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The Critical Roles of Collaborative Leadership and Motivation: A Study of Effort in Enhancing Performance at Private Senior High Schools in Manado City

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ABSTRACT

The objective of this research was to analyze the impact of collaborative leadership style on teachers' performance at Private Senior High Schools in Manado City, the impact of work motivation on teachers' performance at Private Senior High Schools in Manado City, and the impact of collaborative leadership style and work motivation as simultaneously on teachers' performance at Private Senior High Schools in Manado City. The research was conducted at 13 Private Senior High Schools in Manado City. This research applied a quantitative approach with descriptive survey method and multiple linear regression analysis. Data was collected using a questionnaire, and documents. The sample size was 64 teachers, which were taken using proportionally and randomly from a population of 211 teachers. The results of the research indicated that a collaborative leadership style positively impacted teachers' performance at Private Senior High Schools in Manado City, the work motivation had a beneficial impact on the performance of teachers at Private Senior High Schools in Manado City, and there were also positive impact as simultaneously of collaborative leadership style and work motivation on the performance of teachers at Private Senior High Schools in Manado City. This study emphasized the level of effectiveness and adaptability of collaborative leadership style to the situation, condition, and the needs of school members, especially teachers, in its implementation. The implementation of both collaborative leadership style and work motivation that is suitable for the target and goal will increase the work motivation, both intrinsic and extrinsic. Adaptive and effective collaborative leadership style and high motivation as simultaneously, will give positive effect on improving teacher performance.

INTRODUCTION

Education has an important role to product the quality human resources. The school is an education organization to achieve the goal of education. The fast technology and knowledge development demand the changing in all field of life especially school as the formal education institution. The quality human resource can be generated from the quality and effective school. An effective school is one that can bridge the gap between theory and practice, where the factors identified by school effectiveness research can be reliably implemented through proven successful school improvement processes (Emmerich, 2022). As the effort to achieve the efficient, effective and quality school, it is necessary to apply the teaching management principles in order to get the effective result through the empowerment of the professional human resources. It refers to vision, mission and school goal by doing the management process, that is operating the main function of school programme which is performed by the school leader. (Chen et al., 2023) emphasized that to ensure school quality, effectiveness, and efficiency, the application of management principles must encompass the school's ability to act as a catalyst for change and managerial change.

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Teacher is a professional worker who has a main task and responsibility in educating, teaching, guidance, directing, training, evaluating the students in the formal education track to the early childhood, elementary, and high school. Instructional is the way to get knowledge, training, and forming the habitual automatically and learning is the process of changing the attitude of individual through the experiences and interaction with the environment. Teachers are facilitator and guidance (Fathurrochman et al., 2022); (Kemendikdasmen., 2024), they are also the main character educator (Hermawan & Saidi, 2025). Teacher should be able to create intensive and effective learning and also create enjoyable learning system such as *learning is fun*, that is the kind of active, creative, effective and enjoyable learning by using learning design, curriculum, technology learning, media, and the precise method in order to product the quality output through the good process of learning in the classroom or outside the classroom. Teacher as a planner and designer curriculum teaching and learning, as mediator and evaluator, as an agent of change and innovator (Fatmawati., 2021). Teachers are viewed as agents of change and curriculum makers (Brown et al, 2021). Teachers are expected to be able to master 21st-century competencies (4C-Competence), such as: communication, collaboration, critical thinking, and creativity in teaching and learning activities. These competencies are essential for navigating a complex and ever-evolving world of education. (Abidin & Haq. (2021)., n.d.), stated that 4 competencies of the 21st century have the holistic characteristic and they become the unity to create intensive and effective learning. To apply 4C-Competence, teachers should have good performance.

Performance results from efforts that are closely connected to the strategic objectives of the organization, levels of customer satisfaction, and financial impact. Performance is not just the end result, but encompasses behavior, supported by competence, motivation, and adequate resources (wibowo, 2016). Teacher work performance can be seen through the dimension of pedagogic and professional skills (Darmadi, 2018). The achievement of teacher performance is gotten based on level of teacher's achievement result of work based on the goal's work that should be done by teacher during in a certain time. Teacher work performance is the effectiveness work result in the form of quality nor quality in handling the task and responsibility to create the quality of education, especially in helping the students to achieve the learning goal needed (Schott et al, 2020). Teacher who has good performance can create enjoyable learning system such as learning is fun: active, creative, effective, innovative and enjoyable learning by using design, curriculum, technology learning, media, and the precise method in order to product the quality output through the good process of learning in the classroom or outside the classroom. Teacher performance is very important since it directly affects the quality of education and student progress. It is a strategic aspect of the educational human resource that determines the success of learning objectives (Hesti Kusumaningrum, et al, 2025). The teacher performance should be evaluated as the form of follow up of doing the supervising by the principal, it is important as a strategic tool in improving the quality of learning system. (Rambe, K. F. et al., 2024), stated that teacher performance evaluation plays a direct role in the learning system and has implications for improving quality in certain schools. It is also very important as a strategic tool to improve the overall quality of national education (Saputra, B. A. et al., 2024). The teacher can be said has the good work performance if the result of evaluation in doing the work achieved the evaluation standard or more that had been set by the school organization in the place where the

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teacher works. The teacher who has good work performance can give positive effect to optimal students learning achievement. The high or low the teacher's work performance is influenced by how effective the leadership styles applied by the principal in doing the task and responsibility. (Regassa & Gemeda., 2024) stated that effective and quality school can be seen to how the principals implemented the leadership styles, create positively environment and culture that support teacher performance and student learning outcomes, and continuous progress monitoring to evaluate teaching effectiveness and make necessary adjustments.

Leadership is the attempt which is done by the leader to influence and motivate other people whether as individuals or group so that they can work together in doing their work and responsibility as well as the attempt to achieve high work performance according to the target set by the school organization in achieving the school's goal. Leadership is a **progressive process to affect individuals or groups in attaining the objectives**. Individuals and groups are inspired, coached, motivated and guided by leader through **Driving transformation, cultivating credibility, dedication, ingenuity, and ownership, with a primary goal of organizational longevity**, (Alan, S. Gutterman, 2023), **Leadership involves guiding task goals, strategic directions, and fostering follower commitment to achieve these objectives, while also maintaining group cohesion and shaping organizational culture.** In line with this, Hasibuan (2012) asserts that a leader's style reflects their specific approach to altering the attitudes of their subordinates which has an objective is to boost member morale, job satisfaction, and productivity to ensure the organization's goals are met. A leadership style represents the specific approach and behavior a leader employs when guiding and engaging with their team. It embodies how their actions, attitudes, and decisions influence and direct others toward a goal (Arthur Bwalya., 2023).

Leadership can be exercised through several distinct styles that are collaborated in their implementation which are adapted to the situation, conditions and needs of school members. The leader could not give the chance to the members to give opinions/ideas before the decision making by him (Chiang JTJ, Chen XP, Liu H, Akutzu S, Wang Z., 2020). An authoritarian leader focuses on controlling and making demands of subordinate, and they make independent decisions and enforce strict rules given (Pizzolitto, Verna, & Venditti, 2022) that under specific condition, authoritarian leadership style is effective, leader have to be trained to understand the nature of their behaviors (Li R, Chen Z, Zhang H, Luo J., 2019). Paternalistic leadership style has a characteristic to protect the members with full of love like how the mother and father treat their children. The leader treats the members softly and kindly. The members have chance to share ideas, opinion, and also the problem to the leader, and the leader cooperates together with the members in looking for the solution or way out of the problem. Decision is done by involving the members through making discussion before. The leader and members care each other. Togetherness to achieve the goal is the characteristics of paternalistic leadership style.

Lin Lin and Shiqian Wang., (2021), define paternalistic leadership style as a style comprising three dimensions-benevolence, morality, and authoritarianism-that influence innovation performance. Paternalistic leadership as a style that combines strong discipline and authority with fatherly benevolence and moral integrity couched in a

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personality atmosphere (Chen et al., 2023). Democratic leadership style is the leadership style which involved all the members in collecting the ideas and opinions through the discussion or meeting before the leader makes the final decision. Democratic leadership style is based on the view that involving employees in decision-making produces promising results, increases employee satisfaction and engagement, and improves productivity (Nedelko, Zlatko & Potocan, Vojko., 2021). The leader cooperates together with the members in handling the tasks and responsibility, even if they face the problem. The leader appreciates the work achievement of members based on the target set or over the target by giving reward, present, promotion, and incentive. On the contrary, the members who have low work achievement leader gives guidance, coaching or training to them to improve their work performance. Democratic leadership style is a democratic leadership style that intentionally involves subordinates in decision-making and organizational management, with the effective goal of increasing employee ownership and integrating their personal goals into organizational goal (Qiang Wang, Hong Hou, Zhibin Li, 2022).

The collaborated of authoritarian, paternalistic, and democratic leadership style which are applied by the principal in handling the tasks determine the high or low of teachers' work performance. Teachers, staff, students, and all others elements of human resources who are in school have different ability/maturity, skills and experiences in handling the work. That is why the principal should have the high resilience or dynamics in adapting and collaborating the leadership styles applied in handling the daily work. Why it is so, because there is no one leadership style is suitable or relevant with all situations and condition. Collaborative leadership involves collaborating with members from different teams, departments, and organizations to solve complicated challenges, make choices, and achieve common goals. It shifts from traditional, top-down, command-and-control structures to a model that focuses on shared accountability, open communication, and collective intelligence. It is a crucial and effective strategy for modern educational organizations navigating complex issues. Collaboration is key to turning ideas into reality: A brilliant idea only influences the world if it is put into use, which requires the collective effort and diverse perspectives facilitated by collaborative leadership (Carlström, Elis., 2023). Motivation and work performance will rise when a leader adopts a style that is appropriate for the circumstances and the needs of every member of the school organization.

Work motivation is the element that determines in achieving the optimal work performance of teachers. Motivation is an encouragement, stimulation, and the desire of people which become the foundation to do something in order to achieve the certain goal (Larson, Jonathan, E., 2009). It is important to inspire the teachers in working as individually or group so that they can get the best result in their work. It is necessary to the principal to open the strong of teachers' private motivation or intrinsic motivation to make them interest and enjoy to do the tasks in order to achieve the goal. Work motivation as an "internal force that drives individuals to strive hard to achieve certain goals", leading to commitment and enthusiasm in completing (Kanya, et al., 2025).There are two factors which influence the work motivation of teachers, they are: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation or thrust which is from the individual himself/herself to achieve something as soon as to satisfy him and without influenced by the reward that is given by other people. This motivation

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drives the individual to do the certain activity because it is considered that it is useful for himself or it can give the private satisfaction. Extrinsic motivation is the booster of work which comes from outside of individual as the condition to drive him to do the optimal work in the organization where they work. Intrinsic motivation is related to satisfaction with the work itself, driven by internal desires, while extrinsic motivation relates to external incentives (Kajackaite, A. & Sliwka,D., 2020).

Motivation is necessary to be paid attention by the principal because it can influence the quality of teachers' performance that later it can give the effect to the school product where they work. The purpose of giving motivation has many advantages to school organization and also to the teachers themselves. The intrinsic and extrinsic motivation are very important to the teachers in doing their tasks and responsibility to achieve their goal and the goal of school. The teachers need to have attention from the principal especially to the teachers who have done the work well or the teachers who had achieved high performance. In this case the principal should give reward, present, praising, appreciation, money, and promotion to them. On the contrary, the principle should give attention to the teachers who have low performance by giving guidance, advice, suggestion, coaching or training to them in order to improve their performance to be better. So that it can be said that teachers who have high motivation in working have the big chance to get the optimal work performance in achieving the certain goal, whereas the teachers who have low motivation show the attitude of non responsibility in doing the work, they get low work performance, and of course it can result negative impact on achieving their certain goal.

Based on the explanation above, it can be seen that there is the interaction between the collaborative leadership style applied by the principal with the work motivation that the teachers have, neither the motivations come from themselves or intrinsic motivation nor motivations come from the work environment or extrinsic motivation, performance achievement of teachers, and also the goal achievement of organization. It's a critical component that sustains motivation and high-level performance, which is vital for achieving goals related to teacher retention and efficiency (Haris & Al-Adawiyah, 2025). Based on the survey done by the researcher to some private schools in Manado City showed that there were some teachers did not do the work well yet and still have low responsibility in handling the work as the school hoped, such as the presence problem, the uncompleted teaching administration, and the lack of self prepared to teach the students in the classroom, and having low motivation in teaching. These problems were caused by the principal who did not do the task of monitoring and evaluating periodically to the teachers in doing their work and responsibility optimally.

These problems become the obstacle factors to the principal in giving guidance, advice, and suggestion to the teachers who do not do their work well yet, especially the teachers who have low work motivation and also it obstructed the principal in giving reward, appreciation, present, praising, appreciation, money, and promotion to the teachers who have high work performance. That is why it is hoped that the principal can collaborate and adapt some of the leadership styles to the situation, condition, and need, do the monitoring and evaluation periodically to the members of school especially teachers and then go ahead to follow up in order to make improvement and increasing to the teachers' work performance. The approach applied in this research was quantitative. The method used descriptive survey and multiple linear regression analysis. The sample size was 64 teachers, which were taken using proportionally and

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randomly from a population of 211 teachers at Private Senior High Schools in Manado City. Data was gathered using questionnaire, and it was analyzed using SPSS application.

The research problem of this research, Is there a positive impact of collaborative leadership style on the job performance of private high school teachers in Manado City?, Is there a positive impact of work motivation on the job performance of private high school teachers in Manado City?, and are there positive impacts of collaborative leadership style and work motivation as simultaneously on the job performance of private high school teachers in Manado City?

The objective of this research was to analyze the impact of collaborative leadership style on teacher performance at Private Senior High Schools in Manado City, the impact of work motivation on teacher performance at Private Senior High Schools in Manado City, and the impact of collaborative leadership style and work motivation as simultaneously on teacher performance at Private Senior High Schools in Manado City.

Research Problem

Is there a positive impact of collaborative leadership style on the job performance of private high school teachers in Manado City?, Is there a positive impact of work motivation on the job performance of private high school teachers in Manado City?, and are there positive impacts of collaborative leadership style and work motivation as simultaneously on the job performance of private high school teachers in Manado City?

Research Objective

To analyze the positive impact of collaborative leadership style on teachers' performance at private high school in Manado City, to analyze the positive impact of teachers' work motivation on the performance at private high school in Manado City, and to analyze the positive impact of collaborative leadership style and work motivation as simultaneously on teachers' performance at private high school in Manado City.

RESEARCH METHOD

The approach used in this research was quantitative with descriptive survey method and multiple linear regression analysis. This research used teachers from 13 Private High Schools in Manado City as the population, total 211 certified teachers in the city. To obtain a representative sample, a proportional random sampling technique was employed.

The Replicable calculation formula. To keep this replicable, it must use the sampling fraction: f = n/N= 64/211= 0,3033 The sample of each group is 30.33%

Table 1. Proportional Stratified Sampling Distribution (n=64)

School Code	Group Population (N_h)	Sample Size (n_h) (N_h x 0,3033)
1	18	5,45
2	17	5,15
3	16	4,85
4	16	4,85
5	16	4,85
6	16	4,85
7	16	4,85
8	16	4,85
9	16	4,85
10	16	4,85
11	16	4,85

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School Code	Group Population (N_h)	Sample Size (n_h) (N_h x 0,3033)
12	16	4,85
13	16	4,85
	Total 211	**63,95 = 64**

The necessary sample size (n) was determined using the Slovin formula with a 1% margin. of error:

$$n = N / (1 + Ne^2) = 211 / (1 + 211 * 0.1^2) = 64.$$

A total of 70 questionnaires were distributed, and 64 were returned fully completed, resulting in a final sample of n= 64 teachers and a response rate of 91.42%. This sample size is statistically robust for the subsequent multiple linear regression analysis. The data was collected by using a questionnaire instrument in the form of statements using 5 measurement scale (*1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)* namely the Likert Scale, which was designed and developed through theoretical analysis to determine construct validity and then a synthesis was made in the form of indicators for each variable, as follows:

Teble 2. Collaborative Leadership Style Variable (X1)

Nu.	Indicator	Questionnaire Statements
Authoritarian		
1.	Centralized Authority	The principal establishes all school policies without seeking input from teachers.
2.	One-Way Communication	Work instructions from the principal are absolute and cannot be debated.
3.	Reward & Punishment	Kepala Sekolah lebih sering menggunakan teguran atau sanksi untuk mendisiplinkan guru.
Paternalistic		
4.	Protective Attitude	The principal treats teachers like family members
5.	Fatherly Decisions	The principal makes decisions based on what he believes safest for the members of school.
6.	Interpersonal Relationship	The relationship between the principal and teachers is very familiar and emotional.
Democratic		
7.	Participatory	The principal involves teachers in formulating the school's vision, mission, goal, strategy, and program.
8.	Two-Way Communication	The principal is open to criticism and suggestions from teachers and staff for the advancement of the school.
9.	Delegation of Authority	The principal gives me full trust to manage my work unit
10	Teamwork	The principal prioritizes consensus in problem solving.

Table 3. Work Motivation Variable (X2)

Nu.	Indicator	Questionnaire Statements
Intrinsic		
1.	Satisfaction with Achievement	I feel personally satisfied when I successfully complete a task with maximum results.
2.	Personal Development	This job provides me with the opportunity to improve my skills and potential.
3.	Responsibility	I feel a moral obligation to complete every task on time
4.	Meaningfulness of Work	I feel that my work makes an important contribution to the organization.
5.	Interest/Challenge	I feel excited when I face new tasks that challenge my abilities.
Extrinsic motivation		
6.	Compensation/Incentives	The salary and benefits offered by the school motivate me to

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		work harder
7.	Recognition	I feel more motivated when my superiors praise or reward me for my work.
8.	Work Environment	The comfortable office facilities and work environment support me in working productively
9.	Interpersonal Relationships	The support and good relationships with my coworkers make me more enthusiastic about my work
10.	Job Security	I work diligently to maintain the sustainability of my position or employment status

Table 4. Teacher Performance Variable (Y)

Nu.	Indicator	Questionnaire Statements
1.	Planning	I prepare complete and up to date learning materials (Lesson plan, teaching modules, and other teacher's administrations) before entering class
2.	Implementation	I am able to manage a conducive classroom and use a variety of learning media.
3.	Evaluation	I objectively assess learning outcomes and provide feedback to students.
4.	Discipline	I attend class and complete school administrative tasks on time.
5.	Interpersonal Relationships	I actively collaborate with colleagues to improve the quality of learning at school.
6.	Initiative	I often offer new ideas or suggestions that are beneficial for improving work process.
7.	Regulation	I consistently adhere to work hours and applicable.
8.	Responsibility	I am willing to take full responsibility for the results of my work and the decisions I make.
9.	Work Commitment	I have high dedication and always try to give my best for the progress of the organization.
10.	Quality of work	I always prioritize accuracy and neatness in completing every work result.

Research Instrument Testing

Validity Testing

Validity testing is employed to assess the accuracy and precision of the instrument as a measuring tool. The level of instrument validity can be determined by comparing the instrument's Pearson Correlation value. If the Pearson Correlation value is > 0.30, the instrument item is considered valid. The instrument validity test results are displayed in table 1 below:

Table 5. The Result of the Instrument Validity Test

Statement	Pearson Correlation	Standard
	Collaborative Leadership Style (X1)	
X1.1	0,473	0.246
X1.2	0,533	0.246
X1.3	0,582	0.246
X1.4	0,535	0.246
X1.5	0,544	0.246
X1.6	0,533	0.246
X1.7	0,673	0.246
X1.8	0,487	0.246
X1.9	0,563	0.246
X1.10	0,488	0.246
	Work Motivation (X2)	
X2.1	0,599	0.246
X2.2	0,625	0.246

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Statement	Pearson Correlation	Standard	Description
X2.3	0,536	0.246	Valid
X2.4	0,570	0.246	Valid
X2.5	0,681	0.246	Valid
X2.6	0,677	0.246	Valid
X2.7	0,351	0.246	Valid
X2.8	0,500	0.246	Valid
X2.9	0,448	0.246	Valid
X2.10	0,601	0.246	Valid
Teacher Performance (Y)			
Y.1	0,599	0.246	Valid
Y.2	0,625	0.246	Valid
Y.3	0,536	0.246	Valid
Y4	5,70	0.246	Valid
Y5	0,681	0.246	Valid
Y6	0,677	0.246	Valid
Y7	0,351	0.246	Valid
Y8	0,500	0.246	Valid
Y9	0,448	0.246	Valid
Y10	0,601	0.246	Valid

According to the findings presented in Table 1, all instrument Pearson Correlation values exceed 0.246, indicating that every instrument utilized for data collection through questionnaires is valid.

Reliability Testing

Reliability Testing is performed to assess the degree to which a measurement produces consistent results when repeated measurements are taken on the same subjects. Reliability testing is a method for determining whether a measurement is consistent. When the value of Cronbach's Alpha exceeds 0.60, the findings are deemed reliable. The results of the reliability test for the instrument are displayed in the table 2 below:

Table 6. Instrument Reliability Test Results

Variable	Alpha Cronbach *(a)*
Collaborative Leadership Style (X1)	0.650
Work Motivation (X2)	0.678
Teacher Performance (Y)	0.693

Table 7. Coefficient Level

Coefficient Level	Reliability Level
0.00 - 0.199	Very low
0.20 - 0.3.99	Low
0.40 - 0.599	Enough
0.60 - 0.799	High
0.80 - 0.1.00	Very High

According to the results of the analysis in table 2 and referring to table 3, it shows that the three variables are at a coefficient level of 0.60 - 0.799, means that the three variables have a high level of reliability so they can be used to continue the research.

The sample in this study consisted of 64 teachers, selected using proportional random sampling. This technique consists of randomly choosing sample participants from the population ensuring that the population proportions in each school are homogeneous. The sampling technique used in this study was the following formula from Taro Yamane

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or Slovin (*Introduction to Statistical for Educational, Social, Economics, Communication, and Business Research*, 2024):

$$n = \frac{N}{N.(d^2) + 1}$$

Note:
n = samples number
N = respondents number
d^2 = accuracy (established at 10% with a 95% confidence level).

$$n = \frac{N}{N.d^2+1} = \frac{211}{211.(0,1)^2+1} = \frac{211}{211.\,0,01+1} = 63,53\ (Dibulatkan\ 64)$$

Based on the calculation above, the sample size is 64 people.

RESULT AND DISCUSSION

Result

A. Data Description

Table 8. Descriptive Statistics Test Results of data

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Collaborative Leadership Style	64	11.00	38.00	49.00	44.9844	2.45268	6.016
Work Motivation	64	14.00	34.00	48.00	41.7344	3.39113	11.500
Teacher Performance	64	12.00	37.00	49.00	45.1094	2.53932	6.448
Valid N (listwise)	**64**						

According to the results of the descriptive statistical test in Table 8, the distribution of data regarding the collaborative leadership style variable indicates that the minimum value is 38, the maximum value is 49, the mean is 44.98, and the standard deviation is 2.45. The distribution of data for the work motivation variable shows that the minimum value is 34, the maximum is 48, the mean value is 41.73, and the standard deviation is 3.39. The distribution of data for the teacher performance variable, the minimum value is 37, the maximum value is 49, the average value is 45.10, and the standard deviation is 2.53.

B. Testing Analysis Requirements (Classical Assumption Test)

Normality Test

The purpose of the data normality test is to assess if the dependent and independent Variables in the regression model are typically distributed normally. An effective regression model possesses a standard or nearly standard data distribution. The One-Sample Kolmogorov-Smirnov Test is utilized for normality testing, and data are deemed normally distributed if the the significance value exceeds 0.05. Based on the analysis findings, the outcomes of the The Normality Test results can be found in Table 9 below:

Table 9. Normality Test Result

One-Sample KolmogorovSmirnov Test

	Unstandardized Residual
N	64
Asymp. Sig. (2-tailed)	0,655

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According to Table 9, it is evident that the *Asymp. Sig.(2-tailed)* value is 0.655. This value is greater than 0.05, which means the variable is normally distributed.

Multicollinearity Test

The multicollinearity assessment seeks to ascertain if a correlation (robust connection) exists among independent variables in the regression model. A nice The regression model must exhibit no correlation among independent variables. A regression model free of multicollinearity is defined by having a tolerance value exceeding 0.10 and a VIF value under 10. The values for tolerance and VIF are displayed in Table 10 below:

Table 10. Multicollinearity Test result

	Independent Variables	Collinearity Statistics	
		Tolerance	VIF
1	**(Constant)**		
	Collaborative Leadership Style	.698	1.432
	Work Motivation	.698	1.432

Table 10 indicates that the Tolerance value exceeds 0.10 and the VIF value is lower than 10. Consequently, it can be determined that there is not multicollinearity in the regression model.

Heteroscedasticity Test

The heteroscedasticity test seeks to assess if there is variability that is not equal in the residual values between various observations in the regression model. Symptoms Heteroscedasticity can be detected by analyzing the significance level between the independent variable and its total residual value (ABS_RES). If the value of significance between the independent variable and its absolute residual (ABS_RES) exceeds 0.05, thus heteroscedasticity is absent in the regression.

Table 11. Result of heteroscedasticity Symptom Testing

Independent Variables	Sig.
Collaborative Leadership Style	0,230
Work Motivation	0,609

a. Dependent Variable: Abs_RES

Table 11 indicates that the significance value between the independent variable and its absolute residual value (ABS_RES) exceeds 0.05. This suggests that the regression model shows no signs of heteroscedasticity.

C. The Result of Multiple Linear Regression Test

Table 12. Regression Test dan T Test

Design	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.600	2.563		1.015	.314
Collaborative Leadership Style	.785	.067	.758	11.653	.000
Work Motivation	.173	.049	.230	3.543	.001

a. Dependent Variable: Teacher performance

The Regression equation on table 8 above is as follows:

1) Constant Value (α) was 2,600 showed that Collaborative Leadership Style (X1) and Work Motivation (X2) the value was 0 so the Teachers' Performance (Y) was 2.600.

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2) Coefficients Value of Collaborative Leadership Style Variable (X1) was 0.785, it meant that if the variable of Collaborative Leadership Style (X1) increased/decreased, so every increasing/decreasing added, would influence the Teachers' Work performance (Y), it was 0.785.
3) Coefficients Value of Work Motivation (X2) was 0,173, it meant that if the Work Motivation Variable increased/decreased, so every increasing/decreasing added would influence the Teachers' Work Performance (Y), it was 0,173.

D. The Hypothesis Test Result

Based on table 8 it is known that partial test result (T-Test) as follows:

1) The Variable of Collaborative Leadership Style (X1) is known value sig. 0,000 < 0,05 and the value of $t\text{-}_{count}$ was 11.653 > $t\text{-}_{table}$ 1.997.
2) Based on that resulted, it could be concluded that the Collaborative Leadership Style Variable (X1) influenced to the Teacher Work Performance(Y).
3) Work Motivation Variable (X2) is known the value sig. 0,001 < 0,05 and the value of $t\text{-}c_{ount}$ was 3.543 > $t\text{-}_{table}$ 1.997. So that it could be concluded that the variable of Work Motivation (X2) influenced to the Teachers Performance (X3).

E. Simultaneous Test (F test)

Table 13. The Simultaneous Test Result (F-Test)

ANOVA[a]

Design	Sum of Squares	Df	Mean Square	F	Sig.
Regression	332.985	2	166.492	138.650	.000[b]
Residual	73.249	61	1.201		
Total	406.234	63			

a. Dependent Variable: Teachers Performance
b. Predictors: (Constant), Work Motivation, Collaborative Leadership Style

Based on table 13, it is known sig. was 0,000 < 0,05 and $F\text{-}_{count}$ was 138.650 > $f\text{-}_{table}$ 4.00 it meant that h0 was rejected and ha was accepted. Therefore the collaborative Leadership Style and Work Motivation simultaneously influenced to the Teacher Performance.

F. Determination Coefficient (R^2)

Table 14. Summary Model

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905a	.820	.814	1.09581

a. *Predictors: (Constant), Work Motivation, Collaborative Leadership Style*
b. *Dependent variable: Teachers' Performance*

Based on table 3, it was known value of Adjusted R Square (R^2) was 0,820 X 100 = 82%, it meant that the participation of Collaborative Leadership Style and Work Motivation to the Teachers Performance were 82% whereas the rest of it was 18% the work performance was influenced by other variables that were not researched.

Discussion

The Influence of Collaborative Leadership Style to Teachers' Performance

The Collaborative Leadership style is one of the elements that influence to the teachers' performance. The level of adaptation and the effectiveness of the collaborative leadership style applied by the principal in doing the work and responsibility in the

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school are very decisive in achieving the high or low performance of the teachers. The research result was shown that collaborative leadership style influences teacher performance, primarily mediated by a strong organization commitment from the teachers themselves (Isroi, Susilo, & Wibowo., 2024). A school is rarely just a workplace, it is an extension of the extended family in Manado.

Paternalistic leadership style (the "Papi" Figure) is the most effective driver because teachers both in private and public schools expect the principal to act as a "Protector" or "Parent" to them. In Manado, it boosts performance because this is rooted in Mapalus (traditional Minahasan mutual cooperation). Work relationships often morph into familial ones. When a principal who care about the personal well-being of their subordinates (for example, attending funerals or thanksgivings, wedding party, religious festival for staff members' families) it creates a psychological "moral debt" and earn strong loyalty (Wua, T. D., & Sumual, S. D., 2022). Indicators of success is low levels of internal conflict because subordinates feel a sense of moral obligation to the leader, who is perceived as a protective figure. Teachers excel not due to their agreement, yet due to their allegiance to the leader who regards them as family (Cheng, B. S., Chou, L. F., Wu, T. Y., Huang, M. P., & Farh, J. L., 2024). The principal pays full attention to the needs of teachers and all elements of the school, both physical and spiritual to provide a sense of security and comfort in carrying out tasks to improve their performance. Despite its egalitarian nature, the social structure in Manado still strongly respects senior figures or protective "parent" figures.

Democratic Leadership style is closely related to the Sitou Timou Tumou Tou Philosophy, that the core philosophy of North Sulawesi popularized by Dr. Sam Ratulangi "Sitou Timou Tumou Tou" (Man lives to humanize others) makes democratic leadership essential (Salu, S., & Punu, M. E, 2022). The interpretation in this research is unlike other regions where hierarchy is rigid and silent, Manado culture is expressive and egalitarian. Teachers in Manado value their voice. It boosts performance when a principal involves teachers in the meeting to share ideas, solve problems, and decision-making, it honors their intellectual dignity. In Manado, "humanizing" a teacher through democratic engagement leads to higher self-efficacy and self-confident. If they feel heard, they feel responsible for the school's success, resulting in proactive classroom behavior (Ng, S. W., & Szeto, E, 2020).

The implementation of democratic, paternalistic, and authoritarian leadership styles has been successful in Manado. Why? First, democratic leadership style (the Mapalus Core) is most in line with the Mapalus philosophy. In Minahasan culture, Mapalus is not simply about mutual assistance, but rather a system of organized cooperation based on the principles of openness and reciprocity. Why it works, Manadonese people have a strong egalitarian spirit (the motto "Sitou Timou Tumou Tou"). Democratic leaders are considered to respect the dignity of their subordinates as whole human beings. The indicator of success is high participation of teachers and staff in school decision-making. When they feel involved in planning, their intrinsic motivation to achieve performance targets increases significantly. The application of democratic leadership style by the principals both in private and public schools can lead to higher self-efficacy, self-confidence, and motivation of teacher to achieve optimal performance.

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Authoritarian leadership style is a form of decisiveness in the foundations competition. In the context of Manado's private schools many of which are managed by competitive religious or family-owned foundations. In this high-stakes environment, an authoritarian style reinterpreted as decisiveness boosts performance by providing psychological safety (Edmondson, A. C, 2018)). By establishing strict, non-negotiable standards, the Principal assumes the full burden of hard calls and administrative politics, a role especially critical in the Indonesian foundation system (Hariri, H., Monypenny, R., & Prideaux, M., 2016). This eliminates role ambiguity, allowing teachers to focus 100% of their energy on instructional delivery (Whitaker, T, 2020). Teachers in Manado are often under pressure from parents and foundations to maintain high school prestige. In this high-stakes environment, they have little patience for ambiguity. When a principal is firm and provides non-negotiable standards (strict), it reduces teacher anxiety about what the foundation wants. The leader takes the burden of the "hard calls," allowing the teachers to focus entirely on teaching (Whitaker, T., 2020).

The Authoritarianism model as assertiveness is more successful in Manado than in the West. Authoritarian assertiveness is more effective in the local context of Manado, firstly reviewed from the Egalitarian Paradox: "Everyone is the Boss", while the Western Model assumes that the organizational structure is a rigid hierarchy where position determines obedience. However, in Manado, there is a very strong spirit of egalitarianism (Sitou Timou Tumou Tou). The problem with the Western Model is that leaders rely on position, staff tend to view leaders as "colleagues" so that instructions are often considered "suggestions" that can be ignored. The power of Authoritarianism as Assertiveness in Manado functions as a counterbalance. Leaders must demonstrate strong personal dominance to break the chain of familiarity that hinders productivity. Assertiveness here is not to oppress, but to provide certainty of command in the midst of a very fluid culture.

Criticism of "Laissez-faire" and a Relaxed Culture. Western models often glorify employee autonomy (self-management). In environments with high work discipline (such as in Europe or the US), this works. However, in many agencies in Manado, there are challenges in the form of a "laid-back culture" or excessive time flexibility. Overly moderate Western models often fail because they are perceived as weak (soft leadership). The Advantage of Firmness in Manado, leaders who are "strict" in rules (such as clocking in and reporting targets) are actually more respected. This firmness is seen as a form of concern for the organization's dignity. Employees in Manado tend to be more productive under leaders who have an "iron fist" in administrative discipline, as long as they maintain social relationships outside of work hours.

High-Context Communication vs. Direct Professionalism. The Arat model relies on clearly written employment contracts and job descriptions. In Manado, communication is high context, where instructions often require personal "pushing" to be implemented. Without authoritarian assertiveness, instructions that are merely administrative are often deemed unurgent. Local Synthesis: Authoritarianism here manifests itself in the form of direct instructions and close supervision. Leaders who go directly to the field and provide strong verbal reprimands (while remaining ethical) are more effective than simply sending memos or emails, as in the Western style. The Authoritarian leadership style can increase teacher performance. The reason why it boosts performance, because it provides psychological safety through clarity.

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The implementation of the collaborative leadership styles with their respective characteristics as an effective approach that relevant with the culture and customs of Manado society by the principal, can support the development of education human resources in achieving the schools' goal, especially increasing the optimal teacher performance. By fostering environments of joint decision-making and shared responsibility, created harmonious communication, principals can significantly improve teacher engagement, job satisfaction, and overall effectiveness in the classroom. Ahmad, Mukhtyar, & Kanwal, (2022), **c**onfirmed that the practices of "distributed leadership" (a form of collaborative leadership) positively affect teacher performance. Therefore it concludes that the collaborative leadership styles of the principal had positive influence to the teachers' performance at Private Senior High School in Manado City.

The Influence of Work Motivation to the Teachers' Performance

Motivation as moral Stewardship in Manado's high-prestige private schools, motivation is often rooted in a sense of spiritual or communal mission. The concrete impact was motivation transforms the teacher from a "hired hand" into a "steward" of the foundation's reputation. A motivated teacher doesn't just teach the curriculum; they provide emotional support and moral guidance to students. The performance link to this leads to higher contextual performance (helping colleagues and volunteering for school events), which is vital for the survival of private foundations. The other important aspects were self-efficacy and pedagogical rigor, that motivation influences the depth of teaching. A motivated teacher has higher self-efficacy, they belief that they can overcome classroom challenges. The concrete impact is in the competitive Manado market, motivated teachers are more likely to adopt student centered learning and digital tools. They don't just show up; they actively solve problem when a student fails to understand a concept. The performance link can be seen in the results in higher task performance, directly improving student test scores and parent satisfaction as the two key metrics for private schools.

In the context of Manado's private education sector, work motivation functions as the qualitative engine of teacher performance. Rather than merely ensuring attendance, high motivation levels manifest as discretionary effort, where the teacher's commitment to the school's communal mission (the religious factor) drives them to exceed standard instructional requirements. As noted by Ryan, R. M., & Deci, E. L., (2020), intrinsic motivation leads to higher persistence and creativity; in this study, that translates to teachers voluntarily adopting innovative pedagogical strategies to maintain the school's competitive edge. Furthermore, as suggested by Wahyuni, S., Haron, H., & Ahmad, N., (2021), in the Indonesian private school framework, motivation acts as a psychological buffer that allows teachers to maintain high instructional rigor despite the heavy administrative load characteristic of foundation-managed foundation.

Ultimately, intrinsic and extrinsic motivation of teachers will influence them in doing their tasks effectively and efficiently as the attempt to achieve the teachers' goal and the school' organization goal. The higher the work motivation, the higher the teachers' performance, too. The research result made by Greene, (Shinew, 2014), as follows: the tribute that could fulfil the need of individual will be perceived more valuable and more effective in motivating to increase the work performance. The result of this research was supported by the research result found that while both intrinsic (job satisfaction) and extrinsic (financial rewards) factors were significant, intrinsic factors

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had a slightly stronger impact on overall work motivation and performance (Jainisha, D. Pandya, 2024). It concludes that both intrinsic and extrinsic motivation can increase teacher motivation.

The Influence of Collaborative Leadership Style and Work Motivation to the Teachers' Performance

In this model, collaborative leadership provides the structural platform, while work motivation provides the individual energy. Together, they create a Professional Learning Community (PLC) where performance is a collective outcome rather than an isolated task. The collaborative leadership performance through Collective Efficacy Collaborative Leadership shifts the principal from a commander to a facilitator. In this style, the principal shares power and decision-making with the staff. The Mechanism is it influences performance by increasing collective teacher efficacy. When teachers collaborate on curriculum or problem-solving, they feel more capable of handling difficult students. This safety in numbers reduces the fear of failure, the concrete link is performance improves because the school avoids knowledge silos. Best practices from one high performing teacher are shared across the group through the principal's collaborative structures (DuFour, R., & Fullan, M., 2013).

Work motivation and performance through discretionary effort of motivation as the internal engine determines the intensity and persistence of a teacher's work. The mechanism is high motivation (specifically intrinsic motivation) leads to discretionary effort. This is the work teachers do that isn't in their contract such as staying late to mentor a student or refining a lesson plan at home. There is a concrete link that motivated teachers engage in more contextual performance. They help colleagues, contribute to school culture, and show higher resilience during high-stress periods like accreditation or exam seasons. The synergistic influence of collaborative leadership and work motivation creates a high-performance ecosystem within the school. Collaborative leadership acts as a structural catalyst; by involving teachers in decision-making, the principal fosters a sense of collective efficacy, which Hallinger and Heck (2020) argue is a primary driver of school improvement. This collaborative environment, in turn, fuels work motivation. According to Self-Determination Theory (Ryan & Deci, 2020), when teachers feel autonomous and connected to their peers, their intrinsic motivation increases. This internal drive translates into discretionary effort and higher pedagogical rigor, as motivated teachers are more likely to persist in the face of classroom challenges. Ultimately, as Ng and Szeto (2020) demonstrate, the principal's ability to distribute leadership directly enhances teacher performance by transforming the school from a collection of isolated classrooms into a cohesive, goal-oriented professional community.

The teachers' performance was measured based on an open objective standard and can be communicated. Motivation as the level of a person's willingness to put forth and maintain an effort in support of organizational goals (Wietrak, Rousseau, & Barends, 2021). The wise principal is hoped to be able to grow the passion and work motivation of the teachers as the effort to increase the quality, of their performance. When someone feels that his desire or need has fulfilled so he will be more motivated to do the tasks with more spirit (Adha, R. N., Qomariah, N. and Hafidzi, A. H, 2019). The most appropriate the motivation given by the leader to the members, the work performance become better (Dai, David, Yun., Sternberg, Robert, J., 2004). But if the teacher feels that he does not have the motivation, so his work performance will be lower and it has bad affect to the

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successful of the company (Thoha M., 2013).

The collaborative leadership styles applied by the principal in this research is already directing to the giving guidance through the activity of supervision, evaluation and follow up as it was hoped by the teachers. The principal had given the extrinsic motivation to the teachers, and also had risen the teachers' passion and motivation in doing the tasks as the form of intrinsic motivation supporting in order to achieve their high work performance to go to the individual goal and also the organizational goal. Work motivation and satisfaction is one of the key factors to affect work performance (Affandi., 2021). Principal was able to create the comfortable work situation, applying the two direction of communication, developing the design of team work, helping, and cooperating together in handling the tasks (Schaller, 2025). The principal shared the information in the form of motivation, delegating the job to the maturity teachers in the certain situation and condition, involved the teachers in making decision by collecting their ideas and opinions through making meeting, and also making supervision and evaluation periodically especially monitoring the teaching and learning process at Private Senior High School in Manado City.

The state of the art in this research was the research done by analyzing several of the leadership styles such as authoritarian, paternalistic, and democratic leadership styles which has been collaborated and adapted, and then implemented it effectively by the principal to find if there were positive influences to increase teacher performance. This research also analyzed how strength the influence of intrinsic motivation to increase teacher work performance compare with extrinsic motivation, and the influenced of collaborative leadership style and work motivation to increase teacher work performance. This research is still rarely conducted by previous researchers, where the research generally concerns a single leadership style and its influence on teacher performance and comparing the two indicators of motivation (intrinsic and extrinsic), in order to know which one has a stronger influence in improving teacher performance is. The adaptive, and effective collaborative leadership styles applied by the principal in handling the daily job through the increasing the extrinsic and intrinsic motivation to the teachers, staff and all members of school, of course can increase the work performance of all human resources in school especially teachers. Therefore it assumed that the collaborative leadership style and the work motivation influenced positively to the teacher' performance at Private Senior High School in Manado City.

CONCLUSION

The results of this research indicated that a collaborative leadership style positively influenced teachers' performance at Private Senior High Schools in Manado City, that work motivation had a positive impact on teachers' performance at Private Senior High Schools in Manado City, and that both collaborative leadership style and work motivation positively affected teachers' performance at Private Senior High Schools in Manado City when considered together.

The implication of this study is on psychological safety, decisiveness provides the structural clarity needed for teachers to focus on instruction. Decisiveness is a top-down trait, its primary benefit in an educational setting is the reduction of role ambiguity.In structural clarity, when a leader is decisive, they establish clear boundaries and expectations. For teachers, this removes the guesswork from their daily operations. The

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safety mechanism, psychological safety isn't just about being nice; it's the belief that one won't be punished for making a mistake or speaking up. By providing a stable structural framework, a leader creates a "container" where teachers feel safe to innovate. They know exactly where the floor and ceiling are, allowing them to focus entirely on instructional quality rather than navigating political or administrative uncertainty.

On collective efficacy, collaborative leadership transforms individual effort into school-wide capacity. Collective efficacy via collaborative leadership, there was a common conviction within the school that they could beneficially influence student learning. It is one of the strongest predictors of school success. From "I" to "We", collaborative leadership moves away from the heroic principal model. Instead, it distributes agency. When teachers are involved in decision-making, they stop seeing challenges as individual burdens and start seeing them as team objectives. It is building capacity that this transition transforms a school from a collection of independent contractors (teachers in isolated classrooms) into a cohesive unit. The synergy created by collaborative leadership ensures that the best practices of one teacher become the standard for the whole school, effectively scaling up the institution's overall capacity.

On cultural reciprocity as the Mapalus framework, leadership effectiveness in Manado is rooted in the communal ethics of Mapalus. In the context of Manado, leadership is not just a professional appointment; it is a cultural practice. Integrating Mapalus as the traditional Minahasan system of mutual aid is grounds modern management in a familiar ethical soil. On communal ethics, mapalus is built on the principle of "*Tou timou tumou tou*" (man lives to help others live). When leadership is rooted in this, collaboration isn't just a corporate buzzword; it's a moral obligation. On authentic motivation, using a concept like Mapalus creates a sense of cultural reciprocity. Teachers aren't just working for a paycheck or a supervisor; they are participating in a communal effort that resonates with their identity. This increases buy-in because the leadership style feels authentic rather than imported or artificial.

To provide a balanced and rigorous academic conclusion, the limitations of study must acknowledge boundaries of research and provides a "map" for future scholars. The limitations of this study, first it is methodological bias (common method variance) that relied on self-reported survey where teachers evaluated both their own motivation and their principal's leadership, that there is a risk of Common Method Bias (CMB). The reality, in the polite culture of Manado, teachers may have provided socially desirable answers overrating their principals out of respect or overrating their own performance to appear professional. The second limitation is cross-sectional nature that is called snapshot problem, that meaning it captured data at a single in time.

The fact is the collaborative leadership style and motivation are dynamic. They change during exam seasons, accreditation periods, or changes in school foundation policy. The third was contextual specificity in Manado Private Sector. While the focus in Manado's private schools is strength, it is also a limitation regarding generalizability. The reality, the findings regarding authoritarianism as decisiveness and the Mapalus culture are unique to North Sulawesi. There is a gap that these results might not apply to public schools where civil servant regulations over ride foundation pressures, or to regions with different cultural philosophies (e.g., Bali, Central Java or West Sumatra). The fourth is scope of variables that this study focused primarily on leadership and motivation. The reality is other significant factors influence teacher performance, such as school facilities,

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salary levels, and parental involvement. The gap is by focusing on the human side of management, the material resource side of the equation was not fully explored.

To overcome these limitations, future research should be done to utilize Structural Equation Modeling (SEM) to be better isolate latent constructs and adopt a longitudinal approach to track how the interaction between collaborative leadership and motivation evolves across different stages of the academic cycle. Moderation and mediation analyses using how and why for future studies to investigate if Work Motivation acts as a *mediator* between collaborative leadership and teacher performance, that the goal is to answer whether leadership directly improves performance, or if leadership improves performance *because* it first increases motivation.

The fundamental novelty of this study lies in its re-interpretation of collaborative leadership styles within the Minahasan socio-cultural framework. Contrary to Western-centric models that often view strict leadership as a deterrent, this research demonstrates that in the competitive foundation ecosystem of Manado, decisive/authoritarian leadership provides the necessary psychological safety for teachers to excel. Furthermore, it identifies work motivation not merely as a state of mind, but as a cultural manifestation of moral stewardship, which is activated through collaborative and Paternalistic engagement.

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