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Quality of Work Life, Work Motivation And Teacher Performance: A Correlational Study of Public Senior High School Teachers In Central Aceh, Indonesia

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ABSTRAK

Penelitian ini bertujuan menganalisis hubungan *Quality of Work Life* (QWL) dan motivasi kerja dengan kinerja guru, baik secara langsung, tidak langsung, maupun gabungan. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional potong lintang (*cross-sectional*). Data dikumpulkan melalui kuesioner berskala Likert lima poin dari 63 guru SMA Negeri di Kabupaten Aceh Tengah yang dipilih dengan teknik *purposive sampling*, kemudian dianalisis menggunakan korelasi sederhana *Pearson Product Moment*, korelasi parsial, dan korelasi ganda. Hasil penelitian menunjukkan bahwa QWL berhubungan positif dan signifikan dengan kinerja guru ($r = 0{,}638$; $p < 0{,}001$), motivasi kerja berhubungan positif dan signifikan dengan kinerja guru ($r = 0{,}749$; $p < 0{,}001$), dan QWL berhubungan positif dan signifikan dengan motivasi kerja ($r = 0{,}679$; $p < 0{,}001$). Setelah motivasi kerja dikontrol, korelasi QWL dengan kinerja guru menurun menjadi 0,266 ($p = 0{,}036$) yang menunjukkan adanya hubungan tidak langsung melalui motivasi kerja. Secara gabungan, QWL dan motivasi kerja berhubungan dengan kinerja guru ($r = 0{,}770$; $R^2 = 0{,}593$). Temuan ini menunjukkan bahwa kualitas kehidupan kerja dan motivasi kerja berasosiasi erat dengan kinerja guru sehingga keduanya perlu diperhatikan secara terpadu dalam pengelolaan sumber daya guru di sekolah.

Kata Kunci: *Quality Of Work Life*, Motivasi Kerja, Kinerja Guru

ABSTRACT

This study aimed to examine the direct, indirect and joint relationships among Quality of Work Life (QWL), work motivation and teacher performance. A quantitative approach with a cross-sectional correlational design was employed. Data were collected through a five-point Likert-scale questionnaire from 63 teachers at public senior high schools in Central Aceh Regency, Indonesia, who were selected through purposive sampling and were analyzed using Pearson product-moment, partial and multiple correlation. The results showed that QWL was positively and significantly associated with teacher performance ($r = 0.638$, $p < 0.001$), work motivation was positively and significantly associated with teacher performance ($r = 0.749$, $p < 0.001$) and QWL was positively and significantly associated with work motivation ($r = 0.679$, $p < 0.001$). When work motivation was controlled for, the correlation between QWL and teacher performance decreased to 0.266 ($p = 0.036$), indicating an indirect relationship through work motivation. Jointly, QWL and work motivation were associated with teacher performance ($r = 0.770$, R^2

= 0.593). These findings suggested that quality of work life and work motivation were closely associated with teacher performance and should be addressed in an integrated manner in school human resource management.

Keywords: *Quality Of Work Life, Work Motivation, Teacher Performance*

INTRODUCTION

Education is a key factor in developing the quality of human resources (Wangkar, 2025 ; Dave et al., 2019 ; Shah et al., 2018). Educational success is closely linked to the quality of teacher performance, as teachers are the primary implementers of the learning process in schools. Teachers who perform well are better able to deliver effective and innovative learning oriented toward educational goals (Zarei & Fabregas, 2024 ; Rijal Rijal Fadli, 2025 ; Ramasimu, 2024). Improving teacher performance is therefore a central concern in developing the quality of education, including in Central Aceh Regency. In practice, however, various problems persist, such as low work enthusiasm, suboptimal implementation of learning and limited work facilities, all of which may be related to the quality of teacher performance (Septiani et al., 2024 ; Kutsyuruba et al., 2021).

Quality of Work Life (QWL) refers to the extent to which working conditions provide employees with comfort, security, well-being, fair rewards and opportunities for growth and it has been identified as one of the factors associated with teacher performance (Singh & Maini, 2021 ; Mohammadi & Karupiah, 2020 ; Nurwidawati et al., 2026 ; Nguyen et al., 2026). Work motivation, in turn, reflects the internal and external drive that energizes and directs teachers' effort in carrying out their professional duties (Long et al., 2024 ; Nasution, 2018 ; Matriadi et al., 2019). Teachers with high work motivation tend to show greater responsibility and discipline (Afandi et al., 2020 ; Lesnussa, 2019), creativity (Gaziel et al., 2018 ; Tripathi et al., 2018) and commitment to learning (Andilah & Ahiri, 2024 ; Ibrahim et al., 2019 ; Li et al., 2025).

Three complementary theoretical perspectives explain why these variables may be related. First, the Job Demands–Resources (JD-R) model posits that job resources, such as supportive working conditions, fair compensation, job security and organizational support, initiate a motivational process that is associated with engagement and better performance (Bakker & Demerouti, 2017). From this perspective, QWL can be viewed as a bundle of job resources available to teachers. Second, Self-Determination Theory argues that work environments that satisfy the basic psychological needs for autonomy, competence and relatedness nurture more autonomous forms of motivation, which are associated with more persistent and higher quality effort (Deci & Ryan, 2000). Third, Social Exchange Theory suggests that when employees perceive that their organization cares for their well-being, they tend to reciprocate with greater effort and commitment (Cropanzano & Mitchell, 2005). Taken together, these perspectives imply that QWL may be associated with teacher performance both directly and indirectly through work motivation.

Previous empirical studies have documented positive associations between QWL and the performance of teachers and academic staff (Mohammadi & Karupiah, 2020 ; Nguyen et al., 2026 ; Singh & Maini, 2021), between QWL and teachers' motivation and innovativeness (Jofreh et al., 2013 ; Rahimi et al., 2024) and between work motivation and teacher performance (kumari & Kumar, 2023; Nasution, 2018). However, most of these studies examined the variables in pairs, so the pathway through which QWL is related to teacher performance remains insufficiently explained. Studies that included QWL and motivation together, such as Septiani et al., (2024), combined them with other constructs and were

conducted in different institutional contexts. Moreover, the evidence is not uniform: meta-analytic findings indicate that teachers' job satisfaction, a construct closely related to QWL, is more consistently related to teachers' well-being than to indicators of teaching performance (Wartenberg et al., 2023) and the role of school working conditions varies across education systems (Eryilmaz et al., 2025). Evidence from public senior high schools in regional areas of Indonesia, where working conditions, resources and sociocultural characteristics differ from those in large urban centers, also remains limited.

Accordingly, this study examines the direct, indirect and joint relationships among QWL, work motivation and teacher performance within a single correlational model grounded in the JD-R model and Self Determination Theory. The contribution of this study is primarily empirical and contextual: it provides empirical evidence on how the three variables are interrelated and describes these relationships among public senior high school teachers in Central Aceh Regency, a regional context that has rarely been examined.

Based on the description above, this study aims to analyze the relationships among Quality of Work Life, work motivation and teacher performance in public senior high schools in Central Aceh Regency. Specifically, it examines (1) the relationship between QWL and teacher performance (H_1), (2) the relationship between work motivation and teacher performance (H_2), (3) the relationship between QWL and work motivation (H_3), (4) the indirect relationship between QWL and teacher performance through work motivation, examined by controlling for work motivation (H_4) and (5) the joint relationship of QWL and work motivation with teacher performance (H_5). The findings are expected to contribute to educational management studies and to inform schools and policymakers in developing teachers' quality of work life and work motivation.

METHOD

This study employed a quantitative approach with a cross sectional correlational design to examine the relationships among Quality of Work Life (X_1), Work Motivation (X_2) and Teacher Performance (Y) in public senior high schools in Central Aceh Regency, Indonesia. As illustrated in Figure 1, three types of relationships were examined: direct relationships between pairs of variables, the indirect relationship between QWL and teacher performance through work motivation and the joint relationship of QWL and work motivation with teacher performance. Because all data were collected at a single point in time, these relationships are interpreted as associations.

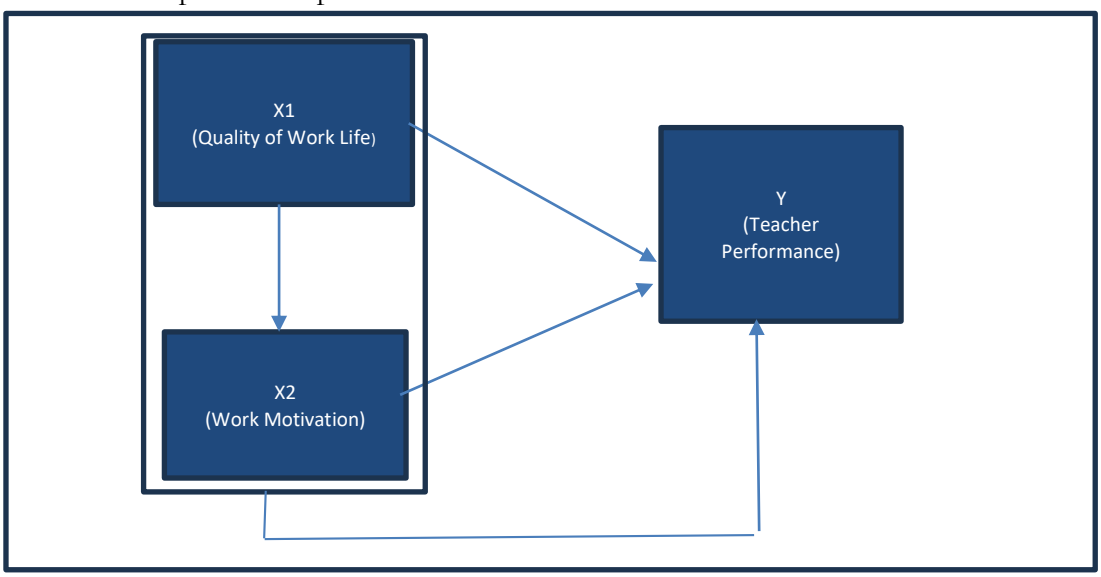


Figure 1. Research Constellation

The study was conducted at three public senior high schools in Takengon, Central Aceh Regency, namely SMA Negeri 1 Takengon, SMA Negeri 4 Takengon and SMA Negeri 8 Takengon. The population comprised 146 teachers across the three schools. Participants were selected using purposive sampling, a non probability technique in which respondents are chosen deliberately on the basis of criteria relevant to the research objectives (Etikan et al., 2016). The inclusion criteria were (1) being an active teacher at one of the three schools during the data collection period and (2) being willing to participate voluntarily by completing the questionnaire. Based on these criteria, 63 teachers participated in the study. Because purposive sampling is non-probabilistic, the sample is not intended to be statistically representative of the wider teacher population and the findings are interpreted with this limitation in mind.

The research was carried out from October 2025 to April 2026, a period that covered preliminary observation, data collection, data analysis and report writing. The questionnaire was distributed online through Google Forms to teachers at the three schools. Participation was voluntary, respondents were informed of the purpose of the study and the anonymity and confidentiality of their responses were guaranteed.

All three variables were measured using a closed ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument was developed by the researchers based on the indicators of each variable: QWL referred to Mondy and Martocchio (2016), work motivation to Robbins and Judge (2017) and teacher performance to Supardi (2016). Each variable was measured with 20 items, resulting in 60 items in total. All variables, including teacher performance, were measured through teachers' self assessment. The indicators, number of items and sources of each instrument are presented in Table 1.

Table 1. Research Instrument Blueprint

Variable	Indicators	Number of Items	Source
Quality of Work Life (X_1)	Work environment; work–life balance; professional development; rewards and compensation; occupational health and safety; workload; facilities and technology; participation in decision making; social support at work; rest time	20	Mondy & Martocchio (2016)
Work Motivation (X_2)	Intrinsic motivation; extrinsic motivation; need for achievement; responsibility; work enthusiasm; social relationships at work	20	Robbins & Judge (2017)
Teacher Performance (Y)	Learning planning; learning implementation; classroom management; learning evaluation; professional development; collaboration; use of technology; discipline and ethics; participation in school activities; student guidance; professional responsibility	20	Supardi (2016)
Total		60	

Source : Compilation Theory : (Mondy & Martocchio, 2016; Robbins & Judge, 2017; Supardi., 2016)

Before the main data collection, the instrument was tried out on 30 respondents. Item validity was assessed using Pearson product moment item total correlations and an item was considered valid when its correlation exceeded the critical value (r table = 0.361 at $\alpha = 0.05$). Reliability was assessed using Cronbach's alpha with a minimum threshold of 0.70. As shown in Table 2, all 60 items were valid, with item–total correlations ranging from 0.467 to 0.907 and all constructs were highly reliable ($\alpha = 0.920$–0.949).

Table 2. Results of Validity and Reliability Tests

Variable	Number of Valid Items	Item–Total r (Range)	Cronbach's α
Quality of Work Life (X_1)	20 of 20	0.532 – 0.833	0.920
Work Motivation (X_2)	20 of 20	0.467 – 0.874	0.943
Teacher Performance (Y)	20 of 20	0.574 – 0.907	0.949

Source: Authors' own calculation based on survey data (2026).

Because all variables, including teacher performance, were measured through teachers' self-reports in the same questionnaire, the results may be affected by common method bias (Podsakoff et al., 2003). This issue was not tested statistically in the present study and is therefore acknowledged as a limitation.

Data Analysis

Data were analyzed using IBM SPSS Statistics version 23 in four stages. First, descriptive statistics were computed for respondent characteristics. Second, prerequisite tests were conducted, including the Kolmogorov–Smirnov normality test on the residuals, the multicollinearity test between the two independent variables (tolerance and VIF) and the heteroscedasticity test using a scatterplot. Third, direct relationships (H_1–H_3) were tested using Pearson product moment (simple) correlation. Fourth, the indirect relationship between QWL and teacher performance through work motivation (H_4) was examined using partial correlation, that is, the correlation between QWL and teacher performance after controlling for work motivation ($r_{y1 \cdot 2}$). A decrease from the simple correlation to the partial correlation indicates that part of the relationship between QWL and teacher performance is shared with, or runs through, work motivation. Finally, the joint relationship of QWL and work motivation with teacher performance (H_5) was tested using multiple correlation (r), the coefficient of determination (R^2) and the F test. A significance level of 0.05 was used for all tests.

RESULTS AND DISCUSSION

Results

Respondent characteristics are presented by gender and age to provide an overview of the profile of the 63 teachers who participated in the study (Tables 3 and 4). In terms of rank, the respondents ranged from beginning teachers (III/a–III/b; 19.0%) and junior teachers (III/c–III/d; 27.0%) to senior teachers (IV/c–IV/d; 20.6%), with a small number of contract teachers.

Table 3. Demographic Characteristics of Respondents by Gender

Gender	Frequency	Percent (%)
Male	15	23.8
Female	48	76.2
Total	63	100.0

Source: Authors' own calculation based on survey data (2026).

Of the 63 respondents, 15 (23.8%) were male and 48 (76.2%) were female, indicating that the sample was predominantly female.

Table 4. Distribution of Respondents by Age

Age Group	Frequency	Percent (%)
20–30 years	17	27.0
31–40 years	30	47.6
41–50 years	12	19.0
≥ 51 years	4	6.3
Total	63	100.0

Source: Authors' own calculation based on survey data (2026).

In terms of age, 17 respondents (27.0%) were aged 20–30 years, 30 (47.6%) were aged 31–40 years, 12 (19.0%) were aged 41–50 years and 4 (6.3%) were aged 51 years and above. Most respondents were therefore in the 31–40 age range. Descriptively, the mean scores (possible range 20–100) were 80.08 (SD = 11.00) for QWL, 80.52 (SD = 11.53) for work motivation and 81.60 (SD = 10.42) for teacher performance, corresponding to an average item score of about 4.0 on the five-point scale, which falls in the "good" category for all three variables.

Before hypothesis testing, prerequisite tests were conducted and the results are presented in Table 5. The Kolmogorov–Smirnov test indicated that the residuals were normally distributed (Kolmogorov–Smirnov $Z = 0.745$, $p = 0.635 > 0.05$), which was supported by the histogram and normal P-P plot. No multicollinearity was found between QWL and work motivation (tolerance = 0.539 > 0.10; VIF = 1.856 < 10) and the scatterplot of standardized residuals showed a random pattern, indicating no heteroscedasticity. Therefore, the data met the requirements for simple, partial and multiple correlation analysis.

Table 5. Results of Prerequisite Tests

Test	Statistic	Criterion	Result
Normality (Kolmogorov–Smirnov)	Z = 0.745; Sig. = 0.635	Sig. > 0.05	Normal
Multicollinearity (X_1, X_2)	Tolerance = 0.539; VIF = 1.856	Tolerance > 0.10; VIF < 10	No multicollinearity
Heteroscedasticity (scatterplot)	Points scattered randomly around zero	No clear pattern	No heteroscedasticity

Source: Authors' own calculation using IBM SPSS Statistics based on survey data (2026).

Hypothesis testing was conducted in three stages: simple correlation for the direct relationships (H1–H3), partial correlation for the indirect relationship (H4) and multiple correlation for the joint relationship (H5). The results are summarized in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis / Variables Tested	Coefficient	p-value	Interpretation
H1: Quality of Work Life (X_1) and Teacher Performance (Y)	r = 0.638	< 0.001	Positive, significant direct correlation
H2: Work Motivation (X_2) and Teacher Performance (Y)	r = 0.749	< 0.001	Positive, significant direct correlation
H3: Quality of Work Life (X_1) and Work Motivation (X_2)	r = 0.679	< 0.001	Positive, significant direct correlation
H4: Quality of Work Life (X_1) and Teacher Performance (Y), controlling for Work Motivation (X_2)	Partial r = 0.266	0.036	Significant; decreased from 0.638, indicating an indirect relationship
H5: Quality of Work Life (X_1) and Work Motivation (X_2) jointly with Teacher Performance (Y)	r = 0.770; R^2 = 0.593	< 0.001	Positive, significant joint correlation

Source: Authors' own calculation using IBM SPSS Statistics based on survey data (2026).

As shown in Table 6, QWL was positively and significantly correlated with teacher performance ($r = 0.638$, $p < 0.001$), indicating that teachers who perceived a better quality of work life tended to report higher performance. Work motivation was also positively and significantly correlated with teacher performance ($r = 0.749$, $p < 0.001$), which was the strongest bivariate relationship in the model. Therefore, H1 and H2 were supported.

QWL was also positively and significantly correlated with work motivation ($r = 0.679$, $p < 0.001$), indicating that teachers who perceived better working conditions tended to report higher work motivation. Thus, H3 was supported.

When work motivation was controlled for, the correlation between QWL and teacher performance decreased from $r = 0.638$ to a partial correlation of 0.266 ($p = 0.036$). The substantial decrease indicates that a large part of the relationship between QWL and teacher performance is shared with work motivation, which is consistent with an indirect relationship through work motivation; thus, H4 was supported. Because the partial correlation remained significant, QWL also retained a unique, although weaker, relationship with teacher performance beyond work motivation. Jointly, QWL and work motivation showed a multiple correlation of $R = 0.770$ with teacher performance ($R^2 = 0.593$, $F(2, 60) = 43.653$, $p < 0.001$), meaning that the two variables together accounted for approximately 59.3% of the variance in teacher performance. Thus, H5 was supported. These results are summarized in Figure 2.

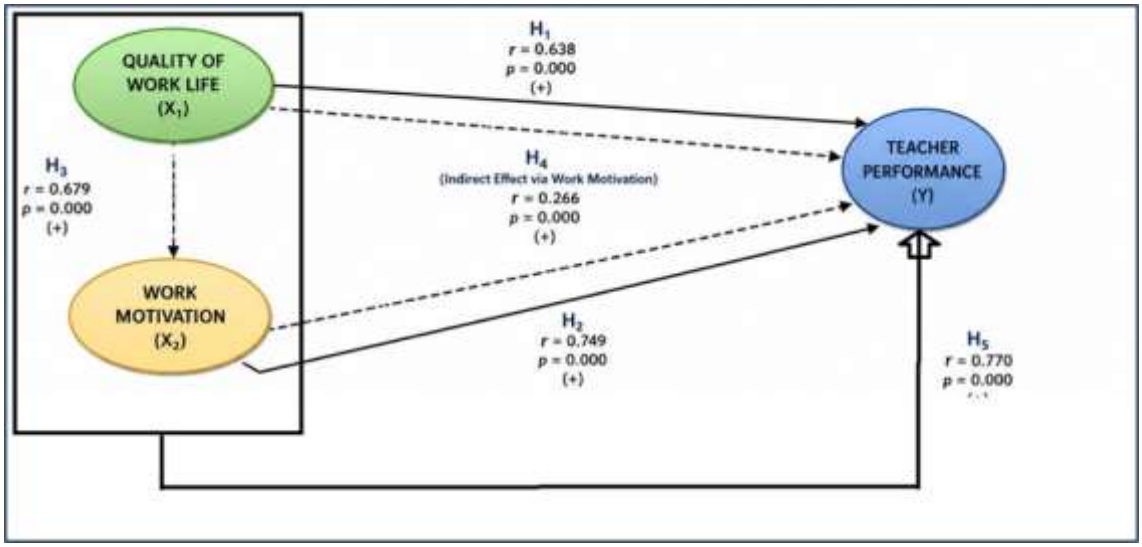


Figure 2. Research Model and Correlation Results

Source: Authors' own calculation using IBM SPSS Statistics based on survey data (2026).

Discussion

Quality of Work Life and Teacher Performance

The positive and significant correlation between QWL and teacher performance (r = 0.638) indicates a moderately strong association: teachers who perceived a better quality of work life tended to report higher performance. This pattern is consistent with the JD-R model, in which job resources such as a comfortable working environment, harmonious working relationships, job security, organizational support and adequate welfare help teachers cope with job demands and sustain effort in their work (Bakker & Demerouti, 2017). It is also consistent with Social Exchange Theory, as teachers who perceive that their school invests in their working conditions may reciprocate with greater effort and responsibility (Cropanzano & Mitchell, 2005). Previous studies have similarly reported that a comfortable working environment (Ali et al., 2015; Makhbul et al., 2022), positive working relationships (Dlamini et al., 2022; Namdech et al., 2025; Vatsalya & Sree Jyothi, 2024), job security (Al-Harazneh et al., 2024; Lu et al., 2025) and organizational support (Dara et al., 2025 ; Mozammel, 2023) are associated with better job performance and that QWL is positively related to the performance and commitment of teachers and academic staff (Mohammadi & Karupiah, 2020; Özgenel, 2021; Singh & Maini, 2021; Sujanto & Mukhtar, 2019).

However, the magnitude of this association should be interpreted with caution. Several of the supporting studies were conducted outside the school context, for example among nurses (Al-Harazneh et al., 2024) or office employees (Ali et al., 2015) and QWL related constructs are not always strongly related to performance. Meta analytic evidence indicates that teachers' job satisfaction is more consistently related to their well-being than to indicators of teaching performance (Wartenberg et al., 2023) and Nguyen et al. (2026) examined job performance as a variable linking QWL and job satisfaction rather than as a direct outcome of QWL. In the present study, the correlation between QWL and teacher performance was also weaker than that between work motivation and teacher performance and it decreased considerably when work motivation was controlled for, suggesting that QWL may be related to performance largely through teachers' motivational states rather than only directly.

Practically, this finding suggests that school principals and the Aceh Provincial Education Office should treat teachers' working conditions as an integral part of performance management. Specific priorities include improving the adequacy of classrooms and teaching facilities, distributing workloads fairly and providing transparent information on welfare and career matters.

Work Motivation and Teacher Performance

Work motivation showed the strongest correlation with teacher performance (r = 0.749). Consistent with Self Determination Theory, teachers who experience their work as meaningful and personally endorsed tend to invest more persistent and higher quality effort in teaching (Deci & Ryan, 2000). This finding aligns with previous studies reporting that motivated teachers show greater enthusiasm, discipline and responsibility (Burić & Moè, 2020 ; Leal-Soto et al., 2018 ; Lesnussa, 2019), deliver higher quality instruction (Lazarides & Schiefele, 2021 ; Praetorius et al., 2017) and prepare learning materials more thoroughly (Frommelt et al., 2023), as well as with studies linking motivation to teachers' job performance and acceptance of learning policies (Hanafi, 2019; Handayani et al., 2025; kumari & Kumar, 2023).

Nevertheless, the literature also shows that not all forms of motivation are equally related to teaching outcomes. Lazarides & Schiefele, (2021) found that the strength of the relationships between teacher motivation and teaching quality differed across motivational facets and (Praetorius et al., 2017) similarly reported that different teaching related motivations were related to different dimensions of teaching quality. Because the present study measured work motivation as a single construct, it cannot determine whether intrinsic or extrinsic motivation accounts for the observed association. In addition, because teacher performance was self rated, part of this strong correlation may reflect shared method variance.

In practical terms, schools can strengthen teachers' motivation through non-financial mechanisms that fall within the authority of school leaders, such as recognizing teaching achievements, involving teachers in school decision making, providing constructive performance feedback and supporting professional autonomy in designing learning.

Quality of Work Life and Work Motivation

QWL was positively and significantly correlated with work motivation (r = 0.679). Within the JD-R framework, job resources initiate a motivational process (Bakker & Demerouti, 2017), while from the perspective of Self Determination Theory, supportive working conditions can satisfy teachers' needs for competence, autonomy and relatedness and thereby foster motivation (Deci & Ryan, 2000). This finding is consistent with Jofreh et al. (2013), who reported a positive relationship between EFL teachers' QWL and job motivation and with Septiani et al., (2024) and Kibambila, (2026), who linked favorable working conditions and work life balance with teachers' motivation and engagement.

At the same time, the relationship between working conditions and teachers' motivational and attitudinal outcomes varies across contexts. Eryilmaz et al., (2025) howed, using international data, that the role of school working conditions in teacher job satisfaction differs across education systems and Wartenberg et al., (2023) identified considerable heterogeneity in the correlates of teachers' job satisfaction. Therefore, the strength of the QWL and motivation relationship found in this study may partly reflect the specific conditions of public senior high schools in Central Aceh and should not be assumed to hold in other settings. Because this relationship involves conditions that are largely controlled by schools and education offices, efforts to support motivation can begin by reducing unnecessary administrative burdens, ensuring adequate teaching resources and fostering collegial relationships among teachers (Rachmadi et al., 2024).

The Indirect Relationship between Quality of Work Life and Teacher Performance through Work Motivation

The decrease in the correlation between QWL and teacher performance from 0.638 to a partial correlation of 0.266 after controlling for work motivation indicates that much of the association between QWL and teacher performance overlaps with work motivation. In other words, teachers who perceive a better quality of work life tend to be more motivated and it is largely this higher motivation that accompanies better performance. This pattern is consistent with the motivational process proposed by the JD-R model, in which job resources are related to performance through their relationship with motivation (Bakker & Demerouti, 2017) and with Septiani et al. (2024), who examined QWL and motivation together as correlates of teacher performance. At the same time, the partial correlation remained significant, indicating that QWL also has a unique relationship with teacher performance that is not accounted for by work motivation.

It should be emphasized that partial correlation in a cross sectional design does not constitute a formal test of mediation and does not establish a causal sequence. Alternative explanations are possible; for example, highly motivated teachers may perceive their working conditions more favorably, or a third variable such as principal leadership or supervision may be related to all three variables (Nasution, 2018 ; Rachmadi et al., 2024). For school management, this pattern suggests that improvements in working conditions are more likely to be accompanied by better performance when teachers also experience them as motivating. Programs that combine better working conditions with regular feedback, recognition and professional learning communities (Long et al., 2024) are therefore likely to be more useful than isolated improvements to facilities or benefits.

The Joint Relationship of Quality of Work Life and Work Motivation with Teacher Performance

Jointly, QWL and work motivation had a strong multiple correlation with teacher performance ($r = 0.770$, $R^2 = 0.593$), indicating that the two variables together accounted for approximately 59% of the variance in teacher performance in this sample. This finding is consistent with studies reporting that organizational conditions and individual motivation are jointly related to teacher performance (Hanafi, 2019; Septiani et al., 2024). The remaining variance is associated with other factors not examined in this study, such as principal leadership, supervision and organizational commitment (Andilah & Ahiri, 2024; Nasution, 2018; Rachmadi et al., 2024).

Overall, the direct, indirect and joint relationships identified in this study suggest that QWL functions as an organizational resource that is closely associated with teachers' motivation, which in turn is closely associated with their performance. Theoretically, the findings support the application of the JD-R model and Self Determination Theory to the teaching profession in a regional Indonesian context. Practically, they suggest that school principals and the provincial education office should design integrated programs that address teachers' working conditions and motivation together rather than relying on isolated interventions.

CONCLUSION

This study concludes that Quality of Work Life and work motivation are positively and significantly associated with teacher performance among public senior high school teachers in Central Aceh Regency. Work motivation showed the strongest association with teacher performance, QWL was positively associated with work motivation and the relationship between QWL and teacher performance decreased considerably when work motivation was controlled for, indicating an indirect relationship through work motivation. Together, the two variables accounted for approximately 59% of the variance in teacher

performance. These findings contribute empirical evidence from a regional Indonesian context that is consistent with the JD-R model and Self Determination Theory, in which job resources are associated with performance partly through motivation. Practically, schools and education authorities are advised to develop teachers' working conditions and work motivation in an integrated manner.

This study has several limitations. First, the cross-sectional design means that the relationships found cannot be interpreted as causal and the indirect relationship was examined through partial correlation, which describes a statistical pattern rather than a formal test of mediation. Second, purposive sampling is a non-probability technique and the sample of 63 teachers was relatively small; therefore, the findings cannot be statistically generalized to the wider teacher population and the statistical power of the analysis was limited. Third, all variables, including teacher performance, were measured through teachers' self reports in the same questionnaire, which creates the potential for common method bias and social desirability bias. Fourth, the study covered only three public senior high schools in one regency, so the findings may not apply to teachers in private schools, at other levels of education, or in regions with different characteristics.

Future research is recommended to use longitudinal or experimental designs and formal mediation analysis (e.g., path analysis or structural equation modeling with bootstrapping) to test the role of work motivation more rigorously; to use probability sampling with a larger sample drawn from more schools and regions; to use multiple data sources, such as principal or supervisor ratings and official teacher performance records, to reduce common method bias; to distinguish between intrinsic and extrinsic motivation; and to include other relevant variables, such as principal leadership, organizational commitment, job satisfaction and work life balance, as additional mediators or moderators.

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