



The Association between Visionary Leadership and Teachers' Achievement Motivation: The Mediating Role of Work-Life Balance

Huri Suhendri*

Universitas Indraprasta PGRI,
INDONESIA

Mailizar

Universitas Indraprasta PGRI,
INDONESIA

Rita Ningsih

Universitas Indraprasta PGRI,
INDONESIA

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Abstract

Teachers' achievement motivation is a critical factor influencing educational quality and teacher performance. Although previous studies have examined leadership, teacher motivation, and work-life balance independently, limited research has explored the mechanism through which visionary leadership influences teachers' achievement motivation, particularly within vocational education settings. This study investigates the association between visionary leadership and teachers' achievement motivation, with work-life balance as a mediating variable among private vocational school teachers in Indonesia. A quantitative cross-sectional survey was conducted involving 127 mathematics teachers selected through proportionate stratified random sampling. Data were collected using Likert-scale questionnaires and analyzed using multiple regression and path analysis. The results revealed that visionary leadership was positively associated with teachers' achievement motivation ($\beta = 0.553$, $p < .001$) and work-life balance ($\beta = 0.496$, $p < .001$). Work-life balance was also positively associated with achievement motivation ($\beta = 0.618$, $p < .001$). Furthermore, the findings indicated that work-life balance mediated the relationship between visionary leadership and teachers' achievement motivation. These findings suggest that visionary leadership is associated not only with higher teacher motivation but also with more balanced professional and personal lives among teachers. The study contributes to educational management literature by integrating leadership and well-being perspectives into a unified framework for explaining teacher motivation and highlights the importance of supporting teachers' work-life balance to foster achievement motivation in vocational education contexts.

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INTRODUCTION

Education plays a strategic role in developing human resources capable of responding to increasingly complex global and technological challenges. In line with Sustainable Development Goal (SDG) 4, educational systems are expected to provide inclusive, equitable, and high-quality learning opportunities while strengthening institutional effectiveness and teacher professionalism (Susanto et al., 2022; UNESCO, 2020). Within this context, teachers occupy a central position because their professional performance directly affects instructional quality and student learning outcomes. This challenge is particularly relevant in vocational education settings, where teachers are required not only to deliver academic instruction but also to adapt to technological developments, administrative responsibilities, and industry-oriented competencies.

In educational organizations, leadership is recognized as an important organizational factor shaping teachers' professional behavior, commitment, and motivation. Teachers with strong

*** Corresponding author:**

Huri Suhendri, Universitas Indraprasta PGRI, INDONESIA. ✉ hurisuendri1981@gmail.com

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achievement motivation generally demonstrate persistence, responsibility, and commitment in accomplishing professional tasks (Collie, 2023; Fachmi et al., 2021). In this study, achievement motivation is grounded in McClelland's Achievement Motivation Theory, which explains that individuals with high achievement motivation tend to demonstrate persistence, responsibility, goal orientation, and strong efforts to attain successful performance outcomes (McClelland, 1961). Previous studies have consistently shown that leadership practices are associated with teacher motivation, professional engagement, and school effectiveness (Grissom et al., 2021; Shengnan & Hallinger, 2021). More recent evidence also suggests that effective leadership is associated with stronger teacher engagement and organizational commitment within educational institutions (Constantinou et al., 2025). In educational settings, leadership characterized by clear direction, professional support, and collaborative interaction is associated with teachers' professional engagement, motivation, and commitment toward achieving institutional goals (Leithwood et al., 2020). Leadership is also considered an important organizational factor influencing teachers' professional behavior and workplace dynamics within complex educational environments (Wibowo et al., 2025).

Visionary leadership has become increasingly relevant in educational management because it emphasizes leaders' ability to formulate and communicate a clear future-oriented vision that guides organizational development and long-term institutional direction. Unlike transformational leadership, which broadly focuses on inspirational influence and individual empowerment, visionary leadership primarily emphasizes strategic future orientation and organizational alignment toward shared goals. It also differs from instructional leadership, which mainly concentrates on teaching and learning processes, and from strategic leadership, which focuses more broadly on organizational competitiveness and decision-making processes. In educational contexts, visionary leadership highlights leaders' capacity to inspire collective commitment, coordinate organizational efforts, and sustain institutional transformation through a clearly articulated vision (Bush & Glover, 2014; Candrasari et al., 2023; Leithwood et al., 2020). In addition, research findings indicate that effective leadership practices are closely associated with teachers' professional motivation, engagement, and organizational commitment and overall school effectiveness (Grissom et al., 2021; Shengnan & Hallinger, 2021). More recent studies further highlight that visionary leadership is positively associated with teachers' professional engagement and motivation by promoting clear direction, strengthening commitment, and developing a supportive organizational culture (Alimin et al., 2021; Yulianti et al., 2025).

Beyond leadership factors, teacher well-being has increasingly been recognized as a key element in sustaining motivation and professional productivity. In teaching contexts, work-life balance reflects not only how individuals manage the demands of instructional duties alongside their personal responsibilities, but also how they negotiate workload pressures, role conflict, role enrichment, psychological recovery, and boundary management between professional and personal life domains (Duran et al., 2024). Teachers are often required to handle multiple responsibilities, including classroom instruction, administrative tasks, curriculum adaptation, and student mentoring, which may create psychological pressure and reduce professional motivation when not adequately supported institutionally (Bisht et al., 2025). A balanced condition between work and personal life enables teachers to maintain psychological stability, minimize burnout, strengthen emotional well-being, and sustain motivation in professional activities (Adnan et al., 2021; Haar et al., 2014; Li & Albattat, 2025; Susanto et al., 2022). Furthermore, teachers' professional engagement and motivation are associated with the interaction between individual competence, organizational support, workplace climate, and motivational factors between individual competence, organizational support, workplace climate, and motivational factors (Ramadhina et al., 2025). Previous studies also emphasize that leadership, work-life balance, and achievement motivation are interconnected factors associated with teachers' professional performance and adaptability in the digital era (Sajiman & Suhendri, 2022). However, most prior studies have primarily examined direct relationships among these variables, focused on general educational settings, or emphasized organizational performance outcomes rather than the potential mediating role of work-life balance in shaping teachers' achievement motivation, particularly within vocational school contexts in Indonesia. This perspective is reinforced by findings that highlight the importance of leadership support, professional commitment, and supportive work environments in strengthening teacher

productivity and professional engagement (Yulianti et al., 2025). In vocational education settings, work-life balance and motivation are considered important factors associated with teacher performance and adaptability, although these relationships may vary depending on organizational conditions, institutional support, and levels of teacher commitment (Fernanda et al., 2025; Soepardi et al., 2025).

Leadership practices also play an important role in shaping teachers' work-life balance. In school settings, supportive leadership contributes to the creation of a positive organizational environment that enables teachers to manage their professional responsibilities while maintaining their personal well-being. Leadership that emphasizes clear direction, flexibility, and professional support can strengthen teachers' well-being and organizational commitment (Collie & Martin, 2019; Grissom et al., 2021). As a result, leadership may be associated with teachers' achievement motivation not only directly but also through intermediary factors such as work-life balance.

Although previous studies have examined the relationships among leadership, teacher motivation, and work-life balance, most of them have primarily focused on direct associations, general organizational outcomes, or non-vocational educational settings (Grissom et al., 2021; Haar et al., 2014; Shengnan & Hallinger, 2021). Limited studies have investigated the potential mediating role of work-life balance in explaining how leadership practices are associated with teachers' achievement motivation, particularly within Indonesian vocational school contexts. Existing evidence also suggests that teacher motivation and professional engagement are shaped simultaneously by leadership support, institutional climate, technological adaptation, and psychological well-being (Suhendri et al., 2020; Yulianti et al., 2025). Nevertheless, these relationships have rarely been examined within an integrated analytical framework that considers both organizational and psychological mechanisms.

Based on the theoretical framework and previous empirical findings, this study proposes three hypotheses. First, visionary leadership is positively associated with teachers' achievement motivation. Second, visionary leadership is positively associated with teachers' work-life balance. Third, visionary leadership is positively associated with teachers' achievement motivation through the mediating role of work-life balance within vocational education settings.

Therefore, this study seeks to examine the relationships among visionary leadership, work-life balance, and teachers' achievement motivation among mathematics teachers in private vocational schools in South Jakarta. By applying path analysis, this study aims to provide a more comprehensive explanation of the direct and indirect relationships among these variables. Rather than proposing an entirely new theoretical model, this study contributes by examining the interaction between leadership practices and teacher well-being within the context of Indonesian vocational education, which remains relatively underexplored in previous educational management studies.

METHOD

This study employed a quantitative correlational survey design to examine the associations among visionary leadership, work-life balance, and teachers' achievement motivation. Data were collected through structured questionnaires and analyzed using path analysis to evaluate both direct and indirect relationships among the variables within the proposed conceptual framework. Path analysis was selected because it enables the examination of interconnected relationships among variables simultaneously, including the potential intermediary role of work-life balance, while remaining appropriate for non-experimental correlational research designs (Creswell & Creswell, 2018; Lim, 2025).

The study was conducted between March and November 2024 in private vocational high schools across ten sub-districts in South Jakarta. The research process included instrument development, pilot testing, questionnaire distribution, data collection, data cleaning, and statistical analysis. The target population consisted of 187 mathematics teachers from private vocational high schools in the study area. A total of 127 participants were selected using proportionate stratified random sampling, with each sub-district serving as a sampling stratum. The sampling frame was obtained from school administrative records, and the number of participants selected from each stratum was determined proportionally based on the teacher population within each sub-district. Random selection procedures were then applied within each stratum to ensure proportional

representation across school clusters and reduce potential sampling bias. Questionnaires were distributed to all selected participants, and all 127 questionnaires were returned and considered complete for analysis. No replacement sampling was applied because all selected participants responded to the survey.

The study population consisted of 186 mathematics teachers from 66 private vocational high schools in South Jakarta. From this population, a sample of 127 teachers was selected using proportionate stratified random sampling. The inclusion criteria included active mathematics teachers who had at least one year of teaching experience and were currently teaching in private vocational schools. The distribution of demographic characteristics of participants is presented in Table 1.

Table 1. Demographic Characteristics of Participants

No.	Variable	Category	Frequency	Percentage
1	Employment Status	Permanent Teacher	91	71,7%
		Contract Teacher	36	28,3%
2	Teacher certification	Already	50	39,4%
		Not yet	77	60,6%
3	Gender	Male	40	31,5%
		Female	87	68,5%
4	School Location (Subdistrict)	Jagakarsa	29	22,8%
		Cilandak	10	7,9%
		Kebayoran Lama	17	13,4%
		Kebayoran Baru	13	10,2%
		Pesanggrahan	14	11,0%
		Pasar Minggu	19	15,0%
		Mampang Prapatan	6	4,7%
		Pancoran	7	5,5%
		Tebet	9	7,1%
		Setiabudi	3	2,4%

Data for this study were obtained through a structured questionnaire designed to measure visionary leadership, work-life balance, and achievement motivation. The 36-item visionary leadership instrument was adapted from previous leadership studies and refined to fit the context of vocational education. The instrument covered four dimensions: organizational direction, change leadership, communication skills, and motivation and mentoring abilities. Sample items included statements such as “school leaders communicate a clear long-term vision for school development” and “school leaders encourage teachers to participate in achieving institutional goals.

The 36-item work-life balance instrument was adapted from previous work-life balance studies and modified for educational settings. The instrument measured dimensions related to work-life time management, role execution across professional and personal domains, and satisfaction with work and personal life. The relatively large number of items was intended to provide broader coverage of the multidimensional nature of work-life balance and improve measurement reliability. Sample items included statements such as “I am able to manage my teaching responsibilities without disrupting my personal life.

The 36-item achievement motivation instrument was developed based on David McClelland, focusing on dimensions related to need for achievement, persistence in accomplishing tasks, goal orientation, responsibility for task completion, and efforts to attain successful performance outcomes. Sample items included statements such as “I strive to achieve the best possible results in my professional responsibilities” and “I remain committed to completing challenging teaching tasks. Prior to data analysis, all instruments were tested for validity and reliability using Pearson Product Moment correlation analysis and Cronbach’s alpha coefficients. The visionary leadership, work-life balance, and achievement motivation instruments obtained Cronbach’s alpha values of 0.95, 0.92, and 0.94, respectively, indicating satisfactory reliability (Hair et al., 2019).

The data were analyzed using path analysis within a multiple regression framework to examine the direct and indirect associations among visionary leadership, work-life balance, and achievement motivation. The analysis was conducted using IBM SPSS Statistics version 26 with a

significance threshold of 0.05. Two regression equations were specified: (1) work-life balance as a function of visionary leadership, and (2) achievement motivation as a function of visionary leadership and work-life balance. Prior to hypothesis testing, several statistical assumptions were evaluated, including normality, linearity, multicollinearity, and homoscedasticity, to ensure the appropriateness of the regression model. This analytical procedure enabled the examination of hypothesized directional relationships and the potential mediating role of work-life balance within the research model (Hair et al., 2019; Subhaktiyasa, 2024).

RESULTS AND DISCUSSION

Result

To provide an overview of the research variables, descriptive statistics were calculated for visionary leadership, work-life balance, and teachers' achievement motivation. The results are presented in Table 2.

Table 2. Descriptive Statistics

Statistics	Visionary Leadership (X1)	Work-Life Balance (X2)	Achievement Motivation (Y)
N	127	127	127
Mean	149.79	138.22	133.70
Median	152	138	132
Mode	158	133	135
Std. Deviation	17.63	12.88	15.99
Variance	310.82	165.82	255.58

The descriptive analysis was conducted on data obtained from 127 respondents. The mean scores for visionary leadership, work-life balance, and achievement motivation were 149.79, 138.22, and 133.70, respectively. These findings provide a general overview of respondents' perceptions across the measured variables. However, the mean scores should be interpreted descriptively and not as absolute indicators of effectiveness, balance, or motivational level without established category benchmarks or scale thresholds. To examine the direct effect of visionary leadership on teachers' achievement motivation, a simple regression analysis was conducted. The results of this analysis are presented in Table 3.

Table 3. Effect of Visionary Leadership on Achievement Motivation

Variable	R	R ²	F	β	t	Sig.
X1 → Y	0.553	0.305	54.975	0.553	7.415	P<.001

The findings indicate that visionary leadership is positively associated with teachers' achievement motivation. The coefficient of determination ($R^2=0.305$) suggests that visionary leadership explains 30.5% of the variance in teachers' achievement motivation, indicating a moderate level of explanatory power within the context of educational and organizational research. These findings suggest that leadership characterized by clear vision and direction is associated with stronger teacher engagement and professional commitment. Accordingly, the first hypothesis is supported.

To analyze the effect of visionary leadership on work-life balance, a regression analysis was performed. The results are summarized in Table 4.

Table 4. Effect of Visionary Leadership on Work-Life Balance

Variable	R	R ²	F	β	t	Sig.
X1 → X2	0.496	0.246	40.867	0.496	6.393	0.000

The results indicate that visionary leadership is positively associated with teachers' work-life balance. These findings suggest that leadership characterized by clear direction, professional support, and organizational coordination is associated with a more supportive work environment that helps teachers manage their professional and personal responsibilities. Therefore, the second hypothesis is supported.

To investigate the influence of work-life balance on teachers' achievement motivation, a regression analysis was conducted. The results are shown in Table 5.

Table 5. Effect of Work-Life Balance on Achievement Motivation

Variable	R	R ²	F	β	t	Sig.
X2 → Y	0.618	0.382	77.132	0.618	8.782	0.000

The analysis indicates that work-life balance is positively associated with teachers' achievement motivation. Teachers who reported a more balanced relationship between work demands and personal life also tended to demonstrate stronger engagement, emotional stability, and commitment to their professional responsibilities. These findings suggest that work-life balance is closely related to teachers' professional motivation within educational settings. Therefore, the third hypothesis is supported.

To examine the simultaneous effect of visionary leadership and work-life balance on teachers' achievement motivation, a multiple regression analysis was carried out. The results are presented in Table 6.

Table 6. Multiple Regression Results

Variable	R	R ²	F	Sig.
X1 & X2 → Y	0.680	0.462	53.227	0.000

The combined findings indicate that visionary leadership and work-life balance are jointly associated with teachers' achievement motivation. These results suggest that organizational factors and teachers' psychological well-being are both related to professional motivation within educational settings. In the multiple regression analysis, the regression coefficient of visionary leadership decreased after work-life balance was included in the model, indicating a potential mediating role of work-life balance in the relationship between visionary leadership and teachers' achievement motivation. However, this finding should be interpreted as an associative relationship within the context of cross-sectional survey data.

To assess the mediating role of work-life balance in the relationship between visionary leadership and achievement motivation, a path analysis was conducted. The indirect effect is presented in Table 7.

Table 7. Indirect Effect

Path	Effect (β)
total effect (X1 → Y)	0.553
direct effect (X1 → Y X2)	0.327
a path (X1 → X2)	0.496
b path (X2 → Y X1)	0.456
indirect effect (a * b)	0.226

The mediation analysis suggests that work-life balance may function as an intermediary variable in the relationship between visionary leadership and teachers' achievement motivation. The reduction in the direct coefficient of visionary leadership after work-life balance was included in the regression model indicates a potential indirect association through teachers' work-life balance. These findings suggest that leadership practices related to clear direction, professional support, and organizational coordination may be associated with teachers' achievement motivation both directly and indirectly through work-life balance. Therefore, the third hypothesis is supported.

To provide a clearer overview of the hypothesis testing results, a summary of all proposed hypotheses is presented in Table 8.

Table 8. Summary of Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient (β)	Result
H1	Visionary Leadership → Achievement Motivation	0.553	Accepted
H2	Visionary Leadership → Work-Life Balance	0.496	Accepted
H3	Work-Life Balance → Achievement Motivation	0.618	Accepted
H4	Visionary Leadership → Work-Life Balance → Achievement Motivation	0.226	Accepted

The results indicate that all proposed hypotheses are supported, confirming the significant direct and indirect relationships among the variables in the research model.

Discussion

The findings of this study indicate that visionary leadership is positively associated with teachers' achievement motivation. Leaders who are able to articulate a clear vision, provide direction, and foster a supportive organizational climate can effectively encourage teachers to perform at higher levels. This finding reinforces the perspective that leadership characterized by clear vision, professional support, and organizational direction is associated with teachers' professional engagement and commitment. It is consistent with prior studies indicating that leadership practices significantly influence teacher motivation, instructional quality, and school effectiveness (Grissom et al., 2021; Leithwood et al., 2020). In addition, recent studies emphasize that leadership also plays a strategic role in shaping organizational performance and behavioral outcomes in complex institutional settings (Wibowo et al., 2025). This finding is also supported by previous research indicating that visionary leadership is one of the dominant factors influencing teacher performance and motivation in educational settings (Sajiman & Suhendri, 2022). Similar findings have also been reported in recent studies showing that visionary leadership significantly enhances teacher productivity by providing clear direction, strategic guidance, and motivational support (Alimin et al., 2021; Yulianti et al., 2025).

Furthermore, the findings indicate that visionary leadership is positively associated with teachers' work-life balance. From the perspective of the Job Demands-Resources Theory, supportive leadership may function as an organizational resource that helps teachers manage professional demands, reduce psychological strain, and maintain balance between work and personal responsibilities (Bakker & Demerouti, 2007). Leaders who promote flexibility, provide professional support, and communicate clear expectations help create a work environment that reduces role conflict and work-related stress. This finding aligns with previous research highlighting the role of leadership in shaping employee well-being and organizational climate (Collie & Martin, 2019). Nevertheless, while many studies focus on leadership outcomes in terms of performance and productivity, this study highlights its indirect impact through well-being, thereby offering a broader understanding of leadership effectiveness in educational settings. This result is consistent with earlier findings suggesting that leadership practices influence not only organizational performance but also teachers' ability to manage professional and personal responsibilities effectively (Sajiman & Suhendri, 2022). In line with this, visionary leadership has been shown to create a supportive organizational climate that facilitates better work management and reduces role conflict among teachers (Yulianti et al., 2025).

In addition, the findings indicate that work-life balance is a key determinant of teachers' achievement motivation. Teachers who are able to maintain a balance between their professional responsibilities and personal life tend to demonstrate higher engagement, emotional stability, and sustained commitment to their work. This supports theoretical perspectives rooted in well-being and motivational theories, which suggest that individuals are more motivated when their psychological and emotional needs are fulfilled. Previous studies have also shown that work-life balance contributes to job satisfaction, well-being, and motivation (Haar et al., 2014; Susanto et al., 2022). However, this study highlights that within vocational education settings, where teachers often face complex workloads and administrative demands, work-life balance appears to be an important factor associated with teachers' professional motivation and well-being. This finding aligns with previous studies highlighting that teachers' professional effectiveness is influenced by both psychological and organizational factors, including work-life balance and institutional support (Suhendri et al., 2020). This is further supported by research indicating that teacher productivity and performance are closely linked to their ability to manage workload and maintain professional commitment within a supportive school environment (Yulianti et al., 2025).

An important finding of this study is that the relationship between visionary leadership and teachers' achievement motivation may operate through work-life balance, as indicated by the reduction in the direct regression coefficient after the mediator was included in the model. This indicates that leadership influences motivation through both direct and indirect mechanisms. In this context, leadership enhances motivation not only by providing direction and support but also by creating conditions that allow teachers to maintain psychological well-being. This finding provides a more integrative understanding of leadership by linking it with well-being as a mediating mechanism. While previous studies have acknowledged the importance of well-being, they often

treat it as an independent outcome rather than a pathway through which leadership exerts its influence. Therefore, this study contributes empirically by examining the relationships among visionary leadership, work-life balance, and teachers' achievement motivation within the context of private vocational schools in Indonesia, where such relationships remain relatively underexplored in previous educational management studies. The integrative relationship among leadership, well-being, and motivation identified in this study is consistent with prior findings that position these variables as key determinants of teacher performance in the digital era (Sajiman & Suhendri, 2022). Moreover, previous studies also confirm that leadership, commitment, and organizational culture jointly contribute to improving teacher productivity, highlighting the importance of a comprehensive and integrated approach to educational management (Yulianti et al., 2025).

From a theoretical perspective, this study contributes to the development of educational management theory by integrating leadership and well-being frameworks into a single explanatory model. It highlights that teacher motivation is influenced by the interaction between organizational factors, such as leadership practices, and psychological factors, such as work-life balance. This integrated approach supports the notion that effective educational leadership should not only focus on goal achievement but also consider teachers' well-being as a fundamental component of organizational success. In this regard, the study strengthens the argument that motivation is a multidimensional construct shaped by both external and internal factors.

At the same time, this study also offers a critical perspective by suggesting that leadership alone may not be sufficient to sustain teacher motivation if it is not accompanied by supportive working conditions. In contrast to studies that emphasize leadership as the dominant factor influencing performance, the findings of this study indicate that teachers' well-being can play a more immediate role in sustaining motivation. This finding suggests that psychological factors such as work-life balance are closely associated with teachers' achievement motivation, particularly within vocational education settings characterized by complex workloads and multiple professional responsibilities. This insight provides an important direction for future research to further explore contextual variations in the relationship between leadership, well-being, and motivation.

From a practical perspective, the findings suggest that school leaders should adopt a more holistic approach to managing teacher performance. From a practical perspective, the findings suggest that leadership practices may be supported by organizational policies that promote teachers' work-life balance, such as supportive work environments, manageable administrative responsibilities, and greater flexibility in professional activities. These strategies are essential to ensure that teachers can maintain both professional productivity and personal well-being. This is supported by recent studies indicating that well-being-oriented organizational practices contribute significantly to employee motivation, engagement, and productivity (Ramadhina et al., 2025; Susanto et al., 2022).

Overall, this study highlights that improving teachers' achievement motivation requires an integrated strategy that combines effective leadership practices with well-being-oriented approaches. Such an approach is particularly relevant in vocational education contexts, where teachers face complex professional demands and require both organizational support and psychological resilience to perform effectively.

LIMITATION

This study has several limitations that should be considered when interpreting the findings. First, the study employed cross-sectional survey data and single-source self-reported questionnaires, which may be subject to response bias, including social desirability bias and subjective perceptions, as well as potential common method bias. In addition, the cross-sectional design and absence of temporal ordering limit the ability to interpret the observed relationships as causal associations over time. Second, the sample was limited to 127 mathematics teachers from private vocational schools in South Jakarta, which may restrict the generalizability of the findings to other educational contexts, including public schools, different subject areas, or broader geographical regions. Third, this study focused only on visionary leadership, work-life balance, and achievement motivation, while other potentially relevant variables, such as organizational culture, job satisfaction, teacher self-efficacy,

workload, and demographic control variables, were not included in the analytical model. Consequently, although the model demonstrated moderate explanatory power ($R^2 = 0.462$), the relationships observed in this study may also be influenced by additional unexamined factors. Finally, this study employed regression-based path analysis using observed variables, which has certain limitations compared to more advanced techniques such as Structural Equation Modeling (SEM), particularly because it does not explicitly account for measurement error among constructs. Future research is therefore recommended to incorporate additional variables, broader samples, and more robust analytical approaches, such as SEM or longitudinal designs, to provide a more comprehensive understanding of the relationships among leadership, work-life balance, and teacher motivation.

CONCLUSION

This study concludes that visionary leadership is positively associated with teachers' achievement motivation, both directly and indirectly through work-life balance. Leadership effectiveness is reflected not only in the ability to direct and inspire teachers, but also in creating a supportive environment that promotes teacher well-being. In this context, work-life balance served as a significant mediating variable in the relationship between visionary leadership and teachers' achievement motivation.

The contribution of this study lies in its examination of the relationships among visionary leadership, work-life balance, and teachers' achievement motivation within the context of private vocational schools in Indonesia, which has received limited attention in previous educational management research. This study contributes to the development of educational management literature by integrating leadership and well-being perspectives into a unified explanatory framework, demonstrating that teacher motivation is shaped by the interaction between organizational factors and psychological conditions. This perspective is particularly relevant in vocational education, where teachers often face complex professional demands. From a practical perspective, the findings suggest that school leaders should adopt a holistic approach to managing teacher performance. Leadership practices need to be aligned with policies that support teacher well-being, such as flexible work arrangements, reduced administrative workload, and a supportive organizational climate. These strategies are essential to ensure that teachers can maintain both professional productivity and personal well-being, ultimately contributing to improved educational quality.

For future research, it is recommended to expand this study by incorporating additional variables such as organizational culture, job satisfaction, and teacher self-efficacy, as well as applying more advanced analytical approaches. Longitudinal or mixed-method designs are also suggested to provide deeper insights into how leadership and well-being influence teacher motivation over time.

AUTHOR CONTRIBUTIONS

HS contributed to the conceptualization of the study, research design, theoretical framework development, instrument development, data analysis using path analysis, interpretation of findings, manuscript drafting, and final manuscript refinement. M contributed to methodological supervision, statistical validation, interpretation of results, discussion development, and critical review of the manuscript. RN contributed to data collection, questionnaire administration, literature review, data management, reference management, manuscript editing, and language proofreading. All authors read and approved the final version of the manuscript.

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