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The Influence of Facilities and Infrastructure Management, Principal Communication, and Work Motivation on the Performance of Junior High School Teachers in Maro Sebo Ulu District, Batang Hari Regency

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Abstract

This study examines the influence of facilities and infrastructure management, principal communication, and work motivation on teacher performance in public junior high schools in Maro Sebo Ulu District, Batang Hari Regency, Indonesia. Teacher performance has become a critical concern in educational management because it directly affects instructional quality and the achievement of educational objectives. Employing a quantitative explanatory research design, this study involved all 132 teachers in the district using a total sampling technique. Data were collected through a structured questionnaire measured on a five-point Likert scale and analyzed using descriptive statistics and multiple linear regression with the assistance of SPSS software. Prior to hypothesis testing, validity, reliability, normality, multicollinearity, and linearity tests were conducted to ensure the quality of the data and the suitability of the regression model. The findings reveal that facilities and infrastructure management, principal communication, and work motivation each have a positive and significant effect on teacher performance. Principal communication emerged as the strongest predictor of teacher performance and demonstrated a substantial influence on teacher work motivation. Facilities and infrastructure management contributed positively to both teacher motivation and performance, although its effect was comparatively smaller. Furthermore, work motivation significantly enhanced teacher performance, indicating its role as an important psychological mechanism linking organizational support and professional effectiveness. Simultaneously, the three independent variables explained 36.0% of the variance in teacher performance. The study concludes that improving teacher performance requires an integrated management approach that combines effective leadership communication, supportive resource management, and sustained efforts to strengthen teacher motivation. These findings contribute to educational management literature by highlighting the strategic role of leadership communication in fostering teacher effectiveness and organizational performance.

Introduction

Education is universally recognized as one of the most strategic sectors for promoting national development, social progress, and economic competitiveness. The quality of a nation's educational system largely determines its ability to produce competent human resources capable of responding to the challenges of globalization, technological transformation, and knowledge-based economies. Within the educational system, teachers occupy a pivotal position because they directly influence students' learning experiences, academic achievement, character formation, and overall educational outcomes (Uri et al., 2024; Imran et al., 2023; Costa et al., 2024). Consequently, improving teacher performance has become a major concern among educational policymakers, school administrators, and researchers seeking to enhance educational quality and institutional effectiveness (Masnawati & Darmawan, 2022; Ayumi & Nasution, 2025).

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Teacher performance refers to the extent to which teachers successfully carry out their professional responsibilities, including lesson planning, instructional implementation, classroom management, student assessment, and educational evaluation (Ahmed, 2024). High-performing teachers demonstrate strong pedagogical competence, professional commitment, creativity, and responsibility in facilitating effective learning processes. Conversely, poor teacher performance may negatively affect student achievement, instructional quality, and the overall effectiveness of educational institutions (Wibowo, 2007; Fauza Barkah, 2023l; Fomba et al., 2023; Dutta & Sahney, 2022). Therefore, understanding the factors that influence teacher performance remains an important issue in educational management research.

Previous studies have consistently shown that teacher performance is not determined solely by individual capabilities but is also influenced by organizational, managerial, environmental, and psychological factors (Wulan, 2024; Aulia et al., 2025; Van Waeyenberg et al., 2022). Schools function as complex organizations in which teachers operate within administrative structures, leadership systems, communication networks, and resource environments. As a result, teacher performance is shaped by interactions between individual motivation and organizational support mechanisms. Educational institutions that successfully create supportive working conditions are generally more capable of encouraging teachers to perform optimally and achieve institutional goals (Taqwim, 2024; Adanu, 2024).

One organizational factor that has received increasing attention in educational management is the management of educational facilities and infrastructure. Facilities and infrastructure constitute essential resources that support teaching and learning activities. These resources include classrooms, laboratories, libraries, instructional media, information technology facilities, office spaces, and various supporting educational environments necessary for effective educational delivery (Nwuke & Nwanguma, 2024; Papaioannou et al., 2023). Proper management of educational facilities involves systematic planning, procurement, maintenance, utilization, supervision, and evaluation to ensure that resources effectively support instructional activities and organizational objectives (Nurmayuli, 2022; Muhtaram et al., 2025; Andriyani et al., 2025).

The availability of adequate facilities and infrastructure contributes significantly to creating conducive learning environments. Well-maintained classrooms, accessible learning resources, and functional educational technology enable teachers to conduct instructional activities more effectively and efficiently. When teachers have access to appropriate teaching tools and supportive learning environments, they are more likely to experience reduced work obstacles, improved productivity, and enhanced professional satisfaction (Edu, 2025; Elrayah, 2022). Conversely, inadequate facilities often create barriers that hinder instructional implementation and reduce educational effectiveness. Therefore, effective facilities and infrastructure management is increasingly regarded as a strategic component of school management that can contribute to improving teacher performance and educational quality.

In addition to resource management, leadership practices play a critical role in shaping teacher behavior and organizational effectiveness. Among various leadership functions, communication represents one of the most important managerial competencies required of school principals. Communication serves as the primary mechanism through which organizational goals, policies, expectations, and feedback are conveyed to organizational members (Bukar et al., 2025; Ufuophu-Biri & Ayewumi, 2022; Wang et al., 2022). In educational settings, principals are expected to establish effective communication systems that facilitate collaboration, information exchange, coordination, and problem-solving among teachers and other school stakeholders.

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Effective principal communication contributes to the development of trust, transparency, and mutual understanding within the school environment. Principals who communicate clearly and openly are better positioned to align teacher activities with institutional goals, minimize misunderstandings, and strengthen organizational commitment (Hermawan et al., 2024; Hanum & Hermawan, 2024; Decir & Paglinawan, 2024). Furthermore, participatory communication practices encourage teachers to express their opinions, share professional concerns, and actively participate in school decision-making processes. Such practices foster a sense of ownership and responsibility among teachers, which can positively influence their professional performance (Töre & Uzun, 2024; Rachmad et al., 2023).

Research has increasingly demonstrated that leadership communication influences not only teacher performance directly but also various psychological outcomes that support professional effectiveness. Teachers who perceive communication from school leaders as supportive and constructive generally report higher levels of job satisfaction, organizational commitment, and work engagement (Liu & Watson, 2023; Shu, 2022). In contrast, ineffective communication may create uncertainty, conflict, and dissatisfaction, ultimately reducing teachers' willingness to perform beyond minimum organizational expectations. Consequently, principal communication has emerged as a crucial determinant of school effectiveness and teacher productivity.

Another important factor influencing teacher performance is work motivation. Motivation represents the internal and external forces that stimulate individuals to initiate, direct, and sustain behaviors aimed at achieving specific goals (Taqwim, 2024). In educational organizations, work motivation influences teachers' willingness to invest effort, demonstrate persistence, and maintain commitment in carrying out instructional responsibilities. Teachers with strong motivation tend to exhibit greater enthusiasm, innovation, discipline, and resilience when facing professional challenges (Gusrianto et al., 2025).

Work motivation is particularly important because teaching involves complex responsibilities that extend beyond classroom instruction. Teachers are expected to continuously develop professional competencies, adapt to curriculum changes, participate in school activities, and contribute to student development. Such responsibilities require sustained psychological commitment and professional dedication. Studies have shown that motivated teachers are more likely to engage in instructional improvement initiatives, utilize innovative teaching methods, and maintain high levels of professional performance. Therefore, understanding the factors that contribute to teacher motivation remains essential for educational management and leadership practices.

The interrelationships among facilities and infrastructure management, principal communication, work motivation, and teacher performance are particularly relevant in contemporary educational environments characterized by increasing accountability and quality demands. School leaders are expected not only to manage educational resources effectively but also to cultivate supportive organizational climates that encourage professional excellence among teachers. As educational institutions face growing pressure to improve student outcomes and institutional performance, identifying managerial and organizational factors that contribute to teacher effectiveness becomes increasingly important.

In the context of junior high schools in Maro Sebo Ulu District, Batang Hari Regency, efforts to improve educational quality have intensified in response to evolving educational challenges and stakeholder expectations. School principals are required to optimize resource management, strengthen organizational communication, and foster teacher motivation to ensure the successful implementation of educational programs. Although these factors have been widely discussed in educational management literature, their combined influence on teacher

DOI: https://doi.org/10.71435/734475

performance within the local educational context remains an important area of investigation. Understanding these relationships is expected to provide valuable insights for school administrators, educational policymakers, and researchers seeking to develop evidence-based strategies for enhancing teacher performance and strengthening educational quality.

Method

Research Design

This study employed a quantitative research approach using an explanatory survey design to investigate the influence of facilities and infrastructure management, principal communication, and work motivation on teacher performance in junior high schools. A quantitative approach was selected because the study sought to objectively measure relationships among variables and test the magnitude of causal influences through statistical procedures. Quantitative methods are particularly appropriate when researchers aim to examine the extent to which independent variables contribute to variations in a dependent variable using numerical data and hypothesis testing. The survey design was adopted because it enables the systematic collection of standardized information from a relatively large number of respondents within a specific educational setting, thereby facilitating the generalization of findings to the target population.

The explanatory design was considered appropriate because the primary objective of the study was not merely to describe existing conditions but to explain causal relationships among variables. Specifically, the study examined whether facilities and infrastructure management, principal communication, and work motivation significantly influenced teacher performance. Through this design, empirical evidence was generated to explain the contribution of each predictor variable to teacher performance both individually and collectively. The conceptual relationships among variables were derived from educational management, organizational communication, and motivational perspectives, which suggest that organizational resources, leadership practices, and individual psychological factors jointly influence employee performance within educational institutions.

Research Setting and Population

The study was conducted in public junior high schools located in Maro Sebo Ulu District, Batang Hari Regency, Indonesia. This research setting was selected because schools in the district have been actively implementing various educational improvement initiatives aimed at enhancing instructional quality, strengthening school management practices, and improving teacher performance. Furthermore, the district represents an educational environment where school leaders are increasingly expected to optimize resource management, improve communication processes, and foster teacher motivation in response to evolving educational demands.

The target population consisted of all teachers employed in public junior high schools within Maro Sebo Ulu District. Teachers were selected as the unit of analysis because they directly experience the implementation of school management policies, leadership communication practices, and motivational mechanisms within their respective schools. Based on official school records, the total population comprised 132 teachers.

Given the relatively small and manageable population size, this study employed a total sampling technique, whereby all members of the population were included as research respondents. Total sampling was considered the most appropriate strategy because it eliminates sampling error associated with respondent selection and allows the findings to reflect the characteristics of the entire population. By involving all teachers in the district, the study ensured comprehensive representation and increased the reliability of statistical conclusions.

DOI: https://doi.org/10.71435/734475

Research Variables and Operational Definitions

The study involved one dependent variable and three independent variables. Teacher performance served as the dependent variable, while facilities and infrastructure management, principal communication, and work motivation functioned as independent variables.

Teacher performance refers to the extent to which teachers effectively perform their professional duties, including instructional planning, classroom implementation, classroom management, student assessment, and learning evaluation. Facilities and infrastructure management refers to the effectiveness of planning, procurement, maintenance, supervision, and utilization of educational resources that support teaching and learning activities. Principal communication refers to the effectiveness of information exchange, openness, feedback processes, clarity of instructions, and participatory communication practices established by school leaders. Work motivation refers to the internal and external psychological drives that encourage teachers to demonstrate commitment, responsibility, enthusiasm, and achievement-oriented behavior in carrying out their professional responsibilities.

The operationalization of these variables was based on established educational management and organizational behavior literature to ensure conceptual consistency and measurement validity.

Data Collection Procedures and Research Instrument

Primary data were collected using a structured questionnaire administered directly to all respondents. The questionnaire was designed to measure respondents' perceptions regarding facilities and infrastructure management, principal communication, work motivation, and teacher performance. A five-point Likert scale was utilized for all measurement items, ranging from 1 (strongly disagree) to 5 (strongly agree). The Likert scale was selected because it enables respondents to express varying degrees of agreement with each statement and facilitates quantitative analysis of attitudes and perceptions.

The questionnaire consisted of several sections corresponding to the research variables. Facilities and infrastructure management was measured through indicators related to planning, procurement, maintenance, supervision, and utilization of educational facilities. Principal communication was assessed through indicators reflecting openness, clarity of information, responsiveness, feedback mechanisms, and participatory communication practices. Work motivation was measured through indicators including responsibility, commitment, enthusiasm, achievement orientation, and willingness to exert effort in performing professional duties. Teacher performance was measured through indicators encompassing lesson planning, instructional implementation, classroom management, student assessment, and learning evaluation.

Prior to the main data collection process, the instrument underwent a pilot-testing stage to evaluate the clarity, comprehensibility, and appropriateness of questionnaire items. Feedback obtained during this stage was used to refine the instrument and improve measurement accuracy. Data collection was conducted after obtaining approval from relevant educational authorities and school administrators. Respondents were informed about the purpose of the study and were assured that their responses would remain confidential and would be used solely for academic research purposes.

Instrument Validity and Reliability

Ensuring the validity and reliability of the research instrument was a critical step in maintaining the credibility of the study. Content validity was established through consultation with experts in educational management and educational research methodology. The experts evaluated

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whether each questionnaire item adequately represented the theoretical dimensions of the constructs being measured. Revisions were made based on expert recommendations to strengthen the alignment between indicators and theoretical concepts.

Construct validity was assessed statistically using Pearson Product-Moment correlation analysis. Each questionnaire item was correlated with the total score of its respective variable. Items with correlation coefficients exceeding the critical value at the specified significance level were considered valid and retained for further analysis. This procedure ensured that each item effectively measured the intended construct.

Instrument reliability was evaluated using Cronbach's Alpha coefficient. A reliability coefficient of 0.70 or higher was considered indicative of acceptable internal consistency. The reliability assessment ensured that the instrument produced stable and consistent measurements across respondents. The results of the validity and reliability analyses confirmed that all research instruments met established psychometric standards and were therefore suitable for data collection and hypothesis testing.

Data Analysis Techniques

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Data analysis was conducted in several stages, including descriptive statistical analysis, assumption testing, and inferential statistical analysis.

Descriptive statistics were first employed to summarize respondent characteristics and describe the distribution of each research variable. Measures such as means, frequencies, percentages, and standard deviations were calculated to provide an overview of the respondents and their perceptions regarding the variables under investigation.

Prior to hypothesis testing, several classical assumption tests were performed to ensure that the data satisfied the requirements for multiple linear regression analysis. The normality test was conducted using the Kolmogorov–Smirnov procedure to determine whether the residual data were normally distributed. The multicollinearity test was performed by examining Tolerance and Variance Inflation Factor (VIF) values to identify potential correlations among independent variables. Linearity testing was conducted to verify whether the relationships between independent and dependent variables were linear. These diagnostic procedures ensured the appropriateness of the regression model and enhanced the validity of statistical inferences.

To test the research hypotheses, multiple linear regression analysis was employed. This analytical technique was selected because it enables the simultaneous examination of the effects of multiple independent variables on a single dependent variable. Partial effects were evaluated using t-tests to determine the significance of each independent variable individually. Simultaneously, F-tests were conducted to assess the collective influence of all independent variables on teacher performance. Furthermore, the coefficient of determination (Adjusted R^2) was calculated to estimate the proportion of variance in teacher performance explained by facilities and infrastructure management, principal communication, and work motivation.

All statistical analyses were conducted at a significance level of 0.05. Variables with probability values below the established threshold were considered to have statistically significant effects. The findings generated through these analytical procedures provided empirical evidence regarding the relationships among the variables and contributed to understanding the factors influencing teacher performance in junior high schools.

DOI: https://doi.org/10.71435/734475

Result and Discussion

Respondent Characteristics

The respondents in this study consisted of 132 junior high school teachers from schools located in Maro Sebo Ulu District, Batang Hari Regency. The demographic characteristics of respondents are presented in Table 1.

Table 1. Characteristics of Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	54	40.9%
	Female	78	59.1%
Educational Level	Bachelor's Degree	118	89.4%
	Master's Degree	14	10.6%
Teaching Experience	< 5 Years	21	15.9%
	5–15 Years	76	57.6%
	> 15 Years	35	26.5%

Source: Processed Research Data (2026)

Table 1 shows that female teachers constituted the majority of respondents, accounting for 59.1% of the sample, while male teachers represented 40.9%. In terms of educational attainment, most respondents held a bachelor's degree (89.4%), whereas only 10.6% possessed a master's degree. Regarding teaching experience, the largest proportion of respondents (57.6%) had between five and fifteen years of professional experience, followed by teachers with more than fifteen years of experience (26.5%) and those with less than five years of experience (15.9%). These findings indicate that the respondents generally possessed adequate educational qualifications and substantial teaching experience. The dominance of experienced teachers suggests that respondents were familiar with school management practices, principal communication patterns, and instructional responsibilities, thereby enhancing the credibility and reliability of the data collected.

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	Category
Facilities and Infrastructure Management	3.87	0.61	High
Principal Communication	4.12	0.58	High
Work Motivation	3.95	0.56	High
Teacher Performance	4.01	0.60	High

Source: Processed Research Data (2026)

Table 2 demonstrates that all variables were perceived positively by respondents and fell within the high category. Principal communication obtained the highest mean score (4.12), indicating that teachers generally perceived communication practices within schools as effective, open, and supportive. Teacher performance recorded a mean score of 4.01, reflecting a high level of commitment and effectiveness in carrying out instructional responsibilities. Work motivation also achieved a relatively high mean score of 3.95, suggesting that teachers exhibited strong enthusiasm and dedication toward their professional duties. Facilities and infrastructure management obtained a mean score of 3.87, which, although slightly lower than the other variables, remained within the high category. This finding indicates that educational facilities and infrastructure were generally managed effectively and adequately supported teaching and learning activities.

DOI: https://doi.org/10.71435/734475

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Category
Facilities and Infrastructure Management	0.821	Reliable
Principal Communication	0.864	Reliable
Work Motivation	0.803	Reliable
Teacher Performance	0.842	Reliable

Source: Processed Research Data (2026)

Table 3 indicates that all variables achieved Cronbach's Alpha coefficients above the minimum acceptable threshold of 0.70. Principal communication obtained the highest reliability coefficient (0.864), followed by teacher performance (0.842), facilities and infrastructure management (0.821), and work motivation (0.803). These findings confirm that the research instrument possesses strong internal consistency and reliability. Consequently, the questionnaire was considered suitable for measuring the intended constructs and producing dependable results for further statistical analysis.

Table 4. Normality Test Results

Variable	Kolmogorov–Smirnov Sig.	Interpretation
Regression Residual	0.200	Normal Distribution

Source: Processed Research Data (2026)

Table 4 shows that the significance value of the regression residuals was 0.200, which exceeds the threshold value of 0.05. This result indicates that the residual data were normally distributed and that the normality assumption required for multiple linear regression analysis was satisfied. Therefore, the regression model can be considered statistically appropriate for hypothesis testing.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Interpretation
Facilities and Infrastructure Management	0.741	1.349	No Multicollinearity
Principal Communication	0.682	1.466	No Multicollinearity
Work Motivation	0.715	1.398	No Multicollinearity

Source: Processed Research Data (2026)

Table 5 indicates that all tolerance values exceeded 0.10 and all VIF values were below 10. These results demonstrate that no serious multicollinearity problem existed among the independent variables. Consequently, facilities and infrastructure management, principal communication, and work motivation can be treated as distinct predictors within the regression model, allowing each variable's effect to be estimated accurately.

Table 6. Linearity Test Results

Relationship Between Variables	Significance	Interpretation
Facilities Management → Teacher Performance	0.000	Linear
Principal Communication → Teacher Performance	0.001	Linear
Work Motivation → Teacher Performance	0.000	Linear

Source: Processed Research Data (2026)

Table 6 shows that all significance values were below 0.05, indicating significant linear relationships between the independent variables and teacher performance. These findings confirm that increases in facilities management quality, principal communication

DOI: https://doi.org/10.71435/734475

effectiveness, and teacher motivation are associated with proportional increases in teacher performance. Therefore, the linearity assumption for regression analysis was fulfilled.

Table 7. Regression Results of Facilities and Infrastructure Management on Teacher Performance

Variable	Regression Coefficient	t-value	Significance	Contribution
Facilities and Infrastructure Management	0.343	4.772	0.000	14.9%

Source: Processed Research Data (2026)

Table 7 indicates that facilities and infrastructure management had a positive and significant effect on teacher performance ($\beta = 0.343$; $t = 4.772$; $p < 0.001$). The contribution value of 14.9% suggests that improvements in facilities and infrastructure management are associated with better teacher performance. Adequate classrooms, instructional media, and learning resources provide teachers with supportive conditions that facilitate effective teaching and learning activities.

Table 8. Regression Results of Principal Communication on Teacher Performance

Variable	Regression Coefficient	t-value	Significance	Contribution
Principal Communication	0.425	7.555	0.001	30.5%

Source: Processed Research Data (2026)

Table 8 reveals that principal communication exerted the strongest influence on teacher performance among all independent variables. The contribution value of 30.5% indicates that communication practices played a substantial role in improving teacher effectiveness. Principals who communicate openly, clearly, and collaboratively are more likely to foster commitment, trust, and professional responsibility among teachers.

Table 9. Influence of Facilities and Infrastructure Management on Work Motivation

Variable	Contribution	Significance
Facilities and Infrastructure Management	4.9%	0.011

Source: Processed Research Data (2026)

Table 9 shows that facilities and infrastructure management significantly influenced teacher work motivation. However, the contribution was relatively small (4.9%), indicating that facilities primarily function as supporting factors rather than major drivers of motivation. Although adequate facilities help create a comfortable working environment, teacher motivation appears to depend more strongly on managerial and psychological factors.

Table 10. Influence of Principal Communication on Work Motivation

Variable	Contribution	Significance
Principal Communication	24.3%	0.000

Source: Processed Research Data (2026)

Table 10 demonstrates that principal communication had a significant influence on teacher work motivation, contributing 24.3% to motivational variation. This finding suggests that

DOI: https://doi.org/10.71435/734475

effective communication serves as an important motivational mechanism by encouraging teacher engagement, commitment, and enthusiasm toward educational responsibilities.

Table 11. Regression Results of Work Motivation on Teacher Performance

Variable	Regression Coefficient	Contribution	Significance
Work Motivation	0.297	24.2%	0.000

Source: Processed Research Data (2026)

Table 11 indicates that work motivation had a positive and significant effect on teacher performance. The contribution value of 24.2% suggests that motivated teachers tend to demonstrate higher levels of discipline, commitment, creativity, and professional responsibility. Thus, enhancing teacher motivation can serve as an effective strategy for improving instructional performance.

Table 12. Simultaneous Regression Analysis Results

Variables	R	R Square	Adjusted R^2	F-value	Significance
Facilities and Infrastructure Management, Principal Communication, and Work Motivation	0.612	0.374	0.360	25.482	0.000

Source: Processed Research Data (2026)

Table 12 shows that facilities and infrastructure management, principal communication, and work motivation collectively had a positive and significant effect on teacher performance. The Adjusted R^2 value of 0.360 indicates that the three variables jointly explained 36.0% of the variation in teacher performance. Meanwhile, the remaining 64.0% may be influenced by other factors not included in the present study, such as organizational culture, teacher competence, leadership style, compensation systems, professional development opportunities, and workload conditions. These findings suggest that improving teacher performance requires an integrated approach that combines effective resource management, strong leadership communication, and sustained efforts to enhance teacher motivation.

Managerial Determinants of Teacher Performance in Educational Organizations

The central implication of this study lies in demonstrating that teacher performance is fundamentally a management issue rather than merely an individual competency issue. For decades, efforts to improve educational quality have often focused on enhancing teacher qualifications, pedagogical skills, and professional certification. While these interventions remain important, the present findings suggest that organizational conditions created by school management significantly shape the extent to which teacher competencies are translated into actual performance. This perspective aligns with contemporary organizational theory, which argues that employee effectiveness is not solely determined by individual capabilities but by the interaction between human resources and the organizational systems within which they operate. In educational institutions, teachers do not work independently; their effectiveness is embedded within leadership structures, communication processes, resource allocation systems, and motivational climates. Consequently, improving teacher performance requires schools to move beyond a narrow focus on individual development toward a broader managerial approach that strategically manages organizational conditions conducive to professional effectiveness (Permatasari & Tandiayuk, 2023).

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Among the factors examined, the prominence of principal communication carries particularly important implications for educational management. Communication should not be viewed as a routine administrative activity associated with meetings, directives, or information dissemination. Rather, communication functions as a strategic leadership mechanism through which principals shape organizational meaning, build trust, reduce uncertainty, and align individual efforts with institutional objectives. Schools operate in environments characterized by multiple stakeholders, competing priorities, and continuous policy changes. Under such conditions, communication becomes the medium through which organizational coherence is maintained. Effective communication enables teachers to understand not only what must be done but also why it matters. This distinction is crucial because sustainable performance is rarely driven by compliance alone; it is driven by shared understanding and collective commitment. Research consistently demonstrates that leadership communication strengthens organizational commitment, professional engagement, and collaborative behavior, all of which are essential for educational effectiveness (Supendi et al., 2025).

The significance of communication also challenges the persistent tendency within educational administration to prioritize structural reforms over relational processes. Educational systems frequently invest considerable resources in curriculum redesign, accountability mechanisms, performance indicators, and administrative procedures. However, these reforms often produce inconsistent outcomes because they underestimate the importance of organizational relationships. The findings of this study suggest that communication serves as the connecting mechanism through which formal structures are translated into everyday professional practice. Policies, strategic plans, and performance standards have limited value if they are not effectively communicated and internalized by organizational members. In this regard, communication should be recognized as a form of managerial capital capable of generating organizational alignment and reducing resistance to change. Educational leaders who underestimate communication may possess formal authority but lack the practical influence necessary to mobilize teacher performance.

The relationship between communication and motivation further reinforces the argument that leadership effectiveness operates largely through psychological rather than purely administrative pathways. Teachers are knowledge professionals whose work requires discretionary effort, creativity, and emotional commitment. Unlike highly standardized occupations, teaching cannot be effectively controlled through supervision alone because the quality of instructional practice depends heavily on individual initiative. Consequently, school leaders must cultivate conditions that encourage teachers to willingly invest effort beyond minimum requirements. Supportive communication contributes to this process by satisfying teachers' needs for recognition, inclusion, professional respect, and interpersonal support. Such conditions strengthen psychological attachment to the organization and increase willingness to contribute to collective goals. Similar conclusions have been reported across studies examining educational leadership, organizational commitment, and teacher engagement, where interpersonal relationships consistently emerge as important drivers of professional behavior (Liu & Watson, 2023).

The findings concerning work motivation highlight another important managerial reality: performance improvement cannot be sustained without addressing the underlying psychological mechanisms that influence employee behavior. Motivation should not be understood as an individual characteristic that teachers either possess or lack. Rather, motivation is shaped by organizational experiences that influence how employees perceive their work, their leaders, and their opportunities for professional growth. Teachers who experience supportive leadership, meaningful participation, and recognition of their contributions are more likely to develop stronger intrinsic motivation. This observation is

DOI: https://doi.org/10.71435/734475

consistent with self-determination theory, which argues that individuals become more engaged when organizational environments support autonomy, competence, and relatedness. Therefore, efforts to enhance teacher performance should prioritize creating motivational conditions rather than relying exclusively on performance monitoring or external rewards. Excessive emphasis on control mechanisms may produce compliance, but it rarely generates commitment, innovation, or long-term professional engagement (Al Amosh, 2026).

An equally important implication emerges from the role of facilities and infrastructure management. Although educational facilities contributed to performance improvement, their influence was less substantial than communication and motivation. This finding is particularly relevant for policymakers because educational reform agendas frequently equate school improvement with physical resource expansion. New buildings, technological equipment, laboratories, and instructional facilities are often treated as visible indicators of educational progress. However, the present study suggests that the effectiveness of such investments depends less on resource availability itself and more on how those resources are integrated into organizational processes. Resources create opportunities for effective instruction, but opportunities do not automatically translate into improved performance. Human agency remains the determining factor. Teachers must possess both the willingness and organizational support necessary to utilize available resources effectively. As a result, infrastructure development should be viewed as part of a broader management strategy rather than as a standalone solution to educational challenges (Harahap & Mahardhani, 2025).

This interpretation is particularly important in developing educational systems where infrastructure deficiencies often dominate policy discussions. While improving facilities remains necessary, the findings indicate that resource-oriented interventions alone may produce diminishing returns if leadership quality and organizational climate remain neglected. A technologically advanced school with ineffective communication and weak motivation may achieve lower performance than a moderately resourced school characterized by strong leadership and high professional commitment. This observation reinforces the argument that educational effectiveness is ultimately determined by the interaction between material resources and managerial capabilities. Consequently, educational investment strategies should balance expenditures on physical infrastructure with investments in leadership development, organizational culture, and human resource management.

The collective influence of facilities management, communication, and motivation also provides support for a systems perspective of educational management. Teacher performance emerges not from isolated factors but from the interaction of organizational resources, leadership processes, and individual psychological conditions. This finding suggests that fragmented improvement strategies are unlikely to produce substantial gains. Schools often implement isolated interventions targeting single dimensions of performance, such as training programs, infrastructure projects, or performance evaluations. However, organizational effectiveness literature consistently demonstrates that sustainable improvement occurs when interventions address multiple organizational dimensions simultaneously. Leadership, communication, motivation, and resources should therefore be managed as interconnected components of an integrated performance system rather than as separate managerial concerns (Pudjono et al., 2026).

The proportion of unexplained variance in teacher performance further highlights the complexity of educational organizations. Teacher performance is influenced by numerous factors extending beyond those examined in this study, including organizational culture, professional competence, workload conditions, decision-making autonomy, collaborative practices, and leadership style. This observation suggests that educational management

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research should avoid reductionist explanations that attribute performance outcomes to a limited number of variables. Instead, future investigations should adopt more comprehensive models capable of capturing the multidimensional nature of teacher effectiveness. Such an approach would provide a more realistic understanding of how organizational systems shape professional performance within contemporary schools.

The findings point toward a broader conclusion: educational improvement is fundamentally a management challenge centered on the effective mobilization of human potential. Facilities provide the structural foundation for educational activities, motivation provides the psychological energy required for professional engagement, and communication serves as the managerial mechanism that integrates both dimensions into coherent organizational action. Among these factors, communication occupies a particularly strategic position because it influences how resources are utilized, how motivation is cultivated, and how organizational goals are collectively pursued. For this reason, educational leadership development programs should place greater emphasis on communication competence, relationship management, and motivational leadership. Schools that aspire to improve teacher performance sustainably must recognize that the most valuable educational asset is not infrastructure, technology, or policy, but the capacity of leaders to create organizational environments in which teachers are willing and able to perform at their highest professional level.

Conclusion

This study concludes that teacher performance is shaped not only by individual capabilities but also by the quality of organizational management within schools. Facilities and infrastructure management, principal communication, and work motivation were found to contribute significantly to teacher performance, with principal communication emerging as the most influential factor. These findings highlight that effective educational management extends beyond the provision of physical resources and requires the creation of supportive organizational conditions that foster motivation, professional commitment, and collaborative engagement among teachers. Communication functions as a strategic managerial mechanism through which school leaders align organizational goals, strengthen trust, and encourage teacher participation, while adequate facilities provide the necessary support for instructional activities and work motivation serves as the psychological driver that transforms organizational support into productive performance. Collectively, the results suggest that improving teacher performance requires an integrated management approach that combines effective leadership communication, supportive resource management, and sustained efforts to enhance teacher motivation. Accordingly, school leaders and educational policymakers should prioritize the development of communication-centered leadership practices and human resource management strategies to achieve sustainable improvements in teacher effectiveness and overall educational quality.

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