

EMPIRICAL PAPER

The Influence of Principal Discipline and Effective Communication on Teacher Work Motivation

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Abstract

Purpose: The relative motivational influence of school principals' disciplinary behaviour versus their communicative quality on teacher work motivation remains theoretically underspecified, particularly among contract (P3K) teachers in emerging educational systems. Anchored in Herzberg's Two-Factor Theory and Organisational Communication Theory, this study examined whether (H1) principal discipline and (H2) principal effective communication significantly influence teacher work motivation.

Methods: A quantitative, cross-sectional survey was conducted with 140 P3K teachers at public primary schools in Pati District, Central Java, Indonesia, using proportional random sampling. Three validated five-point Likert-scale instruments measured principal discipline (16 retained indicators), principal effective communication (14 retained indicators), and teacher work motivation (13 retained indicators). Partial Least Squares Structural Equation Modelling (PLS-SEM) was implemented using SmartPLS 3.0.

Results: The structural model explained 49.4% of the variance in teacher work motivation ($R^2 = .494$; $R^2\text{-adj} = .487$). H1 was not supported: principal discipline had no significant effect on teacher work motivation ($T = 0.078 < 1.96$; $p = .938$; $f^2 = .000$). H2 was supported: principal effective communication exerted a significant positive effect on teacher work motivation ($T = 5.612 > 1.96$; $p < .001$; $f^2 = .222$, moderate effect).

Novelty and Contribution: The novelty of this study lies in its advocacy for relational communication leadership as the evidence-based priority for motivating contract teachers in Indonesian and comparable emerging educational systems.

Practical and Social Implications: School principals should invest in communicative competence, clarity in direction-giving, empathetic engagement, and constructive recognition, rather than relying on disciplinary authority as a motivational strategy, particularly with contract teachers.

Keywords: principal effective communication; teacher work motivation; principal discipline; PLS-SEM; contract teachers (P3K)

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1 Introduction

The quality of classroom instruction in primary schools is inseparably linked to the motivational states of teachers who deliver it. Across both developed and emerging educational systems, low teacher motivation has been identified as one of the most consequential barriers to student achievement and school effectiveness (Skaalvik & Skaalvik, 2018; Han & Yin, 2016). Elementary schools, as the primary foundation of formal education, play a crucial role in shaping the character, competencies, and readiness of students to learn at the next level. The success of elementary school education is largely determined by the quality of educational unit management, particularly the role of the principal as a leader and educational manager. The principal plays a crucial role in the educational process at the school; thus, it can be said that the principal is the spearhead for the achievement of school goals (Hidayat et al., 2019). The principal is responsible not only for administrative aspects but also for creating a conducive, professional work climate oriented towards improving teacher performance. Yet the organisational mechanisms through which school principals shape teacher motivation remain theoretically contested, particularly whether it is the principal's formal disciplinary authority or their relational, communicative quality that is the more psychologically effective motivational lever.

In school management, principals are required to possess adequate personal, social, and professional competencies to optimally utilise all school resources. One important manifestation of a principal's personal competency is reflected in a disciplined attitude, namely consistency in complying with regulations, exemplary behaviour in carrying out duties, and commitment to leadership responsibilities. Discipline refers to a person's conscious adherence to the rules and regulations of a particular organisation, and this significantly impacts teacher performance in implementing school regulations (Arifin et al., 2020). Principal discipline is a strategic element because it serves as a concrete example for teachers and education personnel in carrying out their duties professionally. Rizal (2019) states that employee discipline is a form of training that seeks to improve and shape employee knowledge, attitudes, and behaviour so that these employees voluntarily strive to work cooperatively with other employees and improve their work performance.

Besides discipline, the principal's social competence also plays a crucial role, particularly in establishing effective communication with the school community. Effective communication enables clear, open, and respectful messages, thereby minimising misunderstandings and increasing trust between leaders and teachers. Communication is the interaction and transmission of information between multiple people and the process by which that information is shared (Menth, 2024). Through effective communication, the principal can persuasively convey visions, policies, and performance expectations, while also providing emotional and professional support to teachers. Improving teacher work motivation can be accompanied by the principal's effective communication skills, as motivation can also come from outside oneself, one of which is the principal (Lestari, 2019). A work environment supported by healthy communication tends to encourage teachers to work with greater enthusiasm, responsibility, and a focus on improving the quality of learning.

Teacher work motivation is an internal factor that significantly determines the quality of classroom learning. Motivation is a process that begins with a need that drives someone to carry out a specific responsibility. The goal of this process is usually to achieve a desired goal (Kakaba et al., 2024). Teachers with high work motivation will demonstrate enthusiasm, creativity, and commitment in carrying out their professional duties. Conversely, low teacher work motivation can impact the quality of learning interactions, lead to suboptimal lesson planning, and weaken teacher self-development efforts. Teacher work will be better if there are stimuli that stimulate motivation, both internal and external motivation (Sahabuddin, 2022). Therefore, teacher work motivation requires serious attention from the principal as an educational leader, because motivation does not only originate from within the teacher but is also influenced by external factors, including the principal's leadership style, discipline, and communication.

Previous research has shown that principal leadership has a significant relationship with teacher motivation and performance. There is a direct, positive, and significant influence of the principal's leadership style on teacher work motivation (Sutrisno et al., 2023). Discipline and principal leadership simultaneously influence teacher performance (Arifin et al., 2020). The principal's communication role is crucial in increasing teacher work motivation, thereby creating a positive work environment and improving the quality of education (Hendriani, 2024). Leadership effectiveness does not have a positive and significant influence on teacher work motivation (Sahabuddin, 2022).

Crucially, no study identified in the literature has explicitly and simultaneously compared disciplinary leadership against communicative leadership as competing predictors of teacher motivation within a single PLS-SEM model, a gap this study directly addresses.

This study pursues two hypotheses: H1, that principal discipline significantly and positively affects teacher work motivation; and H2, that principal effective communication significantly and positively affects teacher work motivation. Findings are expected to yield theoretical contributions by extending Herzberg's Two-Factor Theory and Organisational Communication Theory to the school principal context, and practical contributions by guiding principal development and teacher motivation policy across Indonesian elementary school systems.

2 Literature Review and Theoretical Framework

2.1 Teacher Work Motivation

Work motivation refers to the cognitive and affective processes that initiate, direct, and sustain goal-oriented professional behaviour (Deci & Ryan, 2000; Vroom, 1964). In educational settings, teacher work motivation is specifically expressed through effortful engagement in lesson planning, instruction quality, student feedback, and continuous professional development (Schunk et al., 2014). High teacher motivation is associated with improved student learning outcomes and school effectiveness (Skaalvik & Skaalvik, 2018), while motivational depletion predicts burnout and attrition (Han & Yin, 2016). For P3K contract teachers, whose employment insecurity intensifies dependence on their immediate organisational environment, the quality of principal behaviour becomes especially consequential for motivational sustenance (Collie et al., 2018).

Self-Determination Theory (Deci & Ryan, 2000) provides a complementary lens. Teachers' intrinsic motivation depends on satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Relational principal communication supports all three; disciplinary monitoring, as a controlling supervisory behaviour, actively undermines autonomous motivation and shifts teachers toward externally regulated compliance rather than intrinsic professional engagement (Ntoumanis et al., 2021; Pelletier et al., 2002).

2.2 Organisational Communication and Motivation

Organisational Communication Theory conceptualises communication not merely as information transfer but as the constitutive process through which organisational relationships, trust, and motivational climates are constructed (Putnam & Nicotera, 2009). Effective principal communication encompasses clarity of direction-giving, emotional attunement and empathetic support, and provision of organisational meaning, dimensions formalised in Mayfield and Mayfield's (2017) Motivating Language Theory, which documents significant positive effects of leader communication on employee motivation across diverse organisational settings.

In Indonesian school contexts, Hendriani (2024) found that effective principal communication was the most influential external factor driving teacher motivation. Djazilan and Darmawan (2022) similarly reported that principal communication quality and leadership style jointly predicted teacher motivation and performance. Lestari (2019) documented that effective communication by school principals increased teacher motivation at SDN Mekarjaya 30 Depok. Internationally, Skaalvik and Skaalvik (2018) established that principal communicative support predicted teacher self-efficacy and motivation across Norwegian schools, and Thoonen et al. (2011) demonstrated that transformational leadership communication was among the strongest school-level predictors of teacher motivation and innovative teaching practice.

2.3 Principal Discipline and Teacher Motivation

Principal discipline encompasses consistency in rule adherence, exemplary professional conduct, and enforcement of institutional norms (Arifin et al., 2020; Rizal, 2019). Research on discipline-motivation relationship presents an inconsistent picture. Arifin et al. (2020) found that disciplinary leadership positively influenced teacher performance in Indonesian senior high schools; however, this examined performance outcomes, not motivational states. Dahlan (2020) reported that intrinsic motivational factors exerted stronger effects on teacher performance than extrinsic disciplinary factors. Sahabuddin (2022) found no significant direct effect of leadership effectiveness on teacher motivation in South Sulawesi. These contradictions align with Herzberg et al.'s (1959) prediction that supervisory discipline, as a hygiene factor, is motivationally neutral in the positive direction.

2.4 Theoretical Framework and Hypotheses

The study's theoretical framework integrates Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Self-Determination Theory, and Organisational Communication Theory into a model with two competing predictors. Principal discipline (X1) is theorised as a hygiene factor; its presence may prevent dissatisfaction but will not generate positive motivation, predicting a non-significant H1. Principal effective communication (X2) is theorised as a motivator because it directly satisfies higher-order needs for recognition, meaningful feedback, and relational support, thereby predicting a significant positive H2.

H1: Principal discipline does not exert a significant positive effect on teacher work motivation.

H2: Principal effective communication exerts a significant positive effect on teacher work motivation.

3 Methodology

3.1 Research Design

A quantitative, cross-sectional survey design was employed. PLS-SEM was selected over covariance-based SEM because the study's orientation was predictive, estimating the explanatory power of two principal behaviour constructs for teacher motivation, rather than strictly confirmatory (Sarstedt et al., 2021). PLS-SEM is recommended when sample sizes are moderate, constructs are operationalised with reflective multi-indicator scales, and the primary analytical goal is to explain variance (Hair et al., 2019; Ringle et al., 2015). SmartPLS version 3.0 was used for all computations.

3.2 Population and Sample

The target population comprised all P3K teachers employed at public primary schools in Pati District, Central Java, Indonesia. Proportional random sampling was applied across schools in the district, yielding a sample of 140 respondents. This sample satisfies the PLS-SEM minimum of ten observations per the largest number of structural paths directed at any single construct (Sarstedt et al., 2021); with two predictors of teacher motivation, the minimum was 20 cases. The obtained sample of 140 substantially exceeds this threshold. Data were collected in 2025 via direct distribution at teacher coordination meetings, achieving a 100% response rate and minimising non-response bias.

All participants provided informed consent before questionnaire completion. Anonymity was assured through coded rather than named response forms. Participation was voluntary.

3.3 Instruments

Three reflective five-point Likert-scale instruments were used. The Principal Discipline scale (X1, 16 retained items; X1.1, X1.3–X1.17; item X1.2 was removed in pilot testing) was adapted from Rizal (2019) and Arifin et al. (2020), covering regulatory compliance, exemplary conduct, duty consistency, and leadership responsibility. The Principal Effective Communication scale (X2, 14 retained items; X2.1–X2.11, X2.13–X2.15; item X2.12 was removed in pilot testing) was adapted from Lestari (2019) and Hendriani (2024), covering informational clarity, empathetic support, dialogue openness, and timely feedback. The Teacher Work Motivation scale (Y, 13 retained items; Y1–Y3, Y9–Y18) was developed from Maslow's (1954) and Herzberg et al.'s (1959) frameworks, covering recognition, achievement drive, professional responsibility, and growth orientation. All instruments underwent expert content validation and pilot testing before main data collection.

3.4 Measurement Model Evaluation

Convergent validity was assessed via outer loadings (threshold $\geq .60$; Chin, 1998) and AVE (threshold $> .50$; Fornell & Larcker, 1981). Internal consistency reliability was assessed via composite reliability (threshold $> .70$) and Cronbach's alpha (threshold $\geq .70$; Sarstedt et al., 2021). Discriminant validity was assessed using the Fornell-Larcker criterion (square root of AVE must exceed all inter-construct correlations). The Heterotrait-Monotrait (HTMT) ratio was recommended as a supplementary discriminant validity check but is not reported here as it was not computed in the original SmartPLS output; authors are advised to compute and report it before final submission (Henseler et al., 2015).

3.5 Structural Model Evaluation

The structural model was evaluated via: (1) T-statistics from bootstrapping (5,000 resamples) against the 1.96 threshold at $\alpha = .05$; (2) p-values (significance threshold $< .05$); (3) coefficient of determination R^2 (thresholds: $\geq .75$ = substantial; $\geq .50$ = moderate; $\geq .25$ = weak; Sarstedt et al., 2021); and (4) effect sizes f^2 (thresholds: $.02$ = small; $.15$ = medium; $.35$ = large; Cohen, 2013). Path coefficients (β) were produced by SmartPLS but were not reported in the original manuscript text; the T-statistic and p-value results are the primary significance indicators available from the source data.

4 Results

4.1 Respondent Profile

Table 1 presents the demographic profile of the 140 P3K teacher respondents. The sample was predominantly female ($n = 115$, 82.1%), reflecting the gender composition of primary school teaching in Central Java. The majority fell into the 31–40 age group ($n = 82$, 58.6%). Nearly all held bachelor's degrees ($n = 137$, 97.9%). Teaching experience was distributed across all service categories, with the largest group having 1–5 years of service ($n = 45$, 32.1%).

Table 1 Respondent Demographic Profile (N = 140)

No.	Characteristic	Category	n	%
1	Gender	Female	115	82.1
		Male	25	17.9
2	Age	21–30 years	31	22.1
		31–40 years	82	58.6
		41–50 years	21	15.0
		> 50 years	6	4.3
3	Last Education	Bachelor's Degree (S1)	137	97.9
		Master's Degree (S2)	3	2.1
4	Length of Service	1–5 years	45	32.1
		6–10 years	42	30.0
		11–15 years	28	20.0
		16–20 years	21	15.0
		> 20 years	4	2.9

Data Source Sample of First Aid Teachers in Pati District, 2025

4.2 Measurement Model: Outer Loadings (Convergent Validity)

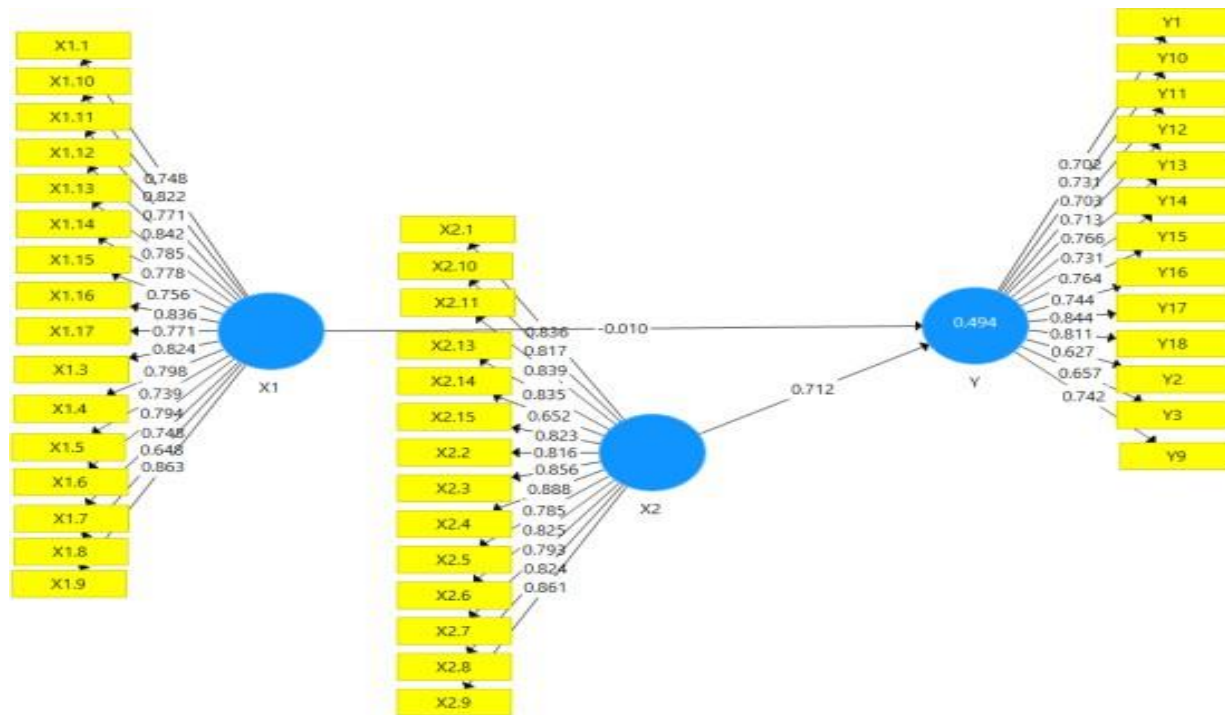


Figure 1 Outer Loading Results

Figure 1 and Table 2 present all indicator outer loadings as produced by SmartPLS 3.0. All 43 retained indicators across the three constructs recorded outer loadings above .60, meeting the minimum threshold for convergent validity (Chin, 1998). The majority of indicators exceeded the preferred .70 threshold (Hair et al., 2019). The highest loading for Principal Discipline was X1.9 ($\lambda = .863$); for Principal Effective Communication, X2.4 ($\lambda = .888$); and for Teacher Work Motivation, Y17 ($\lambda = .844$). The lowest loadings were X1.8 ($\lambda = .648$) for X1, X2.14; ($\lambda = .652$) for X2 and Y2; ($\lambda = .627$) for Y, all exceeding the acceptable minimum.

Table 2 Outer Loading Results. Convergent Validity

Indicator	Principal Discipline (X1)	Effective Communication (X2)	Work Motivation (Y)	Valid?
X1.1	0.748			✓
X1.3	0.824			✓
X1.4	0.798			✓
X1.5	0.739			✓
X1.6	0.794			✓
X1.7	0.748			✓
X1.8	0.648			✓
X1.9	0.863			✓
X1.10	0.822			✓
X1.11	0.771			✓
X1.12	0.842			✓

X1.13	0.785		✓
X1.14	0.778		✓
X1.15	0.756		✓
X1.16	0.836		✓
X1.17	0.771		✓
X2.1		0.836	✓
X2.2		0.816	✓
X2.3		0.856	✓
X2.4		0.888	✓
X2.5		0.785	✓
X2.6		0.825	✓
X2.7		0.793	✓
X2.8		0.824	✓
X2.9		0.861	✓
X2.10		0.817	✓
X2.11		0.839	✓
X2.13		0.835	✓
X2.14		0.652	✓
X2.15		0.823	✓
Y1		0.702	✓
Y2		0.627	✓
Y3		0.657	✓
Y9		0.742	✓
Y10		0.731	✓
Y11		0.703	✓
Y12		0.713	✓
Y13		0.766	✓
Y14		0.731	✓
Y15		0.764	✓
Y16		0.744	✓

Y17	0.844	✓
Y18	0.811	✓

Source SmartPLS 3.0 Output 2025

4.3 Average Variance Extracted (AVE)

Table 3 presents the AVE values for each construct. All three constructs exceed the AVE > .50 threshold (Fornell & Larcker, 1981), confirming that each construct explains more variance in its own indicators than is due to measurement error.

Table 3 Average Variance Extracted Convergent Validity

Construct	AVE	Information
Principal Discipline (X1)	0.615	Valid
Principal Effective Communication (X2)	0.672	Valid
Teacher Work Motivation (Y)	0.541	Valid

Data Source Data processed by Smart PLS 3, 2025

4.4 Reliability

Table 4 presents Cronbach's alpha and Composite Reliability values. All values for both indices far exceed the .70 reliability threshold (Sarstedt et al., 2021), indicating excellent internal consistency for all three constructs.

Table 4 Reliability Results Cronbach's Alpha and Composite Reliability

Construct	Cronbach's α	Composite Reliability	Reliable?
Principal Discipline (X1)	0.958	0.962	✓ Yes
Principal Effective Communication (X2)	0.962	0.966	✓ Yes
Teacher Work Motivation (Y)	0.929	0.938	✓ Yes

Source SmartPLS 3.0 Output, 2025

4.5 Discriminant Validity: Fornell-Larcker Criterion

Table 5 presents the Fornell-Larcker discriminant validity matrix. Diagonal values (bold) are the square roots of AVE for each construct; off-diagonal values are inter-construct correlations. Discriminant validity is supported when diagonal values exceed all off-diagonal values in their row and column. This criterion is met for all three constructs. Importantly, the high X1–X2 correlation ($r = .882$) warrants attention and is discussed in Section 5.2.

Table 5 Fornell-Larcker Discriminant Validity Matrix

Construct	(1) Principal Discipline	(2) Eff. Communication	(3) Work Motivation
(1) Principal Discipline (X1)	0.784		
(2) Eff. Communication (X2)	0.882	0.820	
(3) Work Motivation (Y)	0.618	0.703	0.736

Source SmartPLS 3.0 Output, 2025

4.6 Coefficient of Determination (R^2)

Table 6 presents the R^2 results for the internal construct (Teacher Work Motivation). The model explains 49.4% of the variance in teacher work motivation, categorised as moderate by Sarstedt et al.'s (2021) criteria.

Table 6 R^2 and R^2 -Adjusted Results

Construct	R^2	R^2 -Adjusted
Teacher Work Motivation (Y)	0.494	0.487

Source SmartPLS 3.0 Output 2025

4.7 Hypothesis Testing

Table 7 presents the hypothesis testing results from bootstrapped T-statistics and p-values.

Table 7 Hypothesis Testing Results

H	Path	T-Statistic	p-value	f^2	f^2 Category	Decision
H1	Principal Discipline → Teacher Work Motivation	0.078	0.938	0.000	No effect	Rejected
H2	Principal Eff. Communication → Teacher Work Motivation	5.612	0.000	0.222	Moderate	Accepted

Source SmartPLS 3.0 Bootstrapping Output, 2025

5 Discussion

5.1 Why Communication Significantly Predicts Motivation (H2 Supported)

The significant positive effect of principal effective communication on teacher work motivation ($T = 5.612$, $p < .001$, $f^2 = .222$) is the central empirical finding of this study and is fully consistent with the Herzberg et al.'s (1959) Two-Factor Theory, which predicted that relational, recognition-oriented principal behaviours would function as motivators, directly generating positive motivational states, and this prediction is empirically confirmed. The moderate effect size ($f^2 = .222$) indicates a substantively meaningful contribution: effective communication alone accounts for a notable portion of the 49.4% of explained variance in teacher work motivation.

Self-Determination Theory (Deci & Ryan, 2000) provides a complementary explanation. Effective principal communication, characterised by informational clarity, empathetic responsiveness, and participatory dialogue, simultaneously satisfies teachers' needs for autonomy (through collaborative information-sharing), competence (through affirmative and informative feedback), and relatedness (through genuine interpersonal engagement). When these three basic needs are satisfied, SDT predicts a shift toward intrinsic and identified motivation, both of which are associated with greater persistence and performance quality (Ntoumanis et al., 2021).

This finding aligns with Hendriani (2024) and Djazilan and Darmawan (2022) in Indonesian school contexts, and with Mayfield and Mayfield's (2017) Motivating Language Theory internationally. For P3K contract teachers, whose structural employment insecurity heightens sensitivity to relational signals of recognition and belonging from the principal, effective communication serves as the primary organisational resource for motivational sustenance, a dynamic consistent with Collie et al.'s (2018) findings on workplace support and precarious-contract employees.

5.2 Why Discipline Does Not Predict Motivation (H1 Not Supported)

The near-zero, non-significant effect of principal discipline on teacher work motivation ($T = 0.078$, $p = .938$, $f^2 = .000$) is the equally important complementary finding and constitutes the study's core theoretical novelty. This null result is not a methodological failure; it is the theoretically predicted outcome under Herzberg's Two-Factor Theory, which posits

that supervisory discipline, as an extrinsic hygiene factor, can only prevent dissatisfaction and cannot generate positive motivation. The f^2 of .000 confirms that discipline adds precisely zero explanatory power to the model.

A critical methodological observation is essential here. The high inter-construct correlation between principal discipline and principal effective communication ($r = .882$) in the Fornell-Larcker matrix indicates substantial shared variance between the two predictors. In PLS-SEM, high predictor intercorrelation inflates VIF and reduces the precision with which unique effects can be estimated. This means that once effective communication's strong effect ($T = 5.612$) is modelled, any unique explanatory contribution from the discipline is absorbed.

This null result is consistent with Dahlan (2020), who found that intrinsic factors outweighed extrinsic disciplinary factors in Indonesian teacher motivation, and with Sahabuddin (2022), who similarly found non-significant effects of formal leadership effectiveness on teacher motivation. Internationally, SDT research consistently documents that controlling supervisory behaviours, of which disciplinary monitoring is a prime example, undermine autonomous motivation and produce compliance rather than engagement (Pelletier et al., 2002; Ntoumanis et al., 2021).

5.3 Practical Significance of the R^2 Finding

The model explains 49.4% of the variance in teacher work motivation ($R^2 = .494$), a practically meaningful proportion confirming the joint relevance of the two predictor constructs. The finding that the entire explained variance is driven by effective communication ($f^2 = .222$) while discipline contributes nothing ($f^2 = .000$) carries a direct practical message: principal professional development resources invested exclusively in disciplinary leadership will yield no motivational return. Investment in communication quality, empathetic dialogue, transparent information-sharing, and recognition practices is the evidence-based priority for improving P3K teacher motivation in Indonesian public primary schools.

6 Conclusions

This study examined the differential effects of principal discipline and principal effective communication on P3K teacher work motivation in Pati District, Central Java, using PLS-SEM with SmartPLS 3.0 on data from 140 respondents. The measurement model demonstrated strong validity and reliability across all constructs (outer loadings: .627–.888; AVE: .541–.672; CR: .938–.966; Cronbach's α : .929–.962). The structural model explained 49.4% of the variance in teacher work motivation ($R^2 = .494$). H1 was not supported ($T = 0.078$, $p = .938$, $f^2 = .000$): principal discipline had no significant effect on teacher motivation. H2 was supported ($T = 5.612$, $p < .001$, $f^2 = .222$): Principal effective communication had a significant, moderate-effect positive impact on teacher motivation.

These findings extend Herzberg's Two-Factor Theory to the school principal context, providing direct empirical evidence that principal disciplinary behaviour functions as a hygiene factor (motivationally inert) while relational communication functions as a motivator. The study contributes to the limited empirical literature on P3K contract teacher motivation in Indonesia and offers a theoretically grounded framework for distinguishing motivationally effective from motivationally neutral principal leadership behaviours.

Practical Implications

School principals should invest in communicative competency, clarity of direction-giving, empathetic engagement, and constructive recognition, rather than relying on disciplinary authority as a motivational strategy, particularly with contract teachers. For district education offices: incorporate communication competency as an explicit criterion in principal selection, appraisal, and professional development.

Limitations

This study has four principal limitations. First, the cross-sectional design prevents causal inference; longitudinal data are needed to establish temporal ordering. Second, the high X1–X2 inter-construct correlation ($r = .882$) indicates substantial multicollinearity that may obscure unique disciplinary effects. Third, all data are self-reported, introducing

a common method bias risk (though Harman's single-factor test should be computed and reported before submission). Additionally, the sample is limited to one district in Central Java, limiting generalisability.

Future Research Directions

Future research should adopt longitudinal designs to trace how communication quality affects motivation across P3K contract renewal cycles; develop more empirically distinct discipline and communication measurement scales to address multicollinearity; include mediating variables, organisational trust, teacher self-efficacy, and psychological safety, to illuminate the mechanism through which communication produces motivational effects; extend the model to include moderators such as principal tenure, school size, and urban-rural location; and conduct cross-district or cross-provincial comparisons to test the generalisability of the communication-motivation relationship across diverse Indonesian primary school contexts.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Declaration of Use of Generative AI

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