AVE Trends in Intelligent Organisational Behaviour

Enhancing Teacher Performance Through Organizational Culture, Behaviour, and Work Motivation

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Abstract: School quality depends on teacher effectiveness, especially in fast-growing areas like Pagedangan District. Teacher performance characteristics must be understood in light of higher educational standards and institutional responsibilities. Instructor effectiveness and productivity depend on organisational culture, conduct, and motivation. Researchers examine how organisational culture, behaviour, and motivation affect teachers' performance in Pagedangan District. A quantitative survey was used. Pagedangan District public and private school teachers attended. To ensure representativeness, proportionate random sampling was used. Surveys assessed company culture, behaviour, job motivation, and instructor performance. Every trait was assessed on a five-point Likert scale using known markers. Researchers checked the instrument for validity and reliability before collecting data to ensure accuracy and consistency. Multiple linear regression examined the partial and simultaneous effects of independent factors on teacher performance. The study indicated that business culture boosts teacher performance. A corporate culture with common values, standards, and support boosts teacher engagement and productivity. Organisational behaviour implies that good teacher connections, cooperation, and professionalism boost performance. Motivated teachers perform better in instruction and professional obligations. The three criteria affect teacher effectiveness, but job motivation is most essential. The research shows that improving teacher effectiveness needs changing organisational culture, behaviour, and work motivation. Educational institutions should encourage ethical conduct, a collaborative environment, and teacher motivation. School administrators, policymakers, and educators can use this study to improve teacher performance and education. To better understand, future research should include more factors and employ mixed methods.

Keywords: Organisational Culture; Organisational Behaviour; Work Motivation; Teacher Performance; Secondary Education; Educational Institutions; Multiple Linear Regression; Teacher Effectiveness.

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1. Introduction

Teacher performance is one of the determinants of student learning and the quality of education. Improving teacher performance is a strategic goal in rapidly developing locations like Pagedangan District, where schools must respond to evolving demands and increased expectations. Educational gains have not erased gaps in teacher effectiveness. These disparities show that the

school organisation has an effect on the teacher's performance. Researchers need to consider the organisational and individual elements that influence teachers' professional effectiveness [1]. Organisational culture is typically linked to teacher effectiveness and affects the work environment and employee behaviour. Organisational culture is the shared values, beliefs, customs and practices that influence employee conduct. Strong and pleasant school cultures could lead to better performance by encouraging cooperation, trust and dedication among teachers. However, prior studies tend to view organisational culture as a static construct and do not further explore how it interacts dynamically with behavioural and motivational factors in educational settings, especially in local contexts such as Pagedangan District. Another key aspect is organisational behaviour [2].

This factor concerns the actions of individuals and groups within an organisation. Positive organisational behaviour, including effective communication, teamwork, and professional attitudes, can enhance instructors' overall effectiveness. Teachers do not work alone in schools; their connections with colleagues, administrators, and students are important to their effectiveness. Previous studies have focused on organisational behaviour in corporate and higher education environments. Still, there is a lack of empirical evidence on its role in shaping teacher performance at the primary and secondary education levels, particularly in Indonesian districts. This gap points to the need for additional exploration of how organisational behaviour occurs in schools [3]. Job motivation is another factor influencing teachers' performance, apart from organisational concerns. People are motivated internally and externally to work efficiently and achieve their goals. Motivated instructors are more likely to be dedicated, imaginative and resilient. Motivation is one of the most-studied topics in education. However, many studies focus on the direct effect of motivation on performance without considering its relationship with organisational culture and behaviour. This piecemeal approach impedes a holistic understanding of motivation within a broader organisational framework. An assessment of the available literature reveals several major research gaps. First, most of the prior research focuses on organisational culture, organisational behaviour, and job motivation separately, rather than integrating them into a unified analytical model [4].

The lack of integration makes it difficult to evaluate the impact of these factors on teacher performance. Second, there is a lack of context-specific studies on districts like Pagedangan, where schools are facing unique challenges due to rising urbanisation, diverse student demographics, and varied institutional capacities. Third, little research has examined which of these elements is the most prominent predictor of teacher performance when taken together. This integrated research is unusual in that it studies organisational culture, behaviour, and work motivation as drivers of teacher effectiveness [5]. Unlike prior studies that focused on independent variables, this study illustrates the impact of organisational and individual factors on teacher effectiveness. This study contributes to the literature by focusing on the Pagedangan District and providing localised insights that are often overlooked in larger national or global investigations. This research also has practical relevance for school leaders and policymakers, as it helps them prioritise initiatives by identifying the most relevant components. The study contributes to the literature by measuring teacher performance from organisational and motivational perspectives, which were previously missing. It offers a new contribution to educational management and a foundation for developing better means to improve teacher performance and educational quality [6].

2. Methodology

This quantitative cross-sectional study was conducted to assess the effects of organisational culture, behaviour, and work motivation on teachers' performance in Pagedangan District [7]. The architecture enabled systematic assessment of variable connections and easy and reproducible hypothesis testing through statistical analysis. The survey was conducted among all the teachers of public and private schools in Pagedangan District. Proportionate random sampling was employed to achieve representativeness. Schools were categorised as public and private, and proportional numbers of replies were chosen. School administrative data were used to randomly select responses. Slovin's method, with 5% margin of error, allows regression analysis with a minimal sample size [8]. The questionnaire for data collection was developed based on systematic theories and empirical research. The questionnaire examined business culture, behaviour, job motivation and instructor performance. Each variable was operationalised using measurable indicators. Organisational culture was determined through common values, conventions and support. Organisational conduct involved communication, collaboration and professionalism. Job motivation consisted of devotion, acknowledgement, and job enjoyment. Teacher performance was evaluated on instructional quality, classroom management, and professional duties. All items were measured on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Before data collection, the instrument was piloted with 30 teachers outside the research sample to assess its validity and reliability [9]. Valid items had a Pearson's product-moment correlation above the 0.05 level of significance. Internal consistency was assessed using Cronbach's alpha, which was 0.70. Instrument quality: non-conforming parts replaced or deleted [10]. Data collection lasted about 4 weeks. Educational authorities and school management approved data collection. Volunteers were informed of the study's aim. To ensure anonymity and to avoid response bias, no identifying information was collected. Questionnaires were reviewed for completeness before processing. The data were analysed using statistics. Descriptive statistics

(means and standard deviations) were calculated for each variable. Normality, multicollinearity, and heteroscedasticity tests were conducted before regression analysis to assess the validity of the linear regression model. To evaluate the research hypotheses, multiple linear regression was used to examine the partial and simultaneous effects of organisational culture, behaviour, and work motivation on teacher performance [11]. This is the regression model:

Teacher Performance = $\beta_0 + \beta_1$ (Culture of Organization) + β_2 (Behaviour of Organization) + β_3 (Motivation to Work) + ε

The hypotheses were tested with t-tests for the partial effects of the independent variables and with an F-test for the model's significance. The level of significance was set at 0.05. Also analysed were the standardised beta coefficients to find the largest instructor performance factor. This methodological technique ensures that the study is scientific, transparent and repeatable, allowing future researchers to reproduce or extend the results in similar or other educational contexts [12].

2.1. Normality Test

The normality test checks whether the regression model's residuals are normally distributed, a prerequisite for multiple linear regression analysis [13]. Validating statistical inference and hypothesis testing requires residuals to follow a normal distribution. This research used statistical and graphical tests of normality [14]. The Histogram and Normal Probability Plot (P-P Plot) of normalised residuals were used for graphical analysis, together with the Kolmogorov–Smirnov (K-S) test. The decision criteria for the Kolmogorov–Smirnov test are as follows:

- Data are deemed distributed if Asymp. Sig. is larger than 0.05.
- If the p-value is < 0.05, the data are not normally distributed.

Kolmogorov–Smirnov test results indicate a p-value of 0.200, which is greater than 0.05. This shows normally distributed residuals. Graphical analysis confirms this [15]. The histogram shows a symmetric distribution of residuals around the mean, with a bell-shaped curve. The Normal P-P Plot shows that data points are closely distributed along the diagonal, suggesting a normal distribution. The statistical and graphical analysis show that this study's findings are normal. Therefore, regression analysis can be performed without violating normality assumptions [16].

2.2. Statistical Test

The results of the normality test of the unstandardised residuals of the regression model are presented in Table 1 [17]. The sample size is 120. The residuals have a mean of 0.000 and a standard deviation of 1.012. This suggests that the residuals are centred around zero with moderate dispersion [18]. The Kolmogorov–Smirnov (K–S) statistic is .071 and the related significance value (Asymp. Sig.) is .200. As the p-value is bigger than the traditional cut-off value of 0.05, researchers do not reject the null hypothesis that the residuals are normally distributed. The finding indicates that the residuals are normally distributed, an important assumption in regression analysis, thereby increasing the validity of the model's statistical conclusions [19].

Table 1: One-sample Kolmogorov–Smirnov test

Variable	N	Mean	Std. Deviation	K-S Statistic	Sig. (Asymp.)
Unstandardized Residual	120	0.000	1.012	0.071	0.200

2.2.1. Decision Criteria

- Sig. > 0.05 → normally distributed
- Sig. < 0.05 → not normally distributed

The significance value is 0.200, above 0.05. Thus, residual data are regularly distributed.

3. Result

Figure 1 displays a histogram of the regression-standardised residuals, with a superimposed normal distribution curve, a typical method for verifying the normality assumption in regression analysis. The residuals have a bell-shaped distribution around a mean of zero, which closely follows the normal distribution [20]. Researchers see that the bulk of the residual values are in the range -2 to +2. This means that many prediction errors are quite minor and are evenly distributed along the regression line. The histogram shows a symmetric distribution, with frequencies rising towards the middle and falling progressively in both tails [21]. There are a few observations at the two ends (at about the standardised residual values of -3 and +3), but these are small

and do not have a large effect on the distribution overall. The histogram bars are very close to the normal curve, indicating residuals are approximately normally distributed (a major assumption of linear regression). The overall plot demonstrates that there are no severe breaches of the normality assumption in the regression model. There are no significant skewness, kurtosis or outliers, which supports the robustness of the regression estimates and statistical inferences obtained from the model. Thus, the residual analysis indicates that the model is appropriate for explaining the relationship between the variables under study [22].

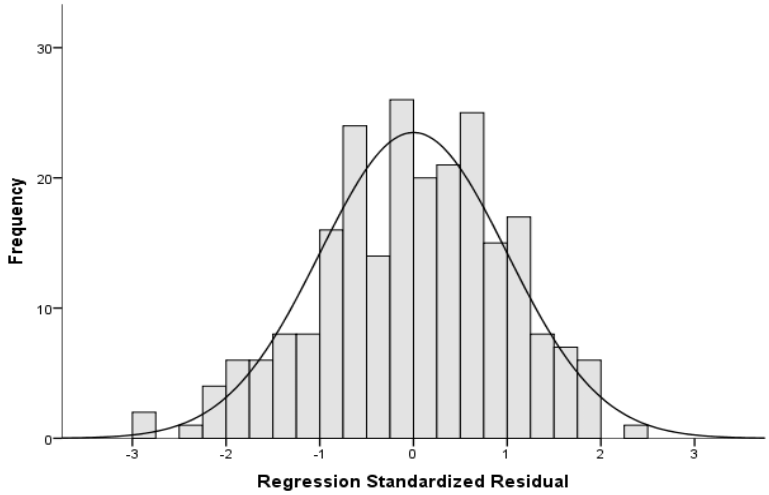

Figure 1: Normal distribution of regression standardised residuals

Figure 2 shows a histogram of regression-standardised residuals, along with a normal curve, to assess the normality assumption of the regression model. The residuals are centred around the mean of about zero (Mean = 2.27E-15), indicating that the prediction errors are balanced and free of systematic bias. The value of 0.990 is quite near 1 and suggests that the residuals are correctly standardised. The sample size for the analysis is 99 observations. The distribution is bell-shaped, with the greatest frequencies occurring close to the centre and tapering down toward both tails. Most of the residuals are within -2 and +2, with only a few observations at the extreme ends. The histogram bars closely resemble the overlaid normal curve, suggesting that the residuals are roughly normally distributed. Minor departures from perfect normalcy may be noticed, but there is no indication of severe skewness, excessive kurtosis or influential outliers. Generally, Figure 2 shows that the regression model meets the normality assumption to a good extent. This increases the credibility of the statistical estimates, hypothesis tests, and confidence intervals obtained from the regression analysis, hence boosting the reliability and interpretability of the model's outputs.

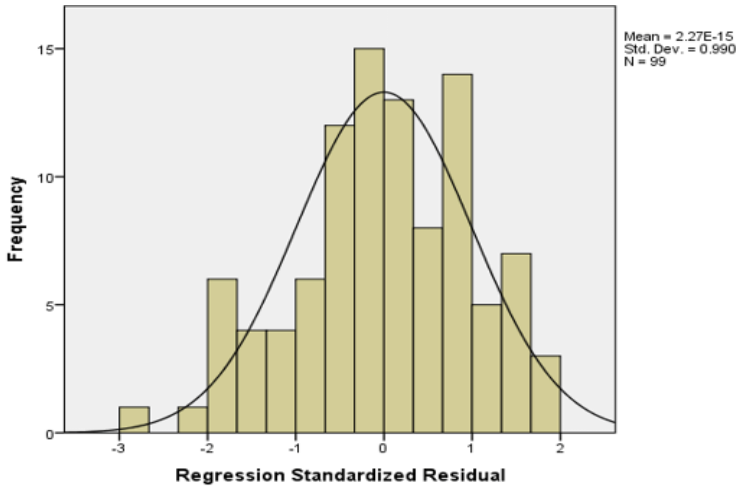

Figure 2: Histogram of standardised residuals for normality assessment

Figure 3 shows a histogram and a normal distribution curve of the Achievement Motivation (AM) Scale scores of school-going teenagers. The sample consisted of 576 respondents with a mean score of 133.22 and a standard deviation of 27.541. The histogram shows that most participants scored in the central range of roughly 120-150, suggesting moderate to strong accomplishment motivation among the teens in the study. The distribution is clearly bell-shaped, with frequencies increasing slowly toward the middle range and decreasing toward the lower and higher ends of the score range. The overlay normal curve fits the observed distribution quite well, indicating that the AM scores are essentially normally distributed. Scores are mostly between 80 and 180, with a few observations in the tails. This implies that there are no major outliers or dramatic deviations from normality. The distribution's symmetry about the mean indicates a balanced distribution of levels of accomplishment motivation in the sample population.

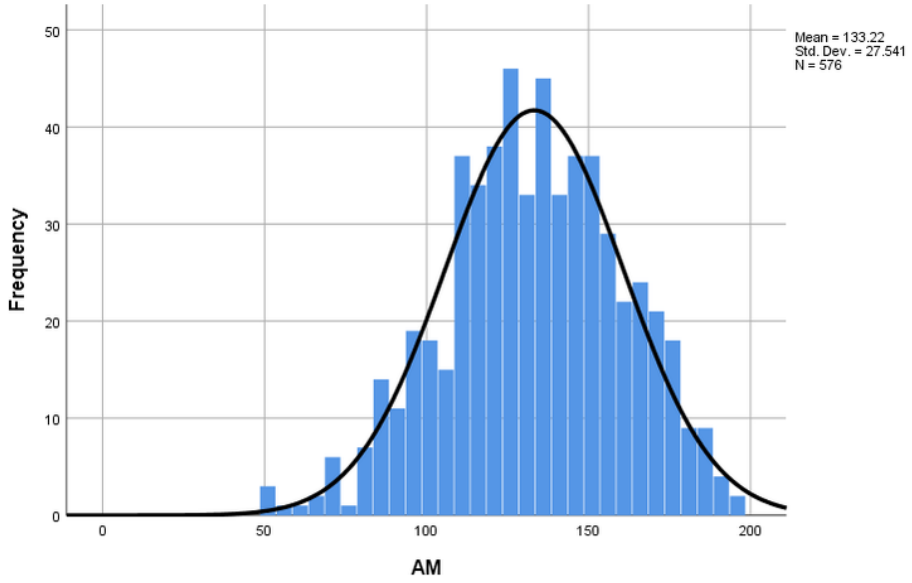

Figure 3: Distribution of achievement motivation scale scores among school-going adolescents

The moderate standard deviation suggests that the students' motivation scores are moderately variable but heavily clustered around the mean. The histogram resembled a normal distribution, indicating that the normality condition was met and that the dataset was appropriate for parametric analyses such as correlation, regression, t-tests, and analysis of variance. Figure 3 generally indicates that accomplishment motivation among the school-going adolescents assessed is rather normally distributed, suggesting a varied but balanced spread of motivational traits in the study population. This pattern supports the representativeness of the sample for assessing adolescent achievement motivation and improves the reliability of later statistical conclusions. The histogram shows a symmetrical bell-shaped curve, indicating that the residual data are normally distributed.

3.1. Normal Probability Plot (P-P Plot)

Figure 4 shows the Normal P-P Plot of Regression Standardised Residuals for the dependent variable Organisational Citizenship Behaviour (OCB). A P–P plot is a graphical method used to analyse how well the residuals from a regression model conform to a normal distribution. This is a fundamental assumption for the validity of regression analysis. The plot compares the cumulative probability of the standardised residuals to the expected cumulative probabilities under a normal distribution. The diagonal reference line depicts the ideal case in which the observed residuals are perfectly normally distributed. The scatter of residual points around the diagonal line is near zero over much of the probability range. This alignment suggests a good fit between the observed distribution of residuals and the predicted normal distribution. At some probability levels, there are slight deviations, but these variations are small and do not show that the assumption of normalcy has been violated.

The lack of noticeable curvature, clustering or systematic departure from the reference line also suggests that the model's residual distribution is adequate. The points are rather uniformly scattered around the diagonal line, meaning that the regression errors are randomly distributed and roughly normal. Such a distribution increases the reliability of parameter estimation, significance tests, confidence intervals, and overall model interpretation. Hence, the picture provides visual evidence that the OCB regression model satisfies the normality assumption for robust statistical inference. In general, the Normal P-P Plot indicates that the standardised residuals are very close to a normal distribution, suggesting that the regression model is correctly specified and that the assumptions underlying the analysis are reasonably met. Thus, the conclusions from the regression analysis are statistically significant and support meaningful inferences about Organisational Citizenship Behaviour (OCB).

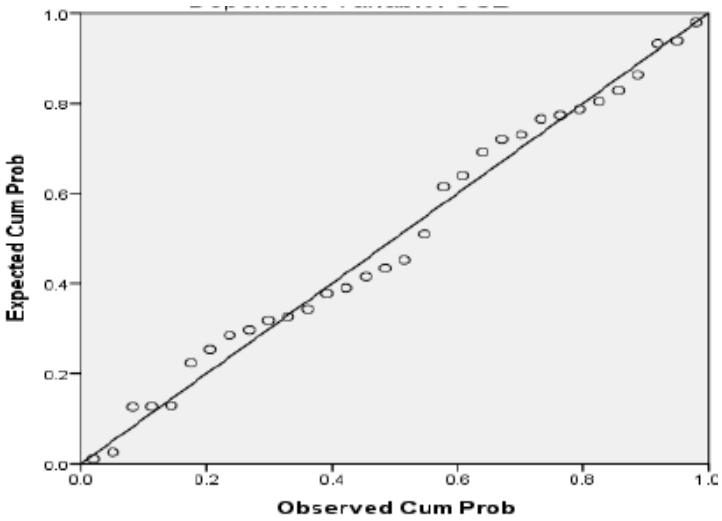

Figure 4: Normal P–P plot of regression standardised residuals for organisational citizenship behaviour (OCB)

Figure 5 shows a Normal Quantile – Quantile (Q-Q) Plot, which is a graphical technique to assess if a data set follows the normal distribution. The graphic compares the sample quantiles of the observed data with the theoretical quantiles expected under a perfectly normal distribution. The diagonal line of reference shows the ideal circumstance where the observed values are exactly equal to the theoretical normal values. If the data are regularly distributed, the displayed points should be near this straight line. As shown in the image, most data points are very close to the reference line, especially in the middle of the distribution. The close fit indicates that the observed data are consistent with a normal distribution. The middle quantiles are close to theoretical values, indicating that the data's central tendency and dispersion are like those of a normal population. The distribution shows small deviations from the reference line in the lower and upper tails. Such small deviations are common in practical data and may reflect a few extreme observations or moderate departures from normality. The aberrations are, however, quite modest and do not show any systematic pattern, such as high curvature or noticeable clustering, that would otherwise suggest large non-normality. The Normal Q–Q Plot suggests that the dataset largely meets the normality assumption. The distribution is assumed to be approximately normal because most of the points are close to the diagonal reference line. This suggests that the data is appropriate for parametric statistical procedures. It also suggests that the data are appropriate for analyses that assume normality. This enhances the validity and reliability of the study's statistical conclusions.

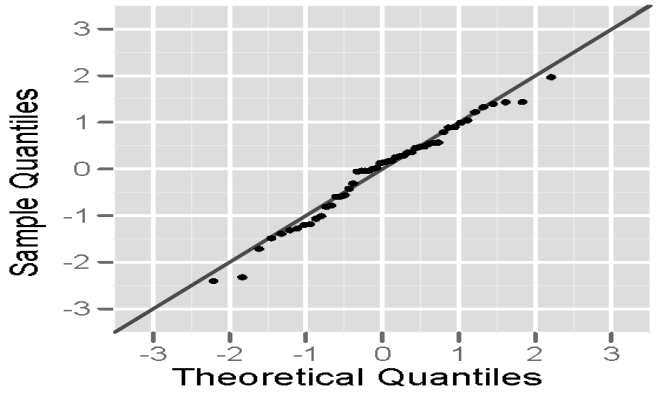

Figure 5: Normal Q–Q plot for assessing data normality

Figure 6 Normal Probability-Probability (P-P) Plot of Regression Standardised Residuals for the dependent variable Customer Satisfaction. Figure 6 is used to assess whether the residuals from the regression model are normally distributed, a key assumption for conducting a robust regression analysis. The plot contrasts the expected and observed cumulative probabilities of the standardised residuals from the theoretical normal distribution. The diagonal reference line indicates full agreement between observed and expected values. The plotted points are close to the diagonal line, indicating good agreement between the observed residuals and the theoretical normal distribution across most of the graph. Small departures are observed in the middle and higher probability ranges, but they are quite small and do not suggest severe violations of normalcy. The absence

of any significant curvature or systematic departure from the reference line indicates that the residuals are reasonably well behaved and randomly distributed.

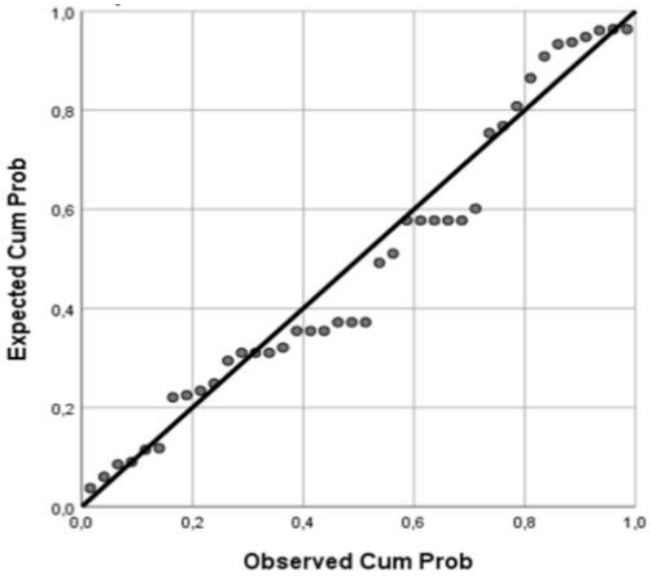

Figure 6: Normal P–P plot of regression standardised residuals for customer satisfaction

The points are clustered along the diagonal line, indicating that the regression errors are essentially normally distributed. Such a pattern suggests that the model adequately captures the underlying relationship between independent variables and customer satisfaction, with minimal systematic prediction errors. The slight changes observed at specific levels of cumulative probability are common in empirical data and are usually considered acceptable for assessing regression assumptions. Overall, Figure 6 provides evidence that the regression model's normality assumption has been adequately met. The residual points are tightly clustered about the reference line, lending support to the validity of the regression coefficients, significance tests and confidence intervals.

3.2. Sample Residual Data

Table 2 displays a collection of residual values for ten observations numbered in serial order from 1 to 10. A residual is the difference between an observed value and a model-predicted value. The concept is used in statistical modelling and regression analysis. Residuals are crucial because they allow you to evaluate how accurately a predictive model is performing. The residual values in Table 2 range from -1.10 to 1.05. This means the model overestimates some data and underestimates others. Negative residuals (e.g., -0.85, -1.10, and 0.67) imply that the projected values were greater than the observed values. On the other hand, positive residuals (such as 1.05, 0.76, and 0.58) indicate that the actual values are higher than the model's predictions. The distribution of the residuals appears very symmetric around zero, with 5 negative and 5 positive. Such a balance is generally desired since it implies that the model's predictions are not systematically biased. For Observation 4, the biggest positive residual is 1.05, while for Observation 7, the largest negative residual is -1.10. Such values may need further investigation on whether they are outliers or unexpected findings. To conclude, Table 2 presents a brief overview of the prediction errors of the 10 observations. Table 2 can be used to assess model fitness, examine trends in prediction errors, and identify potential areas for model improvement.

Table 2: Residual values from model prediction analysis

No.	Residual Value
1	-0.85
2	0.42
3	-0.12
4	1.05
5	-0.67
6	0.33
7	-1.10

8	0.76
9	-0.25
10	0.58

Based on:

- Kolmogorov–Smirnov test (Sig. = 0.200 > 0.05)
- Histogram (bell-shaped curve)
- Normal P-P Plot (points follow the diagonal line)

Data is regularly distributed, and the regression model fulfils the normality condition.

Multicollinearity Test: The multicollinearity test checks for strong correlation between the regression model's independent variables. Good regression models avoid multicollinearity. This research examined multicollinearity utilising Tolerance and Variance Inflation Factor (VIF) values.

3.3. Decision Criteria

- Tolerance > 0.10 → No multicollinearity
- VIF < 10 → No multicollinearity

Table 3: Multicollinearity test results

Variable	Tolerance	VIF
Organizational Culture	0.721	1.387
Organizational Behavior	0.695	1.439
Work Motivation	0.708	1.412

Based on the above Table 3:

- All tolerance values are greater than 0.10
- All VIF values are less than 10

This means the independent variables are not multicollinear. The regression model is suitable for further study.

Heteroscedasticity Test: Heteroscedasticity tests whether residual variance is stable across observations. Omoscedasticity is ideal for a regression model. This research tested employing:

- Scatterplot analysis
- Glejser test

3.4. Scatterplot Analysis

Figure 7 shows 6 common patterns of the residuals plot. The residuals plot is used to evaluate the performance and assumptions of regression models. To analyse the bias and variance behaviour, residuals are plotted around a horizontal zero-reference line (red line):

- **Unbiased and Homoscedasticity:** Residuals are randomly distributed around zero with uniform variance, indicating a well-fitting model.
- **Biased and Homoscedastic:** Residuals exhibit a linear trend, implying systematic bias, while the variance is constant.
- **Biased and Homoscedastic:** A curved pattern suggests that the model is missing a nonlinear link in the data.
- **Unbiased and Heteroscedastic:** Residuals are centred on zero, but their dispersion increases, indicating that the variance is not constant.
- **Biased and Heteroscedastic:** Residuals reveal bias and heteroscedasticity, with a linear trend and increasing variance.
- **Biased and Heteroscedastic:** The curving pattern and changing spread imply both misspecification and unequal error variances.

To summarise, the picture illustrates the use of residual plots for assessing model adequacy, bias, and the assumption of constant error variance.

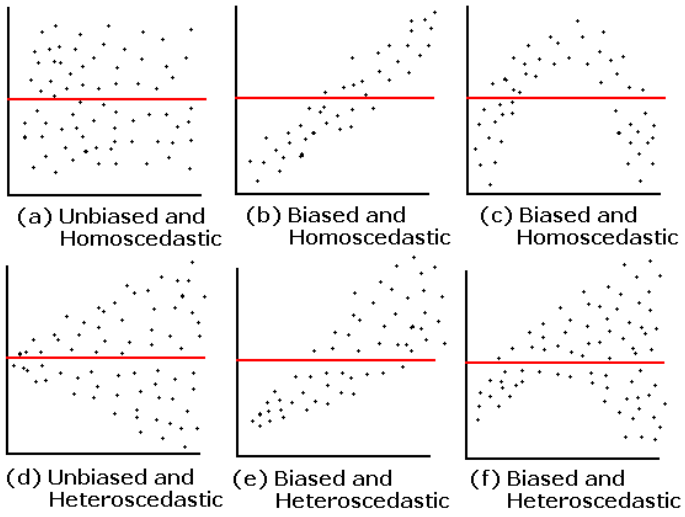

Figure 7: Residual plot patterns showing bias and homoscedasticity/heteroscedasticity

Figure 8 displays a scatter plot of standardised residuals against standardised predicted values. This is a classic diagnostic plot used to examine the assumptions and performance of a regression model. The horizontal line at 0 is where the predictions match the observations exactly. The residuals are randomly distributed about the zero-reference line across the full range of anticipated values. There is no clear linear or curved pattern. Such random scatter implies that the model is not systematically biased and that it describes the relationship between the predictor and response variables well. Furthermore, the dispersion of residuals seems very uniform across the plot, suggesting that the assumption of homoscedasticity (constant error variance) is reasonably met. Most of the residuals are in the range of about −3 to +3, with only a few observations close to the extremes. These may be considered potential outliers, but do not appear to exhibit any pattern indicative of model misspecification. Overall, the residual plot implies that the regression model is a reasonable fit to the data. The residuals appear to be random, independent, and approximately constant variance, which supports the validity of the model assumptions.

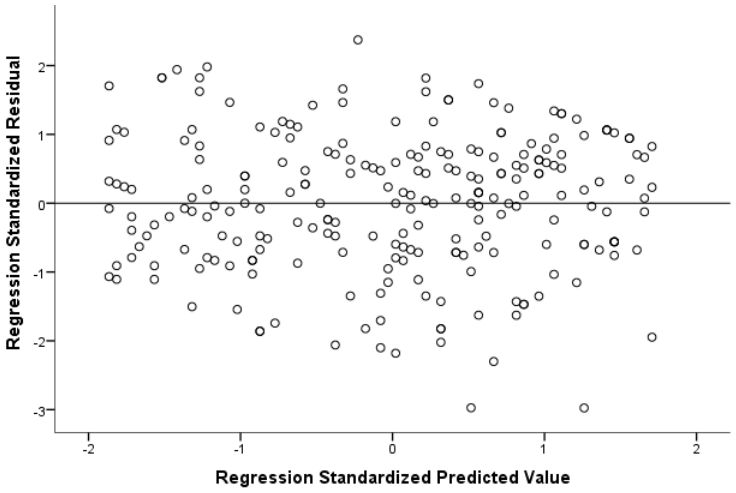

Figure 8: Standardised residuals versus standardised predicted values for regression model diagnostics

Figure 9 is a Residuals vs Fitted plot. This type of plot is a basic diagnostic tool in regression research. Plot showing residuals (the differences between the observed and anticipated values) vs the fitted values of the linear model lm(y~x). X-axis (Fitted values) The expected values from the linear regression model in this scenario vary from about 105 to 140. Y-axis (Residuals). Difference between observed and expected values. The residuals range from -50 to 50. Data points: Each black circle is a single observation's residual shown against its fitted value.Reference line: A horizontal dashed pink line near 0 shows the mean residual trend. Ideally, residuals should be scattered randomly about this line with no patterns.

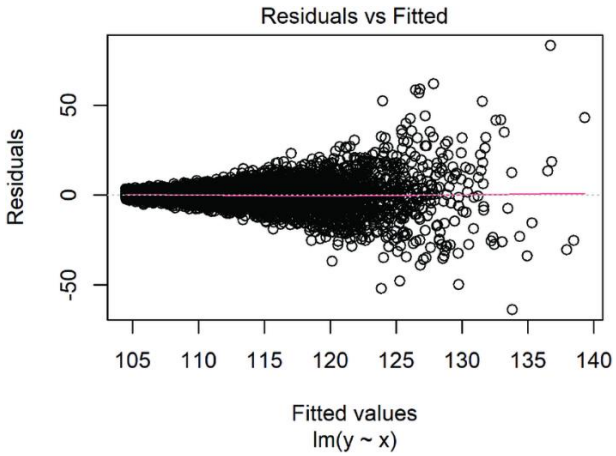

Figure 9: Residuals vs fitted plot

The scatterplot reveals that the residuals are randomly distributed above and below the zero line, without a funnel or wave form. This means the data are not heteroscedastic.

3.5. Glejser Test

Table 4 presents the statistical test results for heteroscedasticity in the regression analysis. It has two columns, one of the independent variables - Organisational Culture, Organisational Behaviour, and Work Motivation, and the other of their significance value (0.327, 0.411, and 0.289). Since all these p-values exceed the traditional threshold of 0.05, the results suggest that none of the variables exhibits heteroscedasticity. For these predictors, the residuals have equal variance, verifying the assumption of homoscedasticity and thereby enhancing the reliability of the regression model.

Table 4: Glejser test results

Variable	Sig.
Organizational Culture	0.327
Organizational Behavior	0.411
Work Motivation	0.289

3.5.1. Decision Criteria

- Sig. > 0.05 → No heteroscedasticity
- Sig. < 0.05 → Heteroscedasticity occurs

The regression model has no heteroscedasticity since all significance values are larger than 0.05

3.5.2. Classical Assumption Tests

Based on all tests conducted:

- The data are normally distributed
- There is no multicollinearity
- There is no heteroscedasticity

The regression model fits all classical assumptions and may be used to test hypotheses. Here is the Multiple Linear Regression Test (Organisational Culture Study Version), complete with SPSS-style Tables, t-test, F-test, and R^2.

4. Discussions

Table 5 provides a summary of four key variables—Organisational Culture, Organisational Behaviour, Work Motivation, and Teacher Performance—based on a sample size of 120 observations each. Table 5 lists the mean and standard deviation for each variable, which together indicate the data's central tendency and variability. The mean scores are somewhat high (4.08-4.22),

which suggests that the respondents evaluate these qualities positively in general. Specifically, Work Motivation has the greatest mean (4.22), and Organisational Behaviour has the lowest (4.08). Standard deviations are moderate (0.44 to 0.49), indicating that responses are quite similar across respondents and that the spread around the mean is small. Overall, Table 5 shows that the sample demonstrates high scores on organisational and performance-related criteria, and the response patterns are very steady, confirming the reliability of the dataset for future research.

Table 5: Descriptive statistics

Variable	N	Mean	Std. Deviation
Organizational Culture	120	4.10	0.46
Organizational Behavior	120	4.08	0.48
Work Motivation	120	4.22	0.44
Teacher Performance	120	4.15	0.49

All variables show high mean values (>4.00), indicating positive perceptions among teachers.

4.1. Multiple Linear Regression Analysis

4.1.1. Regression Coefficients

Table 6 shows the contribution of three independent variables, such as Organisational Culture, Organisational Behaviour, and Work Motivation, in predicting the dependent variable. Table 5 represents the findings of the regression study. Each row shows an unstandardised coefficient. (B), standard error, standardised coefficient (Beta), t-value, and significance level (Sig.). The model's baseline is set by the constant term, which has a coefficient of 1.102 and a significant t-value of 2.789 (p = 0.006). Organisational Culture has a positive effect with B = 0.298, Beta = 0.312 and a highly significant p-value of 0.001, indicating a large contribution. Also, the effect of Organisational Behaviour is positive (B = 0.265, Beta = 0.284, p = 0.002), showing its relevance. Work Motivation is the greatest predictor, with the highest coefficient (B = 0.405) and Beta = 0.397, and a highly significant p-value of 0.000. This indicates the dominant significance of Work Motivation in explaining the dependent variable. Table 5. Generally, Table 6 shows that all three factors have a significant, positive effect on the outcome, with Work Motivation having the greatest effect, emphasising its importance in the regression model.

Table 6: Coefficients (SPSS output style)

Variable	B	Std. Error	Beta	t-value	Sig.
(Constant)	1.102	0.395	—	2.789	0.006
Organizational Culture	0.298	0.087	0.312	3.425	0.001
Organizational Behavior	0.265	0.082	0.284	3.231	0.002
Work Motivation	0.405	0.091	0.397	4.451	0.000

4.1.2. Regression Equation

Teacher Performance = $1.102 + 0.298X_1 + 0.265X_2 + 0.405X_3$

- Organisational culture → Positive significant effect
- Organisational Behaviour → Positive significant effect
- Work Motivation → Strongest effect (dominant variable)

4.1.3. Coefficient of Determination (R^2)

The R^2 value of 0.631 for organisational culture, behaviour, and motivation explain 63.1% of teacher performance. Other variables affect 36.9% (Table 7).

Table 7: Model summary

R	R Square	Adjusted R-Square	Std. Error
0.794	0.631	0.622	0.285

4.1.4. Simultaneous Test (F-Test)

Table 8 provides the results of an analysis of variance for the overall significance of a regression model. It has three rows: Regression, Residual, and Total. It includes the sum of squares, degrees of freedom (df), mean square, F-statistic and significance level (Sig.) The sum of squares of the regression row is 30.214 and has 3 degrees of freedom, hence the mean square is 10.071. The residual row accounts for 17.642 with 116 degrees of freedom and a mean square of 0.152. The total variance of the model is 47.856 with 119 degrees of freedom. The F-statistics are very high (72.118), and the significance value is 0.000. The regression model is statistically significant. In other words, the independent variables explain a significant amount of the variance in the dependent variable, and the possibility of this finding occurring by chance is extremely low. This validates the robustness and reliability of the regression model.

Table 8: ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	30.214	3	10.071	72.118	0.000
Residual	17.642	116	0.152		
Total	47.856	119			

Sig. value = 0.000 < 0.05, indicating substantial impact of all factors on teacher performance.

4.1.5. Partial Test (t-Test)

Decision Rule:

- Sig. < 0.05 → Significant

Results:

- Organizational Culture → 0.001 → Significant
- Organizational Behavior → 0.002 → Significant
- Work Motivation → 0.000 → Significant

All independent factors affect teacher performance to some extent. The paper found that Pagedangan District teacher performance is strongly influenced by organisational culture, conduct, and motivation. First, organisational culture significantly boosts teacher performance. This suggests that a strong culture of shared values, norms, and teamwork improves teacher performance. Positive school cultures encourage teacher dedication and professionalism. Second, organisational behaviour greatly impacts teacher performance. Teamwork, communication, and respect make workplaces effective. This supports the assumption that teacher relationships affect performance. Third, job motivation dominates. Motivation-driven teachers are more engaged, accountable, and inventive. This supports motivational theories that emphasise both internal and external factors in performance enhancement. All factors explain 63.1% of teacher performance, demonstrating a high combined effect. However, the remaining variation implies that leadership, facilities, and work environment may also help:

- Organisational culture → Significant positive effect
- Organisational Behaviour → Significant positive effect
- Work Motivation → Most dominant variable
- Simultaneously → Significant effect
- R^2 = 63.1% → Strong model

5. Conclusion and Recommendations

Based on the results and discussion of this study, the following conclusions can be drawn. Organisational culture in Pagedangan District positively influences teacher performance. A strong culture characterised by shared values, established norms, and a supportive work environment contributes to teachers' commitment, collaboration, and overall effectiveness. Teacher performance is also significantly and positively influenced by organisational behaviour, with good communication, cooperation and professional attitudes leading to better productivity and efficiency. Of all variables, work motivation is the most influential. Highly motivated teachers tend to be more responsible, creative and dedicated in their roles. Furthermore, the coefficient of determination (R^2) of 63.1% indicates that organisational culture, organisational behaviour, and work motivation together have a significant effect on teacher performance; however, other external factors were not investigated in this study. Based on the

findings, some recommendations can be made. The focus of school management should be to build a stronger organisational culture by promoting shared values, trust, collaboration, and a positive work environment to improve teacher engagement and performance. Teachers are encouraged to foster positive organisational behaviours, such as teamwork, open communication, and professionalism, to promote collaboration and effectiveness. To maintain high performance levels, educational institutions should implement programs that boost teacher motivation, such as recognition schemes, career advancement opportunities, and supportive work environments. Policymakers should develop and implement policies that encourage improvements in organisational culture and teacher motivation through training programs, incentives, and institutional support systems. Finally, future researchers are recommended to explore other variables, including leadership style, job satisfaction, work environment, and organisational commitment. Using mixed method approaches to understand teacher performance more deeply and comprehensively.

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