationships and on the *p*-values from the Sobel tests for the two mediation relationships. The significance level was set at 5%. The interpretation of the results took into account the cross-sectional design, the single-school research setting, the use of self-reported measures, and the population size of 48 teachers. The direction and magnitude of the coefficients,  $R^2$  values, and fulfillment of the analytical assumptions were interpreted jointly within the specific research context.

## RESULTS AND DISCUSSION

### Research Data Structure and Indicators

The research data analyzed comprised 48 respondents and 38 statement items. All responses were within the scale range of 1 to 5, with no missing values or scores outside the specified range. The instrument consisted of 16 indicators, namely three *workload* indicators, three *work-life balance* indicators, five work motivation indicators, and five teacher performance indicators. Work motivation was measured using ten items distributed across five indicators, with two items for each indicator. The item codes followed the research blueprint and questionnaire as described in CHAPTER III.

**Table 3. Research data structure and instrument**

| Variable                      | Role               | Indicators | Items | Code Range    |
|-------------------------------|--------------------|------------|-------|---------------|
| <i>Workload</i> (X1)          | Exogenous          | 3          | 9     | X1.1.1–X1.3.3 |
| <i>Work-life balance</i> (X2) | Exogenous          | 3          | 9     | X2.1.1–X2.3.3 |
| Work motivation (Z)           | <i>Intervening</i> | 5          | 10    | Z.1.1–Z.5.2   |
| Teacher performance (Y)       | Endogenous         | 5          | 10    | Y.1.1–Y.5.2   |
| <b>Total</b>                  |                    | 16         | 38    |               |

**Source:** Primary data processed, 2026.

Construct scores were calculated as the mean of all items for each variable. As explained in CHAPTER III, path analysis used four observed variables based on composite scores rather than a latent-variable model. Therefore, *confirmatory factor analysis* was not employed. The path model was exactly identified with zero degrees of freedom; consequently, the perfect fit indices generated by the model were not used as a basis for evaluating model quality (Byrne, 2016).

### Respondent Characteristics

Respondents were aged 27–55 years, with a mean age of 40.46 years, a median of 39.50 years, and a standard deviation of 8.41 years. Respondent characteristics according to age, gender, highest educational attainment, length of service, and rank are presented in Table 4.

**Table 4. Respondent characteristics (n = 48)**

| Characteristic                 | Category    | Frequency | Percentage (%) |
|--------------------------------|-------------|-----------|----------------|
| Age                            | ≤ 30 years  | 7         | 14,6           |
|                                | 31–40 years | 19        | 39,6           |
|                                | 41–50 years | 13        | 27,1           |
|                                | > 50 years  | 9         | 18,8           |
| Gender                         | Male        | 17        | 35,4           |
|                                | Female      | 31        | 64,6           |
| Highest educational attainment | S1          | 33        | 68,8           |
|                                | S2          | 13        | 27,1           |
|                                | S3          | 2         | 4,2            |
| Length of service              | < 5 years   | 7         | 14,6           |
|                                | 5–10 years  | 13        | 27,1           |

|      |             |    |      |
|------|-------------|----|------|
|      | 11–15 years | 4  | 8,3  |
|      | > 15 years  | 24 | 50,0 |
| Rank | III/a       | 12 | 25,0 |
|      | III/b       | 8  | 16,7 |
|      | III/c       | 11 | 22,9 |
|      | III/d       | 11 | 22,9 |
|      | IV/a        | 6  | 12,5 |

**Source:** Primary data processed, 2026.

The respondents were predominantly female, totaling 31 individuals (64.6%). The most common highest educational attainment was S1, comprising 33 individuals (68.8%). Half of the respondents had more than 15 years of work experience. This composition indicates that the findings primarily represent relatively experienced teachers with at least a bachelor's degree.

### Instrument Validity and Reliability Testing

Validity testing correlated the score of each indicator with the construct score. With  $n = 48$ , the two-tailed  $r$ -table value at  $\alpha = 0.05$  was 0.285. All indicator–construct correlation coefficients exceeded this value and had  $p < 0.001$ . Reliability was assessed using *Cronbach's alpha* as presented in Appendix 3.

**Table 5. Summary of validity and reliability testing**

| Variable                 | Number of indicators | Range of calculated $r$ | $p$       | Alpha | Decision           |
|--------------------------|----------------------|-------------------------|-----------|-------|--------------------|
| <i>Workload</i>          | 3                    | 0,619–0,754             | $< 0,001$ | 0,696 | Valid and reliable |
| <i>Work-life balance</i> | 3                    | 0,845–0,916             | $< 0,001$ | 0,860 | Valid and reliable |
| Work motivation          | 5                    | 0,628–0,806             | $< 0,001$ | 0,769 | Valid and reliable |
| Teacher performance      | 5                    | 0,699–0,894             | $< 0,001$ | 0,846 | Valid and reliable |

**Source:** Appendix 3, results of instrument validity and reliability testing, 2026.

The *Cronbach's alpha* values ranged from 0.696–0.860. All values exceeded the threshold of 0.60 used in this study. Therefore, the indicators for each variable were declared valid, and the instrument was considered reliable for use in subsequent analyses.

### Descriptive Statistics

Descriptive statistics used a scale of 1–5. The interpretation intervals were established as 1.00–1.80 very low; 1.81–2.60 low; 2.61–3.40 moderate; 3.41–4.20 high; and 4.21–5.00 very high. These categories only describe response tendencies and were not used to determine the significance of relationships.

**Table 6. Distribution of responses for the workload variable**

| Code      | STS<br>n (%) | TS<br>n (%) | N<br>n (%) | S<br>n (%) | SS<br>n (%) | Mean |
|-----------|--------------|-------------|------------|------------|-------------|------|
| Time load |              |             |            |            |             |      |

|                             |         |          |           |           |          |       |
|-----------------------------|---------|----------|-----------|-----------|----------|-------|
| X1.1.1                      | 0 (0,0) | 3 (6,2)  | 8 (16,7)  | 29 (60,4) | 8 (16,7) | 3,88  |
| X1.1.2                      | 0 (0,0) | 0 (0,0)  | 13 (27,1) | 31 (64,6) | 4 (8,3)  | 3,81  |
| X1.1.3                      | 0 (0,0) | 1 (2,1)  | 11 (22,9) | 31 (64,6) | 5 (10,4) | 3,83  |
| Mental effort load          |         |          |           |           |          |       |
| X1.2.1                      | 0 (0,0) | 3 (6,2)  | 8 (16,7)  | 31 (64,6) | 6 (12,5) | 3,83  |
| X1.2.2                      | 0 (0,0) | 0 (0,0)  | 9 (18,8)  | 31 (64,6) | 8 (16,7) | 3,98  |
| X1.2.3                      | 0 (0,0) | 0 (0,0)  | 12 (25,0) | 32 (66,7) | 4 (8,3)  | 3,83  |
| Psychological pressure load |         |          |           |           |          |       |
| X1.3.1                      | 0 (0,0) | 4 (8,3)  | 10 (20,8) | 34 (70,8) | 0 (0,0)  | 3,62  |
| X1.3.2                      | 0 (0,0) | 6 (12,5) | 11 (22,9) | 30 (62,5) | 1 (2,1)  | 3,54  |
| X1.3.3                      | 0 (0,0) | 8 (16,7) | 12 (25,0) | 28 (58,3) | 0 (0,0)  | 3,42  |
| Variable mean               |         |          |           |           |          | 3,750 |

**Source:** Primary data processed from 48 respondents, 2026.

The mean of *workload* was 3.750, which falls into the high category. The mental effort load dimension had the highest mean (3.882), whereas psychological pressure load had the lowest mean (3.528). The item with the highest mean was X1.2.2 concerning demands for in-depth thinking (3.98), whereas X1.3.3 concerning feeling burdened due to the large number of tasks had the lowest mean (3.42).

**Table 7. Distribution of responses for the work-life balance variable**

| Code                 | STS<br>n (%) | TS<br>n (%) | N<br>n (%) | S<br>n (%) | SS<br>n (%) | Mean  |
|----------------------|--------------|-------------|------------|------------|-------------|-------|
| Time balance         |              |             |            |            |             |       |
| X2.1.1               | 0 (0,0)      | 3 (6,2)     | 5 (10,4)   | 36 (75,0)  | 4 (8,3)     | 3,85  |
| X2.1.2               | 0 (0,0)      | 5 (10,4)    | 5 (10,4)   | 37 (77,1)  | 1 (2,1)     | 3,71  |
| X2.1.3               | 0 (0,0)      | 4 (8,3)     | 10 (20,8)  | 31 (64,6)  | 3 (6,2)     | 3,69  |
| Involvement balance  |              |             |            |            |             |       |
| X2.2.1               | 0 (0,0)      | 5 (10,4)    | 12 (25,0)  | 30 (62,5)  | 1 (2,1)     | 3,56  |
| X2.2.2               | 0 (0,0)      | 5 (10,4)    | 8 (16,7)   | 34 (70,8)  | 1 (2,1)     | 3,65  |
| X2.2.3               | 0 (0,0)      | 2 (4,2)     | 17 (35,4)  | 28 (58,3)  | 1 (2,1)     | 3,58  |
| Satisfaction balance |              |             |            |            |             |       |
| X2.3.1               | 0 (0,0)      | 5 (10,4)    | 12 (25,0)  | 29 (60,4)  | 2 (4,2)     | 3,58  |
| X2.3.2               | 0 (0,0)      | 3 (6,2)     | 8 (16,7)   | 31 (64,6)  | 6 (12,5)    | 3,83  |
| X2.3.3               | 0 (0,0)      | 2 (4,2)     | 8 (16,7)   | 34 (70,8)  | 4 (8,3)     | 3,83  |
| Variable mean        |              |             |            |            |             | 3,699 |

**Source:** Primary data processed from 48 respondents, 2026.

The mean of *work-life balance* was 3.699 and fell into the high category. Time balance and satisfaction balance both had a mean of 3.750, whereas involvement balance had a mean of 3.597. The variation in X2 scores was greater than that of the other variables, as indicated by the composite score standard deviation of 0.523 and a range of 2.000–4.556.

**Table 8. Distribution of responses for the work motivation variable**

| Code                 | STS<br>n (%) | TS<br>n (%) | N<br>n (%) | S<br>n (%) | SS<br>n (%) | Mean  |
|----------------------|--------------|-------------|------------|------------|-------------|-------|
| Achievement          |              |             |            |            |             |       |
| Z.1.1                | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 30 (62,5)  | 17 (35,4)   | 4,33  |
| Z.1.2                | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 35 (72,9)  | 12 (25,0)   | 4,23  |
| Responsibility       |              |             |            |            |             |       |
| Z.2.1                | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 35 (72,9)  | 12 (25,0)   | 4,23  |
| Z.2.2                | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 34 (70,8)  | 13 (27,1)   | 4,25  |
| The work itself      |              |             |            |            |             |       |
| Z.3.1                | 0 (0,0)      | 0 (0,0)     | 4 (8,3)    | 32 (66,7)  | 12 (25,0)   | 4,17  |
| Z.3.2                | 0 (0,0)      | 1 (2,1)     | 4 (8,3)    | 26 (54,2)  | 17 (35,4)   | 4,23  |
| Recognition          |              |             |            |            |             |       |
| Z.4.1                | 2 (4,2)      | 4 (8,3)     | 24 (50,0)  | 14 (29,2)  | 4 (8,3)     | 3,29  |
| Z.4.2                | 0 (0,0)      | 2 (4,2)     | 12 (25,0)  | 26 (54,2)  | 8 (16,7)    | 3,83  |
| Growth opportunities |              |             |            |            |             |       |
| Z.5.1                | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 30 (62,5)  | 17 (35,4)   | 4,33  |
| Z.5.2                | 0 (0,0)      | 0 (0,0)     | 3 (6,2)    | 34 (70,8)  | 11 (22,9)   | 4,17  |
| Variable mean        |              |             |            |            |             | 4,106 |

**Source:** Primary data processed from 48 respondents, 2026.

Work motivation had a mean of 4.106 and was classified as high. The achievement indicator obtained the highest mean (4.281), followed by growth opportunities (4.250) and responsibility (4.240). The recognition indicator had the lowest mean (3.563), primarily because item Z.4.1 obtained a mean of 3.29. This pattern indicates that achievement and growth motivation were stronger than perceptions of recognition from leaders.

**Table 9. Distribution of responses for the teacher performance variable**

| Code         | STS<br>n (%) | TS<br>n (%) | N<br>n (%) | S<br>n (%) | SS<br>n (%) | Mean |
|--------------|--------------|-------------|------------|------------|-------------|------|
| Work quality |              |             |            |            |             |      |
| Y.1.1        | 0 (0,0)      | 1 (2,1)     | 2 (4,2)    | 36 (75,0)  | 9 (18,8)    | 4,10 |
| Y.1.2        | 0 (0,0)      | 0 (0,0)     | 1 (2,1)    | 35 (72,9)  | 12 (25,0)   | 4,23 |

| Work quantity      |         |         |           |           |           |       |
|--------------------|---------|---------|-----------|-----------|-----------|-------|
| Y.2.1              | 0 (0,0) | 0 (0,0) | 3 (6,2)   | 39 (81,2) | 6 (12,5)  | 4,06  |
| Y.2.2              | 0 (0,0) | 0 (0,0) | 2 (4,2)   | 41 (85,4) | 5 (10,4)  | 4,06  |
| Timeliness         |         |         |           |           |           |       |
| Y.3.1              | 0 (0,0) | 0 (0,0) | 13 (27,1) | 31 (64,6) | 4 (8,3)   | 3,81  |
| Y.3.2              | 0 (0,0) | 3 (6,2) | 9 (18,8)  | 31 (64,6) | 5 (10,4)  | 3,79  |
| Work effectiveness |         |         |           |           |           |       |
| Y.4.1              | 0 (0,0) | 1 (2,1) | 9 (18,8)  | 34 (70,8) | 4 (8,3)   | 3,85  |
| Y.4.2              | 0 (0,0) | 0 (0,0) | 9 (18,8)  | 35 (72,9) | 4 (8,3)   | 3,90  |
| Work commitment    |         |         |           |           |           |       |
| Y.5.1              | 0 (0,0) | 0 (0,0) | 1 (2,1)   | 38 (79,2) | 9 (18,8)  | 4,17  |
| Y.5.2              | 0 (0,0) | 0 (0,0) | 1 (2,1)   | 34 (70,8) | 13 (27,1) | 4,25  |
| Variable mean      |         |         |           |           |           | 4,023 |

**Source:** Primary data processed from 48 respondents, 2026.

Teacher performance had a mean of 4.023 and was classified as high. Work commitment obtained the highest mean (4.208), whereas timeliness had the lowest mean (3.802). The descriptive findings indicate a tendency toward positive self-assessment; however, this does not mean that all predictors automatically have a significant effect on performance.

**Table 10. Summary of composite score statistics**

| Variable                 | Minimum | Maximum | Mean  | Standard deviation | Category |
|--------------------------|---------|---------|-------|--------------------|----------|
| <i>Workload</i>          | 3,000   | 4,444   | 3,750 | 0,322              | High     |
| <i>Work-life balance</i> | 2,000   | 4,556   | 3,699 | 0,523              | High     |
| Work motivation          | 3,000   | 5,000   | 4,106 | 0,382              | High     |
| Teacher performance      | 2,900   | 5,000   | 4,023 | 0,375              | High     |

**Source:** Primary data processed, 2026.

## Analysis Assumption Assessment

### a. Normality

Normality was assessed through the *critical ratio* (C.R.) of *skewness* and *kurtosis* in the AMOS 24 output. An absolute C.R. value  $\leq 2.58$  was used as the reference at the 1% significance level. The results in Table 4.9 indicate that *work-life balance* was not normally distributed at the univariate level for both *skewness* and *kurtosis*, whereas teacher performance was not normally distributed for *kurtosis*. The multivariate C.R. value of 4.881 also exceeded 2.58; therefore, the multivariate normality assumption was not fulfilled.

**Table 10. Results of the normality assessment**

| Variable                 | Skewness | C.R.   | Kurtosis | C.R.  | Decision   |
|--------------------------|----------|--------|----------|-------|------------|
| <i>Work-life balance</i> | -1,424   | -4,027 | 1,927    | 2,725 | Not normal |

| Variable            | Skewness | C.R.   | Kurtosis | C.R.   | Decision          |
|---------------------|----------|--------|----------|--------|-------------------|
| <i>Workload</i>     | -0,252   | -0,711 | -0,179   | -0,254 | Univariate normal |
| Work motivation     | -0,039   | -0,111 | 0,280    | 0,396  | Univariate normal |
| Teacher performance | 0,526    | 1,488  | 2,356    | 3,332  | Not normal        |
| Multivariate        |          |        | 9,762    | 4,881  | Not normal        |

Source: AMOS 24 output, 2026.

These results indicate the need for caution when interpreting *maximum likelihood* estimates, particularly because the sample consisted of 48 respondents. The analysis was nevertheless continued in accordance with the research design. Direct effects were assessed through the C.R. and *p-value* reported in the AMOS output, whereas mediation effects were assessed using a two-tailed Sobel Test as presented in Appendix 6 (Byrne, 2016).

### b. Multivariate Outliers

Multivariate *outliers* were examined using Mahalanobis distance for the four composite scores. The  $\chi^2$  critical value at  $df = 4$  and  $p < 0.001$  was 18.467. The highest value of 17.646 for respondent 44 remained below the threshold. Therefore, there were no extreme multivariate *outliers* according to this criterion, and all 48 respondents were retained.

**Table 11. Observations with the highest Mahalanobis distance**

| Respondent number | Mahalanobis $d^2$ | p1    | p2    | Decision |
|-------------------|-------------------|-------|-------|----------|
| 44                | 17,646            | 0,001 | 0,067 | Retained |
| 28                | 16,906            | 0,002 | 0,004 | Retained |
| 22                | 13,875            | 0,008 | 0,006 | Retained |
| 31                | 13,854            | 0,008 | 0,001 | Retained |

Source: AMOS 24 output and critical  $\chi^2$  value  $df = 4$ , 2026.

### c. Multicollinearity and Singularity

The determinant of the sample covariance matrix calculated without rounding was 0.000296 and was positive. The *condition number* of the covariance matrix was 5.775. The VIF values of all predictors ranged from 1.039–1.090, with tolerance values ranging from 0.918–0.962. These results did not indicate serious multicollinearity or singularity. The determinant value of 0.000 in the AMOS output resulted from rounding to three decimal places and should not be interpreted as an exact zero determinant.

**Table 12. Results of the multicollinearity assessment**

| Equation            | Predictor                | Tolerance | VIF   | Decision   |
|---------------------|--------------------------|-----------|-------|------------|
| Work motivation     | <i>Workload</i>          | 0,962     | 1,039 | No problem |
| Work motivation     | <i>Work-life balance</i> | 0,962     | 1,039 | No problem |
| Teacher performance | <i>Workload</i>          | 0,928     | 1,078 | No problem |
| Teacher performance | <i>Work-life balance</i> | 0,918     | 1,090 | No problem |

|                     |                 |       |       |            |
|---------------------|-----------------|-------|-------|------------|
| Teacher performance | Work motivation | 0,933 | 1,072 | No problem |
|---------------------|-----------------|-------|-------|------------|

**Source:** Primary data processed from composite scores, 2026.

### Path Analysis Using AMOS 24

Path analysis was conducted using AMOS 24 with the *maximum likelihood* estimation method applied to the four composite scores. The path coefficients, *standard errors*, C.R., and *p-values* presented in Table 4.12 were derived from the AMOS 24 output provided in Appendix 5. A relationship was considered significant when  $p < 0.05$ , whereas three asterisks in the AMOS output were reported as  $p < 0.001$ .

**Table 13. Path coefficients from AMOS 24**

| Path                                           | B      | S.E.  | C.R.   | p       | $\beta$ | Direction/result          |
|------------------------------------------------|--------|-------|--------|---------|---------|---------------------------|
| <i>Workload</i> → Work motivation              | 0,225  | 0,081 | 2,778  | 0,003   | 0,189   | Positive; significant     |
| <i>Work-life balance</i> → Work motivation     | 0,159  | 0,075 | 2,120  | 0,032   | 0,217   | Positive; significant     |
| <i>Workload</i> → Teacher performance          | -0,059 | 0,138 | -0,429 | 0,668   | -0,051  | Negative; not significant |
| <i>Work-life balance</i> → Teacher performance | 0,214  | 0,086 | 2,495  | 0,013   | 0,298   | Positive; significant     |
| Work motivation → Teacher performance          | 0,602  | 0,116 | 5,182  | < 0,001 | 0,613   | Positive; significant     |

**Source:** Appendix 5, AMOS 24 path analysis results, 2026.

The unstandardized equations obtained were:

$$Z = 2.676 + 0.225X_1 + 0.159X_2 + e_1$$

$$Y = 2.564 - 0.059X_1 + 0.214X_2 + 0.602Z + e_2$$

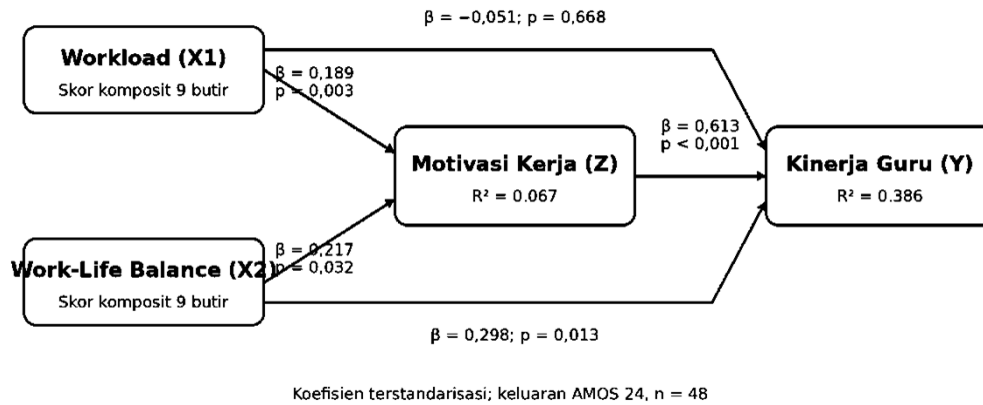
The first equation indicates that *workload* and *work-life balance* are positively associated with work motivation. The second equation indicates that *workload* has a negative direction toward performance, whereas *work-life balance* and work motivation have positive directions. Based on the *p-values*, all paths were significant except for the direct path from *workload* to teacher performance.

**Table 14. Coefficient of determination**

| Endogenous variable | Predictors                                          | R <sup>2</sup> | Explained variance (%) | Other variance (%) |
|---------------------|-----------------------------------------------------|----------------|------------------------|--------------------|
| Work motivation     | <i>Workload; work-life balance</i>                  | 0,067          | 6,7                    | 93,3               |
| Teacher performance | <i>Workload; work-life balance; work motivation</i> | 0,386          | 38,6                   | 61,4               |

**Source:** Primary data processed, 2026.

The R<sup>2</sup> value for work motivation of 0.067 indicates that *workload* and *work-life balance* explain 6.7% of the variation in work motivation. The R<sup>2</sup> value for teacher performance of 0.386 indicates that the three predictors explain 38.6% of the variation in performance. The remaining variation is associated with factors not included in the model and measurement error.



**Figure 1. Empirical model of AMOS path analysis**  
Source: Appendix 5, AMOS 24 output, 2026.

### Direct, Indirect, Total Effects, and Mediation Testing

**Table 15. Standardized direct, indirect, and total effects**

| Predictor                | Outcome variable    | Direct | Indirect through Z | Total |
|--------------------------|---------------------|--------|--------------------|-------|
| <i>Workload</i>          | Work motivation     | 0,189  | —                  | 0,189 |
| <i>Work-life balance</i> | Work motivation     | 0,217  | —                  | 0,217 |
| <i>Workload</i>          | Teacher performance | -0,051 | 0,116              | 0,065 |
| <i>Work-life balance</i> | Teacher performance | 0,298  | 0,133              | 0,431 |
| Work motivation          | Teacher performance | 0,613  | —                  | 0,613 |

Source: Appendix 5; total effects calculated as the sum of direct and indirect effects, 2026.

**Table 16. Mediation test results**

| Hypothesis | Mediation path                                      | B Effect | $\beta$ Effect | Sobel z | Two-tailed p | Decision |
|------------|-----------------------------------------------------|----------|----------------|---------|--------------|----------|
| H6         | <i>Workload</i> → Motivation → Performance          | 0,135    | 0,116          | 2,449   | 0,0143       | Mediates |
| H7         | <i>Work-life balance</i> → Motivation → Performance | 0,095    | 0,133          | 1,963   | 0,0497       | Mediates |

Source: Appendix 6, Sobel Test, 2026.

The indirect effect of  $X1 \rightarrow Z \rightarrow Y$  was 0.135 in the unstandardized coefficient and 0.116 in the standardized coefficient. The Sobel Test produced  $z = 2.449$  and  $p = 0.0143$ . The indirect effect of  $X2 \rightarrow Z \rightarrow Y$  was 0.095 or 0.133 in standardized terms, with  $z = 1.963$  and  $p = 0.0497$ . Both  $p$ -values were below 0.05. Therefore, work motivation mediates the effects of *workload* and *work-life balance* on teacher performance.

### Hypothesis Testing H1–H7

**Table 17. Summary of hypothesis decisions**

| Hypothesis | Relationship tested                                 | Statistical criterion | Result                                 | Decision |
|------------|-----------------------------------------------------|-----------------------|----------------------------------------|----------|
| H1         | <i>Workload</i> → Work motivation                   | $p < 0,05$            | $\beta = 0,189$ ; $p = 0,003$          | Accepted |
| H2         | <i>Work-life balance</i> → Work motivation          | $p < 0,05$            | $\beta = 0,217$ ; $p = 0,032$          | Accepted |
| H3         | <i>Workload</i> → Teacher performance               | $p < 0,05$            | $\beta = -0,051$ ; $p = 0,668$         | Rejected |
| H4         | <i>Work-life balance</i> → Teacher performance      | $p < 0,05$            | $\beta = 0,298$ ; $p = 0,013$          | Accepted |
| H5         | Work motivation → Teacher performance               | $p < 0,05$            | $\beta = 0,613$ ; $p < 0,001$          | Accepted |
| H6         | <i>Workload</i> → Motivation → Performance          | Sobel $p < 0,05$      | Indirect $\beta = 0.116$ ; $p = 0.014$ | Accepted |
| H7         | <i>Work-life balance</i> → Motivation → Performance | Sobel $p < 0,05$      | Indirect $\beta = 0.133$ ; $p = 0.049$ | Accepted |

Source: Appendix 5 and Appendix 6, 2026.

Of the seven hypotheses tested, H1, H2, H4, H5, H6, and H7 received empirical support. H3 was rejected because the direct path from *workload* to teacher performance had  $p = 0.668$ . This pattern indicates that the effect of *workload* on performance occurs through work motivation, whereas its direct effect has not been demonstrated.

## DISCUSSION

### The Effect of *Workload* on Work Motivation (H1)

H1 states that *workload* affects work motivation. The AMOS results show a positive coefficient of  $\beta = 0.189$ , C.R. = 2.778, and  $p = 0.003$ . The p-value is less than 0.05; therefore, H1 is accepted. This means that an increase in work demands in the research context is associated with an increase in teachers' work motivation after *work-life balance* is taken into account.

*Job Demands–Resources Theory* explains that job demands can result in an energy-depleting process or be perceived as challenges that encourage engagement, depending on the availability of resources and individual capacity (Demerouti et al., 2001; Bakker et al., 2023). Half of the respondents had more than 15 years of work experience. This experience may help teachers manage demands as work objectives that need to be completed. Jusriadi and Tiara (2021) also position human capital and achievement motivation as important elements in teachers' ability to carry out knowledge transfer.

This finding is consistent with Ndruru and Yudiaatmaja (2025) and Nugraheni et al. (2022), who demonstrated an association between workload and motivation among educators. Although the coefficient is positive, this result does not mean that an unlimited increase in workload will always increase motivation. School administrators need to maintain workload at a level that is challenging, clear, and accompanied by adequate time, authority, and support.

### The Effect of *Work-Life Balance* on Work Motivation (H2)

H2 states that *work-life balance* has a positive effect on work motivation. The results show  $\beta = 0.217$ , C.R. = 2.120, and  $p = 0.032$ . The p-value is less than 0.05; therefore, H2 is accepted. The better teachers are able to balance their time, involvement, and satisfaction between work and personal life, the higher their work motivation.

A balance of time, involvement, and satisfaction helps restore teachers' psychological resources. This condition provides teachers with the space to carry out their work responsibilities

in a more focused manner. From the perspective of the two-factor theory, healthy working conditions can reduce sources of dissatisfaction, while achievement, responsibility, recognition, the work itself, and growth can strengthen intrinsic motivation (Herzberg et al., 1959).

This result is consistent with Sari et al. (2025), who found a positive effect of *work-life balance* on the motivation of teaching staff. The  $R^2$  value for motivation of 0.067 indicates that X1 and X2 explain 6.7% of the variance in motivation. Therefore, rewards, leadership, competence, autonomy, organizational support, and development opportunities still need to be considered as other factors outside the model.

### **The Effect of *Workload* on Teacher Performance (H3)**

H3 states that *workload* has a negative effect on teacher performance. The coefficient  $\beta = -0.051$  has a direction consistent with the hypothesis, but  $p = 0.668$ . Thus, H3 is rejected. The magnitude of the direct effect is very small and is not sufficiently different from zero.

According to JD-R, sustained demands can reduce work outcomes through an energy-depletion process (Demerouti et al., 2001; Bakker et al., 2023). However, the effect of demands depends on their intensity, duration, job resources, and individual capacity. This finding is consistent with Solania et al. (2023), who found no significant effect of workload on teacher performance, but differs from Amri and Kamaruddin (2023) and Anggriani et al. (2026), who reported an effect of workload in different contexts.

The rejection of H3 indicates that *workload* has not established a direct effect on teacher performance. This result needs to be interpreted together with H6, which shows an indirect effect through work motivation. Thus, workload is first associated with the drive to complete work, after which this motivation is associated with performance. This pattern positions motivation as a linking mechanism rather than treating workload as a direct predictor standing on its own.

### **The Effect of *Work-Life Balance* on Teacher Performance (H4)**

H4 states that *work-life balance* has a positive effect on teacher performance. The AMOS results show  $\beta = 0.298$ , C.R. = 2.495, and  $p = 0.013$ . The p-value is less than 0.05; therefore, H4 is accepted. Better work-life balance is associated with improved teacher performance after *workload* and work motivation are controlled.

Conceptually, work-family balance is associated with quality of life and the ability to perform multiple roles effectively (Greenhaus et al., 2003). Teachers who have adequate recovery time and sufficient family involvement tend to be able to maintain concentration, timeliness, and work commitment. Syam et al. (2024), involving Sitti Nurbaya, also found a positive effect of *work-life balance* on employee performance at the Gowa Regency Education Office. Rashid et al. (2022) reported a similar relationship in educational institutions.

The H4 result demonstrates that teacher performance policies need to be implemented alongside well-being policies. Scheduling arrangements, task allocation, boundaries on communication outside working hours, and flexibility for family needs can help teachers maintain the energy required to complete their tasks. The different finding reported by Anggriansyah et al. (2022) indicates that the strength of the relationship remains influenced by leadership support, family support, and organizational characteristics.

### **The Effect of Work Motivation on Teacher Performance (H5)**

H5 states that work motivation has a positive effect on teacher performance. The results show  $\beta = 0.613$ , C.R. = 5.182, and  $p < 0.001$ . H5 is accepted. Work motivation is the strongest direct predictor in the model. When motivation increases, teacher performance tends to increase after *workload* and *work-life balance* are controlled.

The finding supports Herzberg's two-factor theory that achievement, responsibility, the work itself, recognition, and growth can encourage the quality of work implementation (Herzberg et al., 1959). Self-Determination Theory also positions the quality of motivation as a basis for

persistence and effective behavior when the needs for competence, autonomy, and relatedness are supported (Ryan and Deci, 2020). In the teacher context, Wicaksono et al. (2026), involving Edi Jusriadi, found that work motivation had a positive and significant effect on the performance of teachers at SMA Negeri 14 Gowa Regency.

The results are also consistent with Nurbaya et al. (2019), who demonstrated a positive effect of motivation on the performance of honorary teachers in an AMOS-based model, as well as Ndruru and Yudiaatmaja (2025) and Nugraheni et al. (2022). Nevertheless, this relationship should not be interpreted as temporal causality because all variables were measured through questionnaires at a single point in time. The evidence indicates a strong positive structural association within the model, rather than a definitive magnitude of the impact of a motivation intervention.

### **The Role of Work Motivation in the Effect of *Workload* on Teacher Performance (H6)**

H6 states that work motivation mediates the effect of *workload* on teacher performance. The standardized indirect effect is 0.116. The Sobel test produces  $z = 2.449$  and  $p = 0.0143$ . The p-value is less than 0.05; therefore, H6 is accepted. Work motivation is proven to be a pathway connecting *workload* with teacher performance.

The direct path  $X1 \rightarrow Y$  is not significant, whereas the paths  $X1 \rightarrow Z$  and  $Z \rightarrow Y$  are significant. This pattern indicates indirect mediation: *workload* is associated with performance after being transmitted through motivation. Clear and manageable demands can foster the drive to complete tasks, while such motivation supports work quality, quantity, timeliness, effectiveness, and commitment. This finding is consistent with Nugraheni et al. (2022) and Ndruru and Yudiaatmaja (2025).

Managerially, schools need to avoid interpreting the results as meaning that a heavier workload will always produce higher performance. The positive mechanism emerges when job demands remain realistic, understood, and supported by adequate resources. Workload that exceeds capacity has the potential to shift from a challenge into a hindrance and deplete teachers' energy, as explained by JD-R (Bakker et al., 2023).

### **The Role of Work Motivation in the Effect of *Work-Life Balance* on Teacher Performance (H7)**

H7 states that work motivation mediates the effect of *work-life balance* on teacher performance. The standardized indirect effect is 0.133. The Sobel test produces  $z = 1.963$  and  $p = 0.0497$ . The p-value is less than 0.05; therefore, H7 is accepted. Work-life balance improves performance indirectly through the strengthening of work motivation.

The direct path  $X2 \rightarrow Y$  remains significant, while the path  $X2 \rightarrow Z \rightarrow Y$  is also significant. Therefore, work motivation functions as a partial mediator. *Work-life balance* supports performance through two mechanisms, namely a direct effect on teachers' ability to carry out their duties and an indirect effect through motivation. This finding is consistent with Sari et al. (2025) regarding  $X2 \rightarrow Z$  and Ulfah et al. (2024) regarding the role of motivation in the relationship between working conditions and performance.

The p-value for H7 is close to the 0.05 threshold; therefore, its interpretation requires caution. Nevertheless, the results provide a practical basis for schools to strengthen the balance of time and family involvement alongside recognition, competency development, and meaningful responsibility. This combination can help sustain motivation and performance over time.

## **CONCLUSION**

### **Conclusion**

Based on the findings of the study involving 48 teachers at SMP Islam Athirah Bukit Baruga, the following conclusions can be drawn.

1. *Workload* has a positive and significant effect on teachers' work motivation ( $\beta = 0.189$ ;  $p = 0.003$ ), supporting H1. In this study context, manageable work demands are associated with higher levels of teachers' work motivation.
2. *Work-life balance* has a positive and significant effect on teachers' work motivation ( $\beta = 0.217$ ;  $p = 0.032$ ), supporting H2. A better balance of time, involvement, and satisfaction between work and personal life is associated with higher work motivation.
3. *Workload* has a negative but statistically insignificant effect on teacher performance ( $\beta = -0.051$ ;  $p = 0.668$ ), leading to the rejection of H3. Thus, workload does not receive empirical support as a direct predictor of teacher performance in the proposed model.
4. *Work-life balance* has a positive and significant effect on teacher performance ( $\beta = 0.298$ ;  $p = 0.013$ ), supporting H4. A better balance between work and personal life is associated with improved teacher performance.
5. Work motivation has a positive and significant effect on teacher performance ( $\beta = 0.613$ ;  $p < 0.001$ ), supporting H5. Work motivation is the strongest direct predictor of teacher performance in the research model.
6. Work motivation mediates the effect of *workload* on teacher performance (indirect  $\beta = 0.116$ ; Sobel  $z = 2.449$ ;  $p = 0.0143$ ), supporting H6. Since the direct effect of *workload* on teacher performance is statistically insignificant, the effect of workload on performance operates primarily through work motivation in this model.
7. Work motivation partially mediates the effect of *work-life balance* on teacher performance (indirect  $\beta = 0.133$ ; Sobel  $z = 1.963$ ;  $p = 0.0497$ ), supporting H7. *Work-life balance* affects teacher performance both directly and indirectly through work motivation.

Overall, H1, H2, H4, H5, H6, and H7 receive empirical support, whereas H3 does not. The model explains 6.7% of the variance in work motivation and 38.6% of the variance in teacher performance. These findings indicate that work motivation serves as an important mechanism linking working conditions to teacher performance, particularly because the direct effect of *workload* on performance was not statistically significant.

However, these findings should be interpreted within the scope of the study. The research was conducted with a relatively small sample of 48 teachers from a single school, which limits the generalizability of the findings to other schools or educational settings. In addition, the relatively low explanatory power for work motivation (6.7%) indicates that substantial variation in work motivation remains unexplained by the variables included in the model. Therefore, the findings should not be interpreted as demonstrating that *workload* and *work-life balance* are the only determinants of teacher motivation or performance.

## Suggestions and Recommendations

### a. For the Foundation and SMP Islam Athirah Bukit Baruga

The foundation and school should prioritize work motivation and *work-life balance* as key areas of human resource management. Work motivation has the strongest direct effect on teacher performance, while *work-life balance* has both direct and indirect effects through work motivation. Management policies may therefore focus on clear work targets, regular feedback, meaningful responsibilities, fair recognition, opportunities for competency development, and professional career advancement.

The school should also manage workload proportionally by mapping teaching responsibilities, administrative duties, student mentoring, school activities, deadlines, and tasks requiring sustained concentration. The positive relationship between *workload* and work motivation suggests that, within certain limits, work demands may function as meaningful challenges. However, such demands should be accompanied by realistic targets and adequate support to prevent workload from developing into excessive obstacles, stress, or fatigue.

Protection of *work-life balance* can be strengthened through more predictable schedules, coordination of deadlines across activities, clear boundaries regarding communication outside

working hours, adequate recovery time, and reasonable flexibility for family-related needs. The foundation and school should also establish evaluation indicators, such as administrative completion rates, supervision outcomes, participation in competency development, absenteeism, workload-related complaints, and survey results concerning work motivation and work-life balance.

#### **b. For School Principals and Human Resource Managers**

School principals and human resource managers should implement a performance management cycle that integrates target setting, mentoring, feedback, recognition, and individual development planning. Feedback should be specific and focus on teaching quality, administrative accuracy, contributions to school programs, and the competency needs of individual teachers. Recognition should be based on transparent criteria to strengthen motivation and perceptions of fairness.

Workload mapping should be conducted periodically by integrating information from schedules, assignment letters, administrative deadlines, additional working hours, and structured discussions with teachers. Teachers experiencing task accumulation or prolonged demands for concentration should receive priority adjustments, technical support, or task redistribution. This approach can help ensure that work demands remain challenging while remaining consistent with teachers' capacities and available resources.

Program evaluations should compare conditions before and after the implementation of relevant policies. Evaluation results should be used primarily for teacher development and organizational improvement while maintaining the confidentiality of individual data. The school may review its policies each semester to ensure that efforts to strengthen motivation, manage workload, and protect work-life balance remain relevant to changes in responsibilities and organizational needs.

#### **c. For Teachers**

Teachers should establish work priorities, break larger targets into measurable stages, and seek clarification when multiple deadlines occur simultaneously. Accumulated tasks, prolonged concentration demands, and disruptions to recovery time should be communicated using concrete information. Such communication can help the school determine appropriate support and task arrangements.

Teachers should also maintain their motivation through reflection on work-related goals, peer feedback, learning communities, professional training, mentoring, and the sharing of good practices. Managing boundaries between working hours, rest, family activities, and peer support should form part of sustainable professional practice. These efforts can help maintain work energy while strengthening the quality of task performance.

#### **d. For Future Researchers**

1. Future research should involve multiple schools and employ sample sizes determined through statistical power analysis. A larger sample would enable more robust testing of latent-variable models using *confirmatory factor analysis* and *structural equation modeling*. Variation in school characteristics could also help determine whether the findings remain consistent across different management systems and working conditions.
2. Research instruments should be strengthened through expert review, systematic mapping of measurement items to operational definitions, cognitive interviews, and pilot testing. Teacher performance should preferably be assessed using multiple sources, such as self-assessments, principal evaluations, classroom observations, and administrative records. Longitudinal research designs may also be employed to examine changes and temporal relationships among *workload*, *work-life balance*, work motivation, and teacher performance.

3. The explanatory power for work motivation, which is only 6.7%, indicates the need to examine additional theoretically grounded predictors, such as leadership, perceived organizational support, compensation fairness, autonomy, competence, work engagement, stress, burnout, and job satisfaction. These variables may be examined as predictors, mediators, or moderators, depending on the research questions established prior to the analysis.

Because multivariate normality was not fully satisfied and the p-value for H7 was close to the 0.05 significance threshold, future research should assess indirect effects using *bootstrapping* with bias-corrected confidence intervals. The use of estimation methods appropriate to the distribution of the data, reporting of confidence intervals, and sensitivity analyses would provide stronger and more robust conclusions.

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