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Psychological Well-Being, Organizational Climate, and Teacher Organizational Commitment in Boarding Schools: The Mediating Role of Work Motivation

Linda Umamah[1], Suhendra[2], Lina Novita[3]
[1,2,3]Universitas Pakuan, Bogor, Indonesia

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ABSTRACT

This study examined the effects of psychological well-being and organizational climate on organizational commitment among boarding school teachers, with work motivation as an intervening variable, in Gunung Putri and Cileungsi, Bogor Regency, Indonesia. Using a quantitative causal survey design, the study collected data via Likert-scale questionnaires from 112 teachers across six boarding schools, selected through total sampling (census). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. Results showed that psychological well-being and organizational climate jointly explained 80.0% of the variance in work motivation, while psychological well-being, organizational climate, and work motivation together explained 61.2% of the variance in organizational commitment. All five direct effects were significant: psychological well-being and organizational climate positively predicted work motivation, and psychological well-being, organizational climate, and work motivation positively predicted organizational commitment, with organizational climate showing the strongest direct effect. Work motivation significantly mediated the relationship between psychological well-being and organizational commitment, but did not significantly mediate the relationship between organizational climate and organizational commitment. These findings suggest that strengthening organizational climate and supporting teachers' psychological well-being are both critical, though partly distinct, pathways for building sustained teacher commitment in high-demand boarding school settings.

Corresponding Author:

Linda Umamah
Pakuan University, Bogor, Indonesia
Email: lindagema846@gmail.com

1. INTRODUCTION

Teacher organizational commitment is a decisive factor in whether a school can sustain the quality of its educational programs over time. Teachers with high

organizational commitment tend to participate actively in school development, perform their duties responsibly, and remain with the institution, whereas low commitment is associated with turnover intention, declining instructional quality, and reduced engagement in school programs [1], [2], [3].

This issue has become a global concern. The OECD's Teaching and Learning International Survey reports that teachers worldwide face intensifying administrative demands, curriculum change, digitalization, and emotional strain, all of which contribute to burnout and weakened organizational attachment [4]. [5] meta-analysis confirms that teacher burnout correlates negatively with organizational commitment and work engagement. In Indonesia, the Ministry of Education, Culture, Research, and Technology (2023) similarly reports that heavy administrative demands undermine teachers' psychological well-being, with an estimated 30–50% of Indonesian teachers experiencing moderate to severe burnout [6] and over 60% reporting significant work stress. Heidari et al. [7] further found that declining psychological well-being directly weakens both work motivation and organizational commitment, particularly in the post-pandemic period.

The problem is amplified in the boarding school context. Boarding school teachers are responsible not only for classroom instruction but also for dormitory supervision, character development, and students' social and spiritual guidance for nearly twenty-four hours a day. Data from the Indonesian Ministry of Religious Affairs (2022–2024) confirm that boarding school teachers' working hours and responsibilities exceed those of regular school teachers, raising the risk of chronic fatigue and burnout that can simultaneously erode motivation and commitment. Henseler et al. [8] argue that an imbalance between job demands and job resources increases emotional exhaustion and reduces organizational attachment conditions that plausibly translate into higher turnover intention, lower loyalty, and reduced participation in institutional development.

This pattern was also observed in boarding schools in the Gunung Putri and Cileungsi sub-districts of Bogor Regency. A pre-study survey of 25 boarding school teachers conducted in February 2026 found that 44% had considered leaving their institution, 52% reported declining work motivation, 64% perceived their non-teaching workload as very high, 60% felt organizational support was inadequate, 48% reported low involvement in school development activities, 40% felt their loyalty was declining, 56% reported emotional exhaustion, and 52% reported declining psychological well-being. These preliminary indications suggested that weakening organizational commitment among boarding school teachers might be linked to unresolved conditions in psychological well-being, organizational climate, and work motivation, warranting empirical testing through a structural equation modeling approach.

A bibliometric search using VOSviewer indicated that studies integrating psychological well-being, organizational climate, and work motivation as joint predictors of organizational commitment remain scarce, particularly in the boarding school context. This study addresses four interrelated gaps identified in the literature. Theoretically, prior studies have tended to examine these variables separately rather than integrating Self-Determination Theory [9], Social Exchange Theory [10], and the Job Demands–Resources (JD-R) Model [11] within a single framework. Empirically, findings on the mediating role

of work motivation are inconsistent: Meyer and Allen [12] reported full mediation, whereas [13] found only partial mediation. Methodologically, most prior studies rely on multiple linear regression or covariance-based SEM, which are less suited to complex models involving simultaneous direct and indirect effects. Contextually, almost all prior research on these constructs has been conducted in regular schools, leaving boarding school teachers, whose working conditions differ fundamentally, largely unexamined.

Grounded in Self-Determination Theory as the grand theory, this study positions work motivation as an intervening variable linking psychological well-being and organizational climate to organizational commitment among boarding school teachers. Accordingly, this study aims to examine: (1) the effect of psychological well-being on work motivation; (2) the effect of organizational climate on work motivation; (3) the effect of work motivation on organizational commitment; (4) the direct effect of psychological well-being on organizational commitment; (5) the direct effect of organizational climate on organizational commitment; (6) the mediating role of work motivation in the relationship between psychological well-being and organizational commitment; and (7) the mediating role of work motivation in the relationship between organizational climate and organizational commitment.

2. METHOD

This study employed a quantitative approach using causal survey research to test hypothesized relationships among four latent constructs: psychological well-being (X1), organizational climate (X2), work motivation (Z, the intervening variable), and organizational commitment (Y, the dependent variable). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS. This method was chosen for three reasons consistent with the study's characteristics: the sample size (112 respondents) is relatively small for covariance-based SEM, which typically requires 200–400 observations for stable estimation [14]; the model is complex, involving four latent constructs and numerous indicators estimated simultaneously; and the study involves a mediating variable, for which SmartPLS provides a bootstrapping procedure that does not require the assumption of a normally distributed sampling distribution for indirect effects [15]. The research design was cross-sectional, with data collected at a single point in time in June 2026 in boarding schools located in Gunung Putri and Cileungsi, Bogor Regency, West Java.

The population comprised all active teachers in six boarding schools within the research area that agreed to participate: SMA Yapida Boarding School Gunung Putri (22 teachers), SMA PM AT-TAQWA Gunung Putri (18), SMA Plus Cendikia Cikeas Gunung Putri (12), SMAS Fajar Hidayah Gunung Putri (25), SMA Plus Darussalam Koposari Cileungsi (19), and SMA Darul Istiqomah Cileungsi (16), totaling 112 teachers. Given the small population size, the study employed a census (total sampling) technique, following the recommendation of Sugiyono (2023) and Hair et al. (2022) that sub-sampling a small population risks reducing the precision of SEM estimates. Inclusion criteria required teachers to be actively employed during the 2025/2026 academic year, to have served at

least one year, and to volunteer for participation; teachers on extended leave (more than two months) were excluded.

Data were collected using closed-ended questionnaires with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Organizational commitment was measured using [16]. Three-Component Model (affective, continuance, and normative commitment) was operationalized into 15 items. Psychological well-being was measured using Ryff's (2014, 2022) six-dimension model (self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relations with others), operationalized into 18 items. Organizational climate was measured using six dimensions (structure, responsibility, reward, risk, warmth, and support), operationalized into 18 items [17]. Work motivation was developed from a synthesis of Self-Determination Theory and complementary motivation theories (McClelland's needs theory, Herzberg's two-factor theory, Bandura's self-efficacy theory, and Locke and Latham's goal-setting theory), operationalized into indicators covering autonomy, competence, and goal commitment/persistence. All instruments were piloted on 25–30 teachers outside the sample, using Pearson product-moment correlation for item validity and Cronbach's alpha (≥ 0.70) for reliability.

Data analysis proceeded in two stages. The measurement model (outer model) was evaluated through convergent validity (outer loading ≥ 0.70), construct reliability (Composite Reliability and Cronbach's alpha ≥ 0.70), and discriminant validity using the Heterotrait-Monotrait Ratio [18]. The structural model (inner model) was evaluated through the coefficient of determination (R^2), path coefficients, and hypothesis testing via bootstrapping with 5,000 resamples. Hypotheses were accepted when the t-statistic exceeded 1.96, and the p-value was below 0.05 (one-tailed, $\alpha = 0.05$, given the directional nature of the hypotheses). The mediating effect of work motivation was tested using the bootstrapping procedure recommended by [19] and [20], with mediation considered significant when the indirect effect's t-statistic exceeded 1.96 and the 95% confidence interval excluded zero.

3. RESULTS AND DISCUSSION

3.1. Respondent Profile

Researchers distributed questionnaires to all 112 active teachers across the six participating boarding schools, achieving a 100% response rate. Table 1 presents the demographic profile of respondents. The majority of respondents were male (54.5%), aged 30–39 years (39.3%), held a bachelor's degree (78.6%), and had served between one and five years (32.1%). This profile reflects a workforce dominated by teachers in their productive career years with moderate institutional experience.

Table 1. Respondent Profile (n = 112)

Characteristic	Category	Frequency	Percentage
Gender	Male	61	54.5%
	Female	51	45.5%
Age	< 30 years	24	21.4%
	30–39 years	44	39.3%
	40–49 years	30	26.8%
	≥ 50 years	14	12.5%
Education	Bachelor's (S1)	88	78.6%
	Master's (S2)	23	20.5%
	Doctorate (S3)	1	0.9%
Tenure	1–5 years	36	32.1%
	6–10 years	33	29.5%
	11–15 years	25	22.3%
	> 15 years	18	16.1%

Note. Source: Primary data processed (2026).

3.2. Measurement Model (Outer Model)

Convergent validity testing across the four constructs showed that all indicators had significant p-values ($p < .05$). The highest-loading indicators were IO11 (loading = .821, t = 29.132) and IO1 (loading = .820, t = 24.116) for organizational climate; KO4 (loading = .785, t = 18.397) for organizational commitment; MK6 and MK7 (both loading = .814, t = 21.018 and 22.844, respectively) for work motivation; and PWB13 (loading = .760, t = 19.876) for psychological well-being. Some indicators, such as PWB8 (loading = .256, t = 2.259, p = .024), showed comparatively low loadings but remained statistically significant.

Discriminant validity, assessed through HTMT, showed all inter-construct values below the conservative 0.90 threshold except for the relationship between work motivation and psychological well-being, which reached .894—the highest value observed, followed by organizational climate–work motivation at .866. Organizational climate–organizational commitment reached .799, work motivation–organizational commitment reached .785, and organizational climate–psychological well-being and organizational commitment–psychological well-being reached .768 and .718, respectively. Although the work motivation–psychological well-being relationship approached the threshold, all constructs remained empirically distinguishable, supporting continuation to structural model testing.

Reliability testing indicated that work motivation showed the strongest internal consistency (Cronbach's $\alpha = .889$, Composite Reliability = .917, AVE = .520), followed by organizational commitment ($\alpha = .787$, CR = .847, AVE = .480). Organizational climate ($\alpha = .659$, CR = .707, AVE = .435) and psychological well-being ($\alpha = .687$, CR = .598, AVE = .341) showed comparatively lower AVE values, indicating that a portion of indicator variance in these two constructs was not fully explained by their respective latent variables—plausible given the broader conceptual scope of psychological constructs compared to more behaviorally specific ones such as work motivation.

3.3. Structural Model (Inner Model): R-Square

Table 2 presents the coefficient of determination for the two endogenous variables.

Table 2. R-Square Results

Endogenous Variable	R Square	Adjusted R Square
Organizational Commitment (Y)	.612	.601
Work Motivation (Z)	.800	.797

Psychological well-being and organizational climate jointly explained 80.0% of the variance in work motivation, indicating strong predictive power [21]. This suggests that both individual psychological resources and organizational-level conditions substantially shape teachers' work motivation, consistent with the Job Demands–Resources Model's proposition that personal and environmental resources jointly fuel work engagement [22]. Psychological well-being, organizational climate, and work motivation together explained 61.2% of the variance in organizational commitment, a moderately strong result consistent with Social Exchange Theory's premise that commitment develops through a reciprocal exchange between the individual and the organization [23].

3.3. Hypothesis Testing: Direct and Indirect Effects

Table 3 summarizes the results of direct and indirect effect testing obtained through bootstrapping.

Table 3. Direct and Indirect Effect Testing Results

Path	Original Sample (O)	T Statistics	P Values	Decision
Psychological Well-Being (X1) → Work Motivation (Z)	.509	7.751	.000	Accepted
Organizational Climate (X2) → Work Motivation (Z)	.462	7.563	.000	Accepted
Work Motivation (Z) → Organizational Commitment (Y)	.272	2.040	.042	Accepted
Psychological Well-Being (X1) → Organizational Commitment (Y)	.307	2.995	.003	Accepted
Organizational Climate (X2) → Organizational Commitment (Y)	.526	5.068	.000	Accepted
Psychological Well-Being (X1) → Work Motivation (Z) → Organizational Commitment (Y) (indirect)	.139	1.991	.047	Accepted
Organizational Climate (X2) → Work Motivation (Z) → Organizational Commitment (Y) (indirect)	.126	1.945	.052	Not accepted

All five direct paths were statistically significant ($p < .05$), and both psychological well-being ($\beta = .509$, $t = 7.751$, $p = .000$) and organizational climate ($\beta = .462$, $t = 7.563$, $p = .000$) significantly and positively predicted work motivation, consistent with Self-Determination Theory's proposition that motivation strengthens when the psychological needs for autonomy, competence, and relatedness are met [24].

For organizational commitment, organizational climate showed the largest direct effect (β = .526, t = 5.068, p = .000), followed by psychological well-being (β = .307, t = 2.995, p = .003) and work motivation (β = .272, t = 2.040, p = .042). This pattern indicates that, in this sample, teachers' commitment is driven more strongly by their perception of the immediate organizational environment than by their internal motivational state alone, aligning with Social Exchange Theory: when teachers perceive that the organization provides adequate support, recognition, and a conducive working environment, they reciprocate through greater loyalty and commitment [25], [26].

The indirect effect testing showed that work motivation significantly mediated the relationship between psychological well-being and organizational commitment (β = .139, t = 1.991, p = .047), but did not significantly mediate the relationship between organizational climate and organizational commitment (β = .126, t = 1.945, p = .052)—narrowly missing the conventional significance threshold. This asymmetry is theoretically meaningful: it suggests that psychological well-being operates on commitment partly through the psychological mechanism of motivation (consistent with the Job Demands–Resources Model's view of personal resources fueling engagement; Bakker & Demerouti, 2017), whereas organizational climate appears to influence commitment primarily through a direct channel—teachers may develop trust and attachment to the school directly from perceiving a supportive climate, without that perception necessarily needing to first translate into heightened motivation. This finding is broadly consistent with prior reports of inconsistent mediation strength for work motivation [26], [27], and it indicates that in the boarding school context specifically, organizational climate functions as a more direct antecedent of commitment than as a motivation-dependent one.

Taken together, these results indicate that boarding school teachers' organizational commitment is shaped jointly by their psychological resources, their perception of the school's organizational climate, and their level of work motivation, but that these three pathways do not operate identically: motivation functions as a genuine intervening mechanism for psychological well-being, while organizational climate contributes to commitment largely independent of that mechanism.

4. CONCLUSION

This study examined the effects of psychological well-being and organizational climate on organizational commitment among boarding school teachers in Gunung Putri and Cileungsi, Bogor Regency, using work motivation as an intervening variable and PLS-SEM on data from 112 teachers across six schools. The findings show that psychological well-being and organizational climate together explain 80.0% of the variance in work motivation, while psychological well-being, organizational climate, and work motivation together explain 61.2% of the variance in organizational commitment. All five hypothesized direct effects were statistically significant: psychological well-being and organizational climate each positively predict work motivation, and psychological well-being, organizational climate, and work motivation each positively predict organizational commitment, with organizational climate showing the largest direct contribution to commitment. Of the two mediation hypotheses, only the mediating role of work motivation

between psychological well-being and organizational commitment was statistically supported; the equivalent mediating path through organizational climate was not confirmed at the conventional significance threshold.

These findings suggest that school leaders seeking to strengthen teacher commitment in the demanding, round-the-clock boarding school environment should not treat organizational climate and psychological support as interchangeable levers. Because organizational climate exerts the strongest direct effect on commitment, leadership support, workload clarity, and equitable recognition systems warrant priority attention. At the same time, because psychological well-being retains a significant path to commitment partly through motivation, structured psychological support—such as regular counseling access, adequate rest scheduling, and peer support spaces—remains relevant to sustaining teachers' motivational drive over time.

This study is limited by its cross-sectional design, which permits inference of association rather than strict causality; its restriction to 112 teachers across six schools in a single research area, which constrains generalizability; its reliance on self-report questionnaires, which may be subject to social desirability bias; and its explanatory scope, since a substantial share of the variance in both work motivation (20.0%) and organizational commitment (38.8%) remains attributable to factors outside the model, such as leadership style, compensation, or personality characteristics. Future research would benefit from extending this model to boarding schools in other regions, testing moderating variables such as tenure or employment status, and adopting longitudinal designs capable of establishing the temporal ordering of these relationships more rigorously.

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