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The Influence of Work Motivation on Teacher Performance in Improving the Quality of Education: A *Systematic Literature Review*

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Abstract

Teachers are among the most important determinants of educational quality because they directly influence learning processes and student achievement. Numerous studies indicate that teacher performance is affected by both individual and organizational factors, with work motivation being one of the most influential. Teachers with high work motivation tend to demonstrate stronger commitment, creativity, productivity, and instructional quality than those with lower motivation. This study aims to comprehensively examine the relationship between teacher work motivation and teacher performance using a Systematic Literature Review (SLR) approach. The review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines by synthesizing findings from accredited national and reputable international journals published between 2020 and 2026. The findings reveal that teacher work motivation has a significant positive effect on teacher performance. Factors influencing work motivation include school leadership, work environment, teacher well-being, job satisfaction, organizational culture, and professional competence. Furthermore, intrinsic motivation exerts a stronger influence on instructional quality than extrinsic motivation. Therefore, improving teacher motivation should become a strategic priority for governments, school leaders, and educational stakeholders to achieve sustainable educational quality.

Keywords: Teacher performance; work motivation; educational quality; systematic literature review.

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INTRODUCTION

Education is a long-term investment that plays a strategic role in improving the quality of human resources and driving a country's economic and social development. The success of an education system is determined not only by the curriculum, infrastructure, and government policies, but also by the quality of teachers, the primary implementers of the learning process. UNESCO emphasizes that the availability of qualified, professional, and highly motivated teachers is a key prerequisite for achieving *Sustainable Development Goal* (SDG) 4, namely inclusive, quality, and equitable education for all (UNESCO, 2023). Furthermore, low teacher motivation is one of the causes of declining learning quality and increasing disparities in education quality in various countries.

In Indonesia, teachers hold a professional position as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers. Teachers are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students at all levels of formal education. This role demonstrates that teachers function not only as transmitters of learning materials, but also as facilitators, motivators, guides, innovators, and agents of change in improving the quality of education (Mulyasa, 2023). Therefore, the success of the learning process is greatly influenced by the teacher's ability to carry out their professional duties.

Various international reports indicate that education quality remains a challenge for many developing countries. *The Programme for International Student Assessment* (PISA) results show that students' literacy, numeracy, and science skills are still influenced by the quality of the learning process in schools. The OECD explains that improving teacher competence, motivation, and professional development are factors contributing to improved student learning outcomes and classroom effectiveness (OECD, 2023). Therefore, strengthening teacher capacity is a key strategy for improving the quality of national education.

One important indicator of teacher success is teacher performance. Teacher performance is the work achieved by teachers in carrying out professional duties based on established competency standards. This performance can be measured through teachers' abilities to plan lessons, implement the learning process, conduct evaluations, develop learning media, utilize technology, and build effective interactions with students (Robbins & Judge, 2023). High-performing teachers tend to be able to create an active, innovative, creative, effective, and enjoyable learning environment, which positively impacts student achievement.

Various studies have shown that one of the most influential factors affecting teacher performance is work motivation. Work motivation is an internal and external drive that influences

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a person's behavior in achieving organizational goals. In the educational context, work motivation drives teachers to perform their duties optimally, improve professional competence, innovate in learning, and maintain commitment to their profession (Urhahne & Wijnia, 2023). Modern motivational theory explains that motivation is influenced not only by financial rewards but also by psychological needs such as competence, autonomy, recognition, and social relationships in the workplace.

Research by Kumari and Kumar (2023) shows that work motivation has a positive and significant impact on teacher performance by increasing organizational commitment, job satisfaction, and teacher engagement in the learning process. Teachers who receive organizational support, recognition, good communication, and opportunities to develop competencies demonstrate higher teaching performance than those with low levels of motivation.

In addition to work motivation, principal leadership also contributes to shaping teacher work behavior. Transformational leadership has been shown to increase teacher achievement motivation through inspiration, support, appreciation, and the creation of a positive school culture (Rahmalita et al., 2025). A healthy work environment, harmonious interpersonal relationships, and teacher well-being also have a direct influence on work motivation, ultimately impacting teacher performance.

Other studies also show that teacher well-being is an inseparable aspect of work motivation. Teachers with good psychological and social well-being tend to have high levels of job satisfaction, are better able to manage stress, build positive relationships with students, and produce better quality learning (Dreer, 2023). Furthermore, a meta-analysis of teacher job satisfaction research shows that job satisfaction is positively correlated with the quality of teacher-student interactions, the effectiveness of classroom management, and student learning outcomes .

Although the relationship between work motivation and teacher performance has been extensively researched, available research findings vary due to differences in context, respondent characteristics, research methods, and the variables used. Some studies emphasize the importance of intrinsic motivation, while others indicate that extrinsic factors such as compensation, work environment, and organizational leadership also have a significant influence. This variation in results suggests the need for a systematic synthesis of previous research to gain a more comprehensive understanding of the relationship between work motivation and teacher performance.

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Based on this description, this study uses a *Systematic Literature Review* (SLR) approach with PRISMA 2020 guidelines to identify, evaluate, and synthesize research findings on the influence of work motivation on teacher performance. The results are expected to provide theoretical contributions to the development of educational management studies and serve as a basis for formulating policies that support increased teacher motivation and performance in order to improve educational quality.

METHODS

This study used the Systematic Literature Review (SLR) method, a research method that systematically, transparently, and accountably identifies, evaluates, and synthesizes previous research findings (Kitchenham & Charters, 2007). The SLR method was chosen because it provides a comprehensive overview of the relationship between work motivation and teacher performance based on empirical evidence published in various scientific journals.

The research stages adhere to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, which consist of four stages: Identification, Screening, Eligibility, and Inclusion (Page et al., 2021). This approach was chosen because it has become an international standard for literature-based research, enhancing validity, transparency, and replication.

The article search was conducted through several scientific databases, namely Scopus, ScienceDirect, SpringerLink, Taylor & Francis, Emerald Insight, Google Scholar, DOAJ, Garuda, SINTA, and ERIC. The keywords used in the search process included:

a) *Teacher Performance*
b) *Teacher Motivation*
c) *Teacher Work Motivation*
d) *Teacher Performance AND Motivation*
e) *Teacher Performance in Education*
f) Teacher Work Motivation
g) Teacher Performance
h) Teacher Motivation
i) *Teacher Job Satisfaction*
j) *School Leadership*

The articles obtained were then selected using several inclusion and exclusion criteria as presented in Table 1:

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Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Year	2020–2026	Before 2020
Article Type	Research articles	Proceedings, books, theses
Language	Indonesian and English	Other languages
Topic	Teacher work motivation and teacher performance	Besides teachers
Journal	SINTA and Scopus/WoS	Unindexed journal
Full Text	Complete available	Just an abstract

Source: Processed by the author (2026).

Next, all articles meeting the inclusion criteria were thoroughly read to obtain information regarding the research objectives, methods used, respondent characteristics, research variables, research instruments, data analysis techniques, and key findings. All data extraction results were then analyzed using thematic analysis to identify consistent patterns of relationships between variables from various previous studies (Braun & Clarke, 2022).

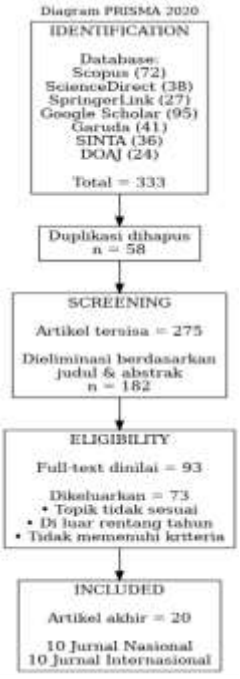

Figure 1. Article Selection Flow Based on PRISMA 2020

Source: Processed by the author (2026).

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Data analysis was conducted descriptively and qualitatively by comparing research findings from each selected article. Next, a synthesis process was conducted to identify similarities, differences, research trends, and the most dominant factors influencing teacher work motivation and performance. The synthesis process involved several stages: data reduction, theme categorization, interpretation of research results, and drawing conclusions based on available empirical evidence (Snyder, 2019).

RESULT

A total of 20 articles met all inclusion criteria and were used as analysis material in this study. These articles consisted of: 10 national journals accredited by SINTA And 10 reputable international journals published in the 2020–2026 period . The majority of studies used a quantitative approach with survey methods, while others used a mixed *methods approach* and qualitative studies .

Table 2. Characteristics of National Articles

No.	Writer	Year	Method	Variables	Results
1	Rahmalita et al.	2025	Quantitative	Motivation → Teacher Performance	Positive influence
2	Suryani & Wahyudi	2024	SEM	Motivation, Satisfaction	Significant
3	Saputra et al.	2024	Regression	Motivation	Positive
4	Ningsih et al.	2023	Quantitative	Motivation	Positive
5	Yuliana	2023	PLS	Motivation, Discipline	Significant
6	Prasetyo	2022	Regression	Motivation	Positive
7	Hidayat	2022	SEM	Motivation	Positive
8	Arifin	2021	Quantitative	Motivation	Positive
9	Sustainable	2021	SEM	Motivation	Positive
10	Daughter	2020	Regression	Motivation	Positive

Source: Author's Synthesis Results (2026).

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Table 3. Characteristics of International Articles

No.	Author	Year	Country	Method	Main Findings
1	Collie	2021	Australia	SEM	*Motivation improves performance*
2	Dreer	2023	*Germany*	Survey	*Teacher well-being increases motivation*
3	Urhahne & Wijnia	2023	*Netherlands*	*Review*	*Intrinsic motivation is dominant*
4	Kim & Kim	2022	*South Korea*	*Regression*	*Leadership influences motivation*
5	Liu *et al* .	2024	China	SEM	*Job satisfaction mediates performance*
6	Kumar & Kumari	2023	India	Survey	*Motivation positively affects performance*
7	Klassen *et al* .	2022	*Canada*	*Mixed*	*Teacher efficacy improves motivation*
8	Skaalvik & Skaalvik	2021	Norway	SEM	*Work environment influences motivation*
9	Day	2020	*United Kingdom*	*Review*	*Professional commitment improves performance*
10	OECD *Education Working Paper*	2023	*OECD Countries*	*Review*	*Teacher motivation influences learning outcomes*

Source: Author's Synthesis Results (2026).

Based on the results of a synthesis of 20 analyzed articles, work motivation was found to be the variable that most consistently influenced teacher performance improvement. Of all the articles reviewed, nearly all studies reported a positive and significant relationship between work motivation and teacher performance. This finding suggests that highly motivated teachers tend to be more active in designing learning, improving professional competence, utilizing educational technology, and building better relationships with students.

In addition to work motivation, these studies also identified several other factors that contribute to improving teacher performance, such as principal leadership, job satisfaction, organizational culture, work environment, professional competence, teacher well-being, and

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support for learning technology. These factors are interrelated in shaping teacher work behavior, so improving work motivation requires a comprehensive and sustainable approach .

DISCUSSION

The results of the Systematic Literature Review indicate that work motivation is one of the most dominant factors influencing teacher performance. Based on a synthesis of 20 articles analyzed, most studies indicate a positive and significant relationship between work motivation and teacher performance. These findings indicate that teachers with high work motivation tend to demonstrate greater commitment to their professional duties, are able to create innovative learning processes, and have a high level of responsibility in achieving learning objectives. Conversely, teachers with low levels of motivation tend to experience decreased productivity, participate less in professional development activities, and have lower levels of job satisfaction.

The findings of this study align with the motivation theory proposed by Robbins and Judge (2023), which states that motivation is a process that explains the intensity, direction, and persistence of individuals in achieving organizational goals. In the educational context, work motivation is an internal force that drives teachers to carry out their duties optimally, thereby improving the quality of learning. Highly motivated teachers are not only focused on completing administrative tasks but also strive to develop creative learning strategies, improve professional competence, and build positive relationships with students.

The results of Mailool *et al* .'s (2020) study reinforce these findings through a meta-analysis, which showed that motivation has a positive relationship with teacher performance, with a correlation coefficient of 0.446. This value indicates that motivation makes a significant contribution to improving teacher performance. In other words, the higher a teacher's motivation, the higher the quality of their professional performance. This finding indicates that motivation not only influences individual work behavior but also impacts the effectiveness of the classroom learning process .

Furthermore, research by Collie (2021) found that teacher motivation is directly related to *student engagement* , or student involvement in the learning process. Highly motivated teachers tend to use more interactive learning methods, provide constructive feedback, and create a conducive learning environment. These conditions indirectly increase student motivation, thus improving learning outcomes. Therefore, teacher motivation not only benefits the teacher but also contributes to the overall quality of learning.

This study also shows that teacher work motivation is influenced by a combination of

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intrinsic and extrinsic factors. Based on *the Self-Determination Theory* developed by Deci and Ryan (2020), intrinsic motivation arises when an individual performs a task out of pleasure, satisfaction, and a desire for development. In the teaching profession, intrinsic motivation is reflected in dedication to teaching, satisfaction from seeing student progress, and a commitment to improving the quality of education. Research by Urhahne and Wijnia (2023) shows that intrinsic motivation has a greater influence on learning quality than extrinsic motivation. Teachers driven by intrinsic motivation are better able to maintain work enthusiasm over the long term despite facing various challenges in the school environment.

On the other hand, extrinsic motivation also plays a crucial role in improving teacher performance. According to Herzberg (2017), factors such as compensation, job security, rewards, and work environment conditions are considered *hygiene factors* , which serve to prevent job dissatisfaction. Research by Skaalvik and Skaalvik (2021) shows that a conducive work environment, harmonious interpersonal relationships, and organizational support can increase teacher work motivation. This demonstrates that while intrinsic motivation is the primary driver, extrinsic motivation is still necessary to create a work environment that supports teacher productivity.

The study also shows that principal leadership is one of the most frequently discussed factors in research on teacher work motivation. Most national and international articles conclude that principals who implement a transformational leadership style are able to increase teacher motivation through providing inspiration, recognition, effective communication, and opportunities to develop professional competencies. Research by Kim and Kim (2022) shows that transformational leadership increases teacher self-efficacy, thus impacting work motivation. Similar findings were also reported by Rahmalita *et al* . (2025), who stated that teachers will demonstrate higher performance if they receive full support from the principal in carrying out their duties.

Besides leadership, teacher well-being is also a factor influencing work motivation. Dreer (2023) explains that *teacher well-being* is closely related to motivation, job satisfaction, and learning quality. Teachers with good psychological well-being tend to be able to manage work pressure, build positive interpersonal relationships, and maintain commitment to their profession. Conversely, high administrative burdens, work pressure, and a lack of appreciation for the teaching profession can reduce work motivation, thus impacting the quality of learning.

The research results of Liu *et al* . (2024) show that job satisfaction acts as a mediating variable in the relationship between work motivation and teacher performance. These findings

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indicate that work motivation does not always have a direct impact on performance, but can increase job satisfaction before ultimately improving teacher performance. Therefore, increasing work motivation needs to be accompanied by policies that can improve teacher job satisfaction, such as providing performance-based rewards, opportunities for training, and improving welfare.

When comparing national and international research, there are several similarities and differences in findings. Indonesian research has focused more on the influence of principal leadership, the work environment, and well-being on teacher motivation. Meanwhile, international research has focused more on psychological aspects, such as *teacher well-being* , *teacher self-efficacy* , *professional commitment* , and intrinsic motivation. Nevertheless, both groups of studies have come to the same conclusion: that work motivation is a crucial factor in determining teacher success in carrying out their professional duties.

Based on the overall synthesis of results, it can be concluded that improving teacher work motivation requires a comprehensive approach. This effort is not only carried out through improving financial well-being, but also through strengthening principal leadership, developing professional competencies, creating a positive organizational culture , providing a conducive work environment, and providing opportunities for teacher development. Thus, work motivation will be a key force in improving teacher performance, ultimately contributing to the sustainable improvement of educational quality.

The findings of this study imply that the government, education departments, and schools need to design policies that not only focus on improving teacher competency but also on strengthening the factors that shape work motivation. Continuous training programs, fair reward systems, reducing administrative burdens, improving welfare, and developing principal leadership are some strategies that can be implemented to improve teacher motivation and performance. If these strategies are implemented consistently, the quality of learning in schools will improve, thereby achieving national education development goals more effectively .

CONCLUSION

This study aims to analyze the influence of work motivation on teacher performance through a *Systematic Literature Review* (SLR) approach by reviewing 20 scientific articles consisting of 10 accredited national journals and 10 reputable international journals published in the period 2020–2026. The article selection process was carried out using the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA 2020) guidelines to produce a systematic and comprehensive study.

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The synthesis results indicate that work motivation has a positive and significant influence on teacher performance. Teachers with high work motivation tend to demonstrate higher levels of professionalism, discipline, creativity, innovation, and commitment in implementing the learning process. Work motivation also encourages teachers to continuously improve their competencies through training, ongoing professional development, and the use of technology in learning.

In addition to work motivation, the study found that several other factors contribute to improved teacher performance, including principal leadership, the work environment, teacher well-being, job satisfaction, organizational culture, and professional competence. These factors interact to shape teacher motivation, so improving teacher performance cannot be achieved through a single aspect but requires a comprehensive approach.

This study also found that intrinsic motivation has a stronger influence than extrinsic motivation in improving learning quality. Teachers with high intrinsic motivation tend to teach out of a sense of responsibility, professional satisfaction, and a desire to contribute to student development. Meanwhile, extrinsic motivation, such as rewards, incentives, and work facilities, remains necessary as supporting factors in creating a conducive work environment.

Overall, the results of this study confirm that improving educational quality depends not only on curriculum policies and the provision of infrastructure, but also greatly on the ability of schools and the government to build teacher motivation. Therefore, strengthening motivation needs to be a priority in human resource development in education.

Based on the results of the study that has been conducted, there are several suggestions that can be given as follows.

1. For the government, policies are needed that are more oriented towards increasing teacher work motivation through the provision of continuous professional development programs, improving welfare, simplifying administrative burdens, and providing performance-based awards so that teachers can focus more on implementing the learning process.
2. For school principals, they are expected to be able to implement transformational leadership by creating a conducive work environment, providing support for learning innovation, building effective communication, and providing appreciation for teacher achievements so that work motivation can continue to increase.
3. For teachers, it is necessary to continuously increase intrinsic motivation through competency development, participation in training, utilization of learning technology, and

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building a culture of lifelong learning to be able to face the dynamics of education in the digital era.

4. For further researchers, it is recommended to expand the study by involving a larger number of articles, extending the research period, and examining other variables such as transformational leadership, job satisfaction, organizational culture, teacher welfare, and *teacher well-being* as mediating and moderating variables so that a more comprehensive picture of the factors that influence teacher performance is obtained.

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