The mediating role of self-efficacy and the moderating impact of organizational climate: a case study for improving teacher well-being through leadership and meaningful work
El papel mediador de la autoeficacia y el impacto moderador del clima organizacional: un estudio de caso para mejorar el bienestar docente a través del liderazgo y el trabajo significativo

Authors

Wahyudi Triwiyanto [1,2]
Fathur Rokhman [1]
Joko Sutarto [1]
Tri Suminar [1]

[1] Universitas Negeri Semarang (Indonesia)
[2] STAK Terpadu PESAT Salatiga (Indonesia)

Corresponding author:
Wahyudi Triwiyanto
wahyudit6907@gmail.com

Abstract

Objective: This study aims to analyze the influence of leadership and meaningful work on teacher well-being and examine the role of teacher self-efficacy as a mediator and organizational climate support as a moderator.

Methodology: This study used a quantitative research approach with an exploratory design. The subject was 210 teachers taken from six residencies in Central Java using random cluster sampling techniques. Data were analyzed using the Structural Equation Modeling technique based on variance, namely Partial Least Square.

Results: The results of this study reveal several significant findings. First, teacher-leaders, teacher-meaningful work, and self-efficacy positively and significantly influence honorary teachers' well-being. Second, teacher-leaders and teachers' meaningful work positively and substantially influences self-efficacy. Third, teacher-leaders and teachers' meaningful work positively and significantly influence honorary teachers' well-being through teacher self-efficacy. Fourth, the supportive organization climate does not mediate teacher-leader and teacher-meaningful work on honorary teacher well-being.

Discussion: The discussion are: First, the change in teacher-leader, teacher-meaningful work, and self-efficacy is directly proportional to honorary teachers' well-being. Second, the change in teacher-leader and teacher-meaningful work is directly proportional to the self-efficacy of honorary teachers. Third, increasing teacher-leader and teacher-meaningful work will be more effective in improving teachers' well-being if they strengthen teachers' self-efficacy. Fourth, interventions or changes designed to enhance teacher leadership will have the same effect on teacher well-being regardless of the variation of the supportive organizational climate.

Conclusions: The implication is that no single variable determines the well-being of honorary teachers without involving other variables as a practical, non-financial approach.

Keywords

Teacher well-being, meaningful work, self-efficacy, supportive organizational climate

Resumen

Este estudio tiene como objetivo analizar la influencia del liderazgo y el trabajo significativo en el bienestar docente y examinar el papel de la autoeficacia docente como mediador y el apoyo al clima organizacional como moderador. A través de un enfoque de investigación cuantitativo con un diseño exploratorio. Los sujetos de la investigación fueron 210 profesores seleccionados de seis residencias de estudiantes en Java Central mediante técnicas de muestreo por conglomerados aleatorios. Los resultados de este estudio revelaron varios hallazgos significativos. En primer lugar, los docentes líderes, el trabajo docente significativo y la autoeficacia influyen positiva y significativamente en el bienestar de los docentes honorarios. En segundo lugar, los docentes líderes y el trabajo docente significativo influyen positivamente y sustancialmente en la autoeficacia. En tercer lugar, los líderes docentes y el trabajo docente significativo influyen positiva y significativamente en el bienestar de los docentes honorarios a través de la autoeficacia docente. En cuarto lugar, un buen clima organizacional no ha sido capaz de mediar el liderazgo docente y el trabajo docente significativo en el bienestar de los profesores honorarios. Conclusiones: La implicación es que ninguna variable determina el bienestar de los docentes honorarios sin involucrar otras variables como un enfoque práctico y no financiero.

Palabras clave

Bienestar docente, trabajo significativo, autoeficacia, clima organizacional propicio

Introduction

Teacher well-being is a crucial, fundamental, and complex issue in education. In Indonesia, honorary teachers' well-being in context education is still in the category of vulnerable. Honorary teachers, in general, do not get better salaries and facilities than permanent teachers and civil servants. The status of teachers who are not clear makes honorary teachers faced with a physical, emotional, and psychological problem related to well-being. The ability to manage stress and avoid burnout is closely linked to self-efficacy, which in turn affects overall well-being (Bermejo-Toro et al., 2016; Gilar-Corbi et al., 2024). Low teacher well-being, in turn, will comprehensively influence organizational system education because existence frequent teacher changes happen because the teacher left (Nazari & Oghyanous, 2021; Collie, 2023), low performance (Banihashem et al., 2023), level low teacher attendance, and quality low teaching (Kidger et al., 2021).

Teachers' belief in their ability to deliver effective instruction is a core component of self-efficacy. This includes confidence in subject matter knowledge and pedagogical skills (Lev & Koslowsky, 2009; Ortan et al., 2021). Self-efficacy in engaging students and fostering positive relationships is crucial. This component is influenced by the value teachers place on student engagement and the quality of these relationships (Burić & Moè, 2020; Lev & Koslowsky, 2009). Positive interactions and support from colleagues enhance self-efficacy and contribute to job satisfaction and well-being (Bermejo-Toro et al., 2016; Ortan et al., 2021). Teachers' self-efficacy is linked to positive emotions and job satisfaction, which are important for maintaining enthusiasm and motivation in teaching (Burić & Moè, 2020). Self-efficacy, along with hope, resilience, and optimism, which is positively associated with well-being (Bertieaux et al., 2024).

Teacher self-efficacy mediates the influence of the teacher-leaders, which includes dimensions of spirituality (Mahipalan et al., 2019), character (Chechi & Lobo, 2023), calling (Çalışkan et al., 2023; Leino Lindell, 2020) and teacher (Karvonen et al., 2023; Radite & Retnawati, 2023) on teacher well-being. When the self-efficacy of honorary teachers increased, they became more responsive to spirituality, character, calling, and competence possessed by honorary teachers (Marschall, 2022; Shah & Bhattarai, 2023; Siriparp et al., 2022). Teacher self-efficacy also mediates the influence of teacher meaningful work on honorary teacher well-being. When honorary teachers have high self-efficacy and impact positive, teacher meaningful work on well-being, they will increase well-being emotionally and psychologically because effort and contribution are meaningful and appreciated (Karvonen et al., 2023; Nair & Sivakumar, 2020). Thus, teacher self-efficacy is a mediator that connects the influence of teacher-leaders and teacher-meaningful work on the psychological well-being of honorary teachers. The school environment, including autonomy, teacher-leader, social support, and feedback, plays a significant role in shaping teachers' self-efficacy and well-being (Bermejo-Toro et al., 2016; García-Lázaro et al., 2022).

Teacher-leader as internal factors refer to the characteristics and traits of a teacher's baggage, including spirituality, character, calling, and teacher competence, which are essential in increasing teacher well-being. In addition, the teacher-meaningful work as a factor external to the teacher gives intrinsic motivation and contributes positively to the teacher's well-being (Akar, 2020; Yilmaz & Kaya, 2022). Although the role of teacher-leader and work is meaningful and essential, there needs to be more understanding of how the second factor can work in a way that simultaneously influences the well-being of honorary teachers. Another internal factor that influences honorary teacher well-being is teacher self-efficacy, namely the teacher's belief in the ability to carry out assignments (Zee et al., 2024). Teacher self-efficacy can become a mediator that strengthens teacher-leader influence and teacher meaningful work to the well-being of honorary teachers. In addition, a supportive organizational climate moderates or weakens the influence of leaders and meaningful work on teacher well-being (Takeuchi et al., 2018; Ke, 2023).

Teacher meaningful work is measured through indicators: objectives of the teacher's life, depth of teacher relationship with stakeholders in schools, impact positive teacher on students and also school, involvement in the educational process, and the existence of award or confession to the teacher. Teacher-meaning work plays an essential role in influencing teacher well-being. (Soren & Ryff, 2023). Teacher meaningful work is a positive psychological condition where someone feels that contribution is positive and essential in reaching a worthy goal (Kim et al., 2019). Teacher meaningful work emerges when teachers see that their work is significant, challenging, and complete, thus stimulating motivation

from within (intrinsic motivation), feeling of worth, importance, and positivity (Jena et al., 2019). Teachers-meaningful work can promote attitude and results. Teacher meaningful work can promote positive work attitudes and outcomes for a person (teacher), such as work motivation, work involvement, job satisfaction, empowerment, work identity, organizational commitment, career development, and life satisfaction (Gui et al., 2022). The need for power motivates teachers to influence the school environment in a way that fosters a sense of self-worth and recognition for their contributions.

Supportive Organizational climate refers to the teacher's perception of support professional and emotional through culture-positive work, effective communication, system-clear support, development of professionalism, and recognition of the teacher (Caesens & Stinglhamber, 2020; Kurtessis et al., 2017). Problems that arise related to supportive organization climate in school among others: (1) the existence of imbalance between demands and resources power (Sterz et al., 2022; Sun et al., 2023); (2) communication that is not effective (Fredericks & Alexander, 2021); (3) lack of development teachers professionalism (Herminay, 2022; Syla, 2023); (4) lack of awards and recognition to teachers (Harun et al., 2020) contribution; and (5) the existence of change leadership (Harun et al., 2020; Kareem et al., 2023). High demands on teachers with limited resources lead to stress, psychological exhaustion, and the desire to leave the teaching profession (Daniilidou et al., 2020).

This study aims to analyze the influence of teacher-leaders and meaningful work on the well-being of honorary teachers by considering teachers' self-efficacy as mediators and organizational climate support as moderators. In particular, this research will analyze the role of the teacher-leader, including spirituality, character, calling, and teacher competence, as well as work, which means the teacher is involved in an objective life positive impact, and teacher involvement and appreciation influence the well-being of honorary teachers. In addition, research will explore (1) How teacher self-efficacy mediates teacher-leader influence and teacher-meaningful work to the well-being of honorary teachers and (2) How supportive organizational climate moderates the influence of teachers-leaders and teacher-meaningful work on honorary teachers' well-being.

Method

Research Design

This study uses a quantitative research approach with an exploratory research design. Quantitative research emphasizes objective measurement and statistical analysis of data collected through surveys, questionnaires, experiments, or other methods (Creswell, 2009; Sugiyono, 2019). The quantitative research approach aims to test hypotheses, explain relationships between variables, and make generalizations from samples to populations. Exploratory research design is a research approach used to investigate a phenomenon, problem, or area that is not widely understood or still requires initial understanding (Foster, 2024). The main purpose of exploratory research is to gain in-depth insights, identify important variables, and formulate initial hypotheses that can be further tested through more structured research.

Participants

The population of this study was honorary teachers at six ex-presidencies. The sample was chosen using a random sampling technique, and 35 teachers from each presidency were taken as research respondents. So the total sample was 210 respondents.
Respondents based on age: (1) age (20-25) years there are 5.7%; (2) age (26-30) years, as many as 11.3%; (3) age (31-40) as many as 24.5%; (4) age (41-50) years there are 28.6%; and (5) age 51 years to on as much as 29.9%. Respondents based on teacher teaching duration divided into five categories: (1) duration time (1-5) years as much as 21.4%; (2) duration time (6-10) years as much as 13.5%; (3) duration time 15.7%; (4) duration time (11-15) years as much as 13.5%; and (5) duration 21 years to one year as much as 31.4%.

Instruments

The instrument used in this research is a questionnaire developed to determine variables affecting the welfare of honorary teachers, such as teacher-leaders, teacher meaningful work, teachers' self-efficacy,

and supportive organizational climate. The statements on the questionnaire are made based on the Likert scale with five selection criteria. The questionnaire that has been prepared is then tested for validity and reliability as a pre-survey.

Testing the validity of the questionnaire used in this study went through 3 stages. In the first stage, the questionnaire was validated by two experts in their fields in April-May 2024. The questionnaire was improved according to the input from the two experts. In the second stage, the questionnaire was tested on 33 honorary teachers and was conducted in May-July 2024. The data obtained were analyzed to determine the validity and reliability of the questionnaire. The technique used for the validity test was the Pearson correlation or "Pearson product-moment correlation." The criteria limit for an indicator or instrument is said to be valid if the "corrected item-total correlation" value is greater than the critical value. In the third stage, the questionnaire was tested on 30 respondents to ensure validity and reliability. The results were analyzed again with statistics through validity and reliability tests, as in the second stage.

There are four indicators to measure the teacher-leader variable, namely teacher spirituality (TL1), teacher character (TL2), teacher calling (TL3), and teacher. Indicators for measuring variable teacher meaningful work have five items, namely: goals teacher life (MW1), depth connection with stakeholders (MW2), impact positive teacher (MW3), teacher involvement (MW4), and the presence of award or recognition (MW5). Indicators for measuring the variable teacher self-efficacy have four items, namely: belief in teaching (TS1), managing class (TS2), ability to build a connection with students (TS3), ability to handle challenges (TS4), and ability to adapt (TS5). Indicators for measuring variable supportive organization climate have five items, namely: culture-positive work (SO1), effective communication (SO2), clarity system support (SO3), professional development (SO4), and recognition of teacher achievement and contribution (SO5). Indicators for measuring variable honorary teacher well-being have six items, namely: physical health (TWB1), satisfaction with work (TWB2), balanced life (TWB3), financial (TWB4), support social (TWB5), and happiness emotions (TWB6).

Interpretation validity test results with level significance α = 5% = 0.05, with n = 33, r table is 0.344, r count > r table so instrument declared valid. Based on the provision, then there are: (1) 14 grains teacher-leader statement is valid; (2) 12 points statement work means the teacher is valid; (3) 21 items statement efficacy teacher self is valid; (4) 25 items statement support climate organization is valid; and (5) 20 items statement honorary teacher well-being is valid. Based on Table 1, it was found that mark coefficient reliability (Cronbach's Alpha) for the fifth variable (≥ 0.70) means questionnaire as the instrument has good reliability.

Table 1. Cronbach's Alpha and Validity

Variables	Cronbach's Alpha	N of Items: Valid
Teacher-Leader	0.888	14
Teacher meaningful Work	0.870	12
Teacher's Self-efficacy	0.899	21
Supportive Organizational Climate	0.928	25
Honorary Teacher Well-being	0.907	20

Data Analysis

The causality model used in this research is a variance-based SEM (Structural Equation Modeling) data analysis technique called Partial Least Square (PLS). This research evaluates reflective measurement models and structural models and evaluates their quality or suitability by utilizing the SmartPLS 4 application. SmartPLS enables researchers to evaluate both reflective and formative models through measurement and structural model assessments, considering criteria such as indicator loadings, reliability, validity, and model fit (Putu Gede Subhaktiyasa, 2024). The software's application in data science facilitates the discovery of hidden patterns in complex datasets, enhancing decision-making processes.

Procedure testing evaluation of measurement models reflective includes: (1) Outer Loading ≥ 0.7; (2) Composite Reliability (CR) ≥ 0.70; (3) Average Variance Extracted (AVE) ≥ 0.50; (4) Discriminant Validity applies Fornell-Larcker Criterion (root of AVE > correlation between variables); and (5) Cross loadings. Procedure testing structural model evaluation includes (1) Multicollinearity between Inner VIF variable < 5 and (2) Testing hypothesis study done through the bootstrapping process. Significance from

influence between variables can determined by T-statistic value > 1.96 or p-value < 0.05; (3) 95% confidence interval for coefficient path; and (4) Effect Size (direct effect, mediation, and moderation). Procedure testing evaluation model quality or model fit includes: (1) R square, (2) Q square, (3) SRMR, (4) Goodness of Fit Index (GoF), and (5) PLS Predict.
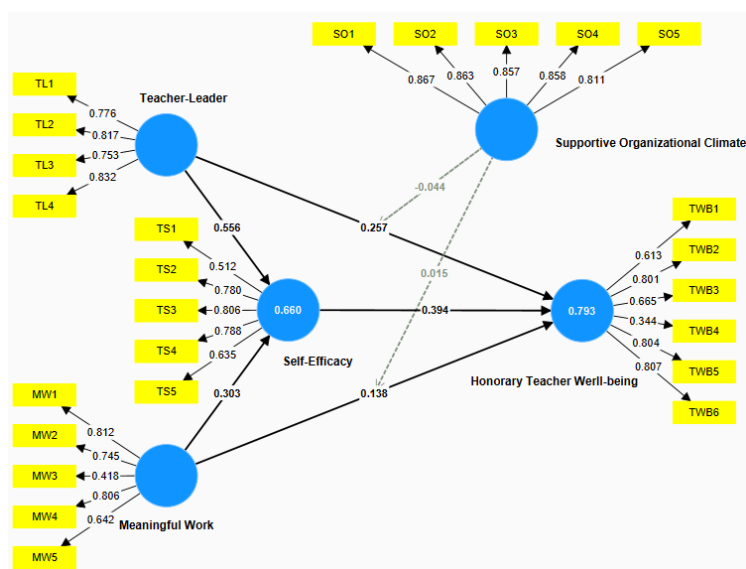
Results

Testing Evaluation of Measurement Model Reflective

Outer Loading, Composite Reliability, and AVE test results

Testing the research hypothesis through a bootstrapping process with a sub-sample = 5000. PLS SEM does not assume that the data is normally distributed, therefore the hypothesis testing procedure uses a non-parametric procedure approach, namely bootstrapping. This procedure is an alternative to hypothesis testing from exact methods when the sampling distribution of the data is unknown, carried out by taking samples and returning samples (resampling) as many as p times generally 5000, which is useful for creating standard errors and parameter estimates.

Figure 1. Outer Loading first stage

The Outer loading Value of the analysis algorithm SmartPLS 4 found values from MW3, MW5, TS1, TS5, TWB1, TWB3, and TWB4 less than 0.70, meaning they are invalid and must be removed from the model. The reestimation results are shown in Table 2.

Table 2. Outer Loading, Composite Reliability, and Average Variance Extracted

Variables	Measurement Items	Indicator	Outer Loading	Composite Reliability	AVE
Honorary Teacher Well-Being	TWB2	Satisfaction Work	0.816		
	TWB5	Social Support	0.859	0.889	0.727
	TWB6	Emotional Happiness	0.881		
Teacher leader	TL1	Teacher spirituality	0.775		
	TL2	Teacher character	0.813		
	TL3	Teacher's calling	0.763	0.873	0.632
	TL4	Teacher competence	0.826		
Meaningful Work	MW1	The purpose of a teacher's life	0.814		
	MW2	Depth connection with stakeholders	0.780	0.854	0.662
	MW4	Teacher involvement	0.845		
Self-Efficacy	TS2	Belief manage class	0.831		
	TS3	Ability For build connection with student	0.819	0.861	0.673
	TS4	Ability handle challenge	0.812		
	SO1	Culture positive work	0.867	0.929	0.725

Supportive Organizational Climate	SO2	Effective communication	0.862
	SO3	Clarity system support	0.856
	SO4	Professional development	0.859
	SO5	Confession on teacher achievement & contribution	0.810

Variables honorary teacher well-being is measured by three measurement items, the teacher-leader variable is measured by four measurement items, the variable of teacher meaningful work is measured by three measurement items, variables of teacher self-efficacy is measured by three measurement items, and support climate organization is measured by five measurement items in a way overall own outer loading value above 0.70 means all measurement items are valid so that each measurement item correlated strongly in explains each variable. Outer loading data also shows that honorary teacher well-being looks strongly reflected by happiness emotions (TWB6), teacher-leader looks more strongly reflected by teacher competency (TL4), teacher meaningful work looks more strongly reflected by teacher involvement (MW4), teacher self-efficacy appears more strong reflected by belief manage class (TS2), support climate organization looks more strong reflected by culture positive work (SO1).

The composite reliability value of variables honorary teacher well-being (0.889), teacher-leaders (0.873), teacher meaningful work (0.854), efficacy self (0.861), and support climate organization (0.929) more significant from 0.70 means level reliability or internal consistency of each variable can accept. Table 1 also shows that the AVE value in general overall variable≥ 0.50 means good convergent validity can fulfilled.

Discriminant Validity Results – Fornell Larcker Criterion

The AVE root for the welfare of honorary teachers is 0.853, which is greater than its correlation with the variable teacher meaningful work (0.726), self-efficacy (0.792), supportive organizational climate (0.693), and teacher-leaders (0.758). The Fornell Larcker table also shows the AVE root of each variable > the correlation between variables. So, overall, evaluation from discriminant validity has already been fulfilled.

Table 3. Fornell Larcker

	Honorary Teacher Well-Being	Meaningful Work	Self-Efficacy	Supportive Organizational Climate	Teacher leader
Honorary Teacher Well-Being	0.853				
Meaningful Work	0.726	0.813			
Self-Efficacy	0.792	0.701	0.821		
Supportive Organizational Climate	0.693	0.512	0.676	0.851	
Teacher leader	0.758	0.755	0.782	0.569	0.795

Cross-Loading Test Results

Cross-loading describes the evaluation or inspection of discriminant validity at the level indicator.

Table 4. Cross Loading

	Honorary Teacher Well-Being	Meaningful Work	Self-Efficacy	Supportive Organizational Climate	Teacher leader
MW1	0.569	0.814	0.581	0.425	0.597
MW2	0.496	0.780	0.515	0.323	0.609
MW4	0.687	0.845	0.608	0.485	0.638
SO1	0.654	0.504	0.615	0.867	0.549
SO2	0.535	0.390	0.544	0.862	0.430
SO3	0.597	0.427	0.588	0.856	0.527
SO4	0.640	0.503	0.629	0.859	0.540
SO5	0.495	0.325	0.479	0.810	0.340
TL1	0.539	0.624	0.568	0.366	0.775
TL2	0.556	0.629	0.591	0.395	0.813
TL3	0.669	0.513	0.650	0.579	0.763
TL4	0.629	0.641	0.662	0.448	0.826
TS2	0.645	0.663	0.831	0.501	0.700
TS3	0.639	0.530	0.819	0.562	0.582
TS4	0.666	0.525	0.812	0.605	0.636
TWB2	0.816	0.581	0.663	0.612	0.618
TWB5	0.859	0.626	0.685	0.566	0.648
TWB6	0.881	0.648	0.678	0.595	0.672

Table 4. shows that the measurement items have a higher correlation with the variables they measure and a lower correlation with other variables, allowing discriminant validity at the measurement item level to be fulfilled.

Structural Model Evaluation Result

Multicollinearity test results

Inspection multicollinear between variables with inner VIF performed condition structural model testing. Multicollinear causes parameter estimates to become biased, values' standard error to become big, and the trust estimate path coefficient to become broad, even influencing the significance testing hypothesis. If the inner VIF> 5 then there is a suspicion of multicollinearity. However the VIF value is between 3-5 there is potential for multicollinearity and the ideal is when VIF<3 (no multicollinearity /low collinearity) (J. R. Hair et al., 2019).

Table 5. Inner VIF

	Honorary Teacher Well-Being	Self-Efficacy
Meaningful Work	2.633	2.326
Self-Efficacy	3.445	
Supportive Organizational Climate	1,886	
Teacher leader	3.360	2.326

Table 5 shows that the VIF values < 5, meaning that multicollinearity symptoms are considered low or can be ignored.

Hypothesis Testing

Stage structural model evaluation is stage inspection to hypothesis study with performing "bootstrapping" on SmartPLS 4 to subsample=5000, Confident Interval Method = Bias Corrected and Accelerated Method (BCa) Bootstrap, Two-Tailed significant level= 0.05.

Table 6. Hypothesis

	Original sample (O)	T statistics (|O/ STDEV|)	P values	confidence interval	
				2.5%	97.5%
Teacher- leader - > Honorary Teacher Well-Being	0.198	2.500	0.012	0.044	0.354
Meaningful Work -> Honorary Teacher Well-Being	0.224	3.850	0.000	0.112	0.338
Teacher- leader - > Self-Efficacy	0.587	9.639	0.000	0.469	0.706
Meaningful Work -> Self-Efficacy	0.258	4.149	0.000	0.135	0.376
Self-Efficacy -> Honorary Teacher Well-Being	0.305	3.514	0.000	0.138	0.475
Teacher -leader - > Self-Efficacy -> Honorary Teacher Well-Being	0.179	3.175	0.002	0.079	0.299
Meaningful Work -> Self-Efficacy -> Honorary Teacher Well-Being	0.079	2.582	0.010	0.026	0.143
Supportive Organizational Climate x Teacher-leader - > Honorary Teacher Well-Being	-0.051	0.808	0.419	-0.168	0.081
Supportive Organizational Climate x Meaningful Work -> Honorary Teacher Well-Being	0.003	0.046	0.963	-0.135	0.154

Based on Table 6, it can be concluded that:

a) Coefficient value teacher-leader path towards honorary teacher well-being of 0.198 (positive) with p-values (0.012) < 0.05; T- statistics (2.5) > 1.96 (significant) and a 95% confidence interval exists between 0.044 and 0.354. In conclusion, H1 is accepted, meaning teacher-leaders positively and significantly influence honorary teachers' well-being. Every positive change in teacher-leaders, including spirituality, character, calling, and teacher competence, will increase honorary teacher well-being up to 0.354 (35.4%), while changing negative in teacher-leaders will lower honorary teacher well-being up to 0.044 (4.4%).

b) Coefficient value teacher meaningful work path towards honorary teacher well-being of 0.224 (positive) with p-values (0.000) < 0.05; T- statistics (3.85) > 1.96 (significant) and a 95% confidence interval exists between 0.112 and 0.338. The conclusion is H2 accepted, meaning teacher meaningful work has positively and significantly influenced honorary teachers' well-being. Every positive change in teacher meaningful work will increase honorary teacher well-being by

up to 0.338 (33.8%), while unfavorable changes will lower honorary teacher well-being by up to 0.112 (1.12%).

c) The coefficient value of the teacher-leader path towards teacher self-efficacy is 0.587 (positive) with p-values (0.000) < 0.05; T-statistics (9.639) > 1.96 (significant), and a 95% confidence interval exists between 0.469 and 0.706. In conclusion, H3 is accepted, meaning that the teacher-leader positively and significantly influences teacher self-efficacy. Every positive change in the teacher-leader will increase teacher self-efficacy, reaching 0.706 (70.6%), while changing negatives in the teacher-leader will lower teacher self-efficacy, reaching 0.469 (4.69%).

d) Coefficient value teacher meaningful work path towards teacher self-efficacy of 0.258 (positive) with p-values (0.000) < 0.05; T-statistics (4.149) > 1.96 (significant) and a 95% confidence interval exists between 0.135 and 0.376. In conclusion, H4 accepted that teachers' meaningful work positively and significantly impacts their self-efficacy. Every positive change in teacher-meaningful work will increase teacher self-efficacy to reach 0.376 (37.6%), while a negative change at work means the teacher will lower teacher self-efficacy to reach 0.135 (1.35%).

e) Coefficient value track teacher self-efficacy towards honorary teacher well-being of 0.305 (positive) with p-values (0.000) < 0.05; T-statistics (3.514) > 1.96 (significant) and a 95% confidence interval exists between 0.138 and 0.475. The conclusion is that H5 is accepted, meaning teacher self-efficacy has a positive and significant influence on the well-being of honorary teachers. Every positive change in teacher self-efficacy will increase honorary teacher well-being by up to 0.475 (47.5%). An unfavorable change in teacher self-efficacy will lower honorary teacher well-being by up to 0.138 (1.38%).

f) The value of the teacher-leader pathway coefficient on honorary teachers' well-being mediated by teacher self-efficacy was 0.179 (positive) with p-values (0.002) < 0.05; T-statistics (3.175) > 1.96 (significant) and 95% confidence interval was between 0.079 and 0.299. In conclusion, H6 is accepted, which means that teacher-leaders positively and significantly influence honorary teachers' well-being through teacher self-efficacy. Any positive change mediated by teachers' self-efficacy in teacher-leaders will increase honorary teachers' well-being up to 0.299 (29.9%), while unfavorable changes will decrease honorary teachers' well-being up to 0.079 (0.79%).

g) The value of the coefficient of meaningful work pathway on the honorary teachers' well-being mediated by teacher self-efficacy is 0.079 (positive) with p-values (0.010) < 0.05; T-statistics (2.582) > 1.96 (significant) and the 95% confidence interval is between 0.026 and 0.143. In conclusion, H7 is accepted, meaning that teacher meaningful work positively and significantly influences honorary teachers' well-being through teacher self-efficacy. Every positive change mediated by teachers' self-efficacy in teacher meaningful work will increase honorary teachers' well-being up to 0.143 (14.3%). Unfavorable changes will decrease honorary teachers' well-being by up to 0.026 (0.26%).

h) Coefficient value track moderation supportive organization climate about the influence of teacher-leaders on honorary teacher well-being of -0.051 (weakening) with p-values (0.419) > 0.05; T-statistics (0.808) < 1.96 (not significant) and the 95% confidence interval is between -0.168 and 0.081. In conclusion, H8 was rejected, meaning that the supportive organization climate does not play a role (weaken) in moderating teacher-leader towards honorary teacher well-being.

i) Coefficient value track moderation supportive organization climate about the influence of teacher meaningful work on honorary teacher well-being of 0.003 (strengthening) with p-values (0.963) > 0.05; T-statistics (0.046) < 1.96 (not significant) and the 95% confidence interval is between -0.135 and 0.154. In conclusion, H9 was rejected, meaning the support climate organization did not mediate teacher meaningful work toward honorary teacher well-being.

Figure 2. Path Coefficients (Bootstrapping Results)
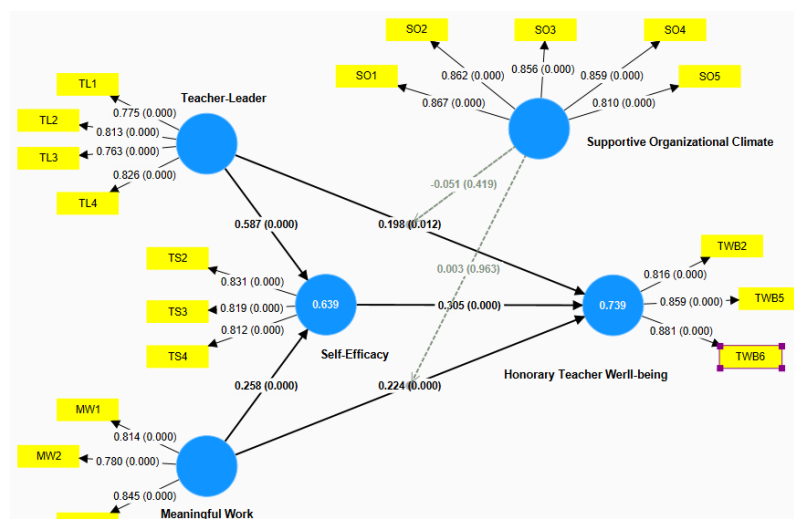
Effect Size Test Results

Table 7. F Square & Epsilon

	F Square		Statistics epsilon
	Self-Efficacy	Honorary Teacher Well-Being	
Honorary Teacher Well-Being			
Teacher leader	0.411	0.045	
Meaningful Work	0.079	0.073	
Self-Efficacy		0.103	
Teacher-leader -- > Self-Efficacy --> Well-being of Honorary Teachers.			$(0.587)^2 \times (0.305)^2 = 0.032$
Meaningful Work Teacher --> Self-Efficacy --> Well-being of Honorary Teachers.			$(0.258)^2 \times (0.305)^2 = 0.006$
Supportive Organizational Climate x Teacher-Leader		0.004	
Supportive Organizational Climate x Meaningful Work		0.000	

F Square helps measure exogenous latent variables' significant effect or contribution to variables. Interpretation F Square results according to Hair et al. (2019) show teacher-leader effects on efficacy self of 0.411, including the category big; on the contrary, work means the teacher contributes 0.079, including in the category moderate. The F Square results also show that teacher-leader effect, teacher meaningful work, and efficacy self to honorary teacher well-being come category currently with consecutive F square values of (0.045), (0.073), and (0.103). Interpretation of Upsilon statistical value according to Cohen in Ogbeibu et al. (2021) shows role efficacy self as a teacher-leader mediator towards honorary teacher well-being of 0.032 is classified as moderate; on the other hand, role self-efficacy as mediator teacher meaningful work to honorary teacher well-being of 0.006 is included in the category low. The influence of a supportive organizational climate in moderating teacher-leaders and teacher-meaningful work on honorary teachers' well-being is relatively low, namely 0.004 and 0.000.

Testing Evaluation Model Quality or Model Compatibility

R Square, Q Square, and SRMR Result

R square describes the strong influence between the exogenous and endogenous construct.

Table 8. R Square, Q Square & SRMR

	R Square	Q ^{2} Predict	Estimated Model
Honorary Teacher Well-Being	0.739	0.685	
Self-Efficacy	0.639	0.630	
SRMR			0.086

According to Hair et al. (2019), interpretation R Square results show that strength influences honorary teacher well-being explained by the teacher-leader, teacher meaningful work, and self-efficacy amounting to 0.739 (73.9%), including influence going to high. The R Square results also show that strength influences self-efficacy, as explained by the teacher-leader, and teacher meaningful work teachers amounted to 0.639 (63.9%), including influence going to tall. SRMR value (0.086) < 0.10 can be accepted to show compatibility between the observed data and the model structure that becomes the hypothesis. The Q Square prediction value in Table 7 for honorary teachers' well-being and self-efficacy is 0.685 (>0) and 0.630 (>0), meaning that the model has high predictive relevance (Hair et al., 2019).

As for the interaction effect with Supportive Organizational Climate, the results showed that the interaction between Supportive Organizational Climate and Teacher-Leader had a small effect (0.004), while the interaction between Supportive Organizational Climate and Meaningful Work was not significant (0.000). Overall, these results provide a clear picture of the relationship between the variables in the model and show the important role of Self-Efficacy as a mediator in improving the welfare of honorary teachers.

Goodness of Fit (GoF) Index Results

Table 9. GoF Index

Average Communality	Average R Square	GoF Index
0.827	0.684	0.752

Interpretation R Square Estimation results mark GoF as 0.752, including in the high category (Henseler et al., 2012). This means that overall, the model quality is highly compatible between the measurement and structural models.

PLS Predict Results

Table 10 shows Q2 predict value > 0 overall own good predictive power. Table 10 also shows that the considerable PLS-SEM RMSE value is lower than LM RMSE, showing that the PLS-SEM model provides more predictions appropriate in a way overall if compared to linear regression models in situation variability or error large (RMSE is more extraordinarily sensitive to error large). The PLS-SEM MAE values are partly bigger and taller than the LM MAE value, which means that the PLS-SEM model has an absolute average that is taller than a linear regression model. This shows that the PLS-SEM model is less effective in overcoming small mistakes even though own good performance in reducing big mistakes (Shmueli et al., 2019). So, the PLS-SEM model has solid predictive skills but is inconsistent across the data, so this model is categorized as "medium predictive power" or "intermediate."

Based on the results of the measurement evaluation procedure, model structure, and model fit, the model of honorary teachers' well-being is visualized in Figure 3.

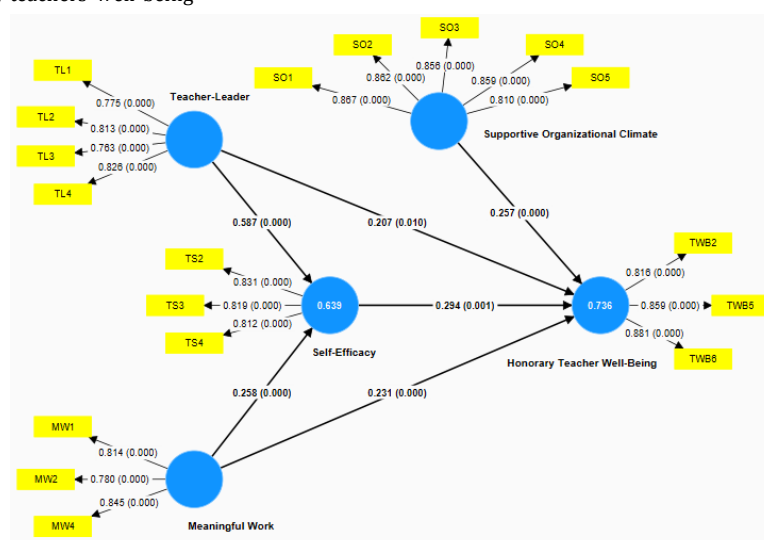Figure 3. Model of honorary teachers' well-being

Table 10. Comparison of PLS and LM Models

	Q²predict	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
TWB2	0.468	0.426	0.334	0.428	0.315
TWB5	0.490	0.416	0.308	0.429	0.309
TWB6	0.531	0.385	0.291	0.387	0.290
TS2	0.521	0.386	0.283	0.403	0.281
TS3	0.346	0.448	0.352	0.440	0.329
TS4	0.396	0.424	0.334	0.410	0.299

Discussion

The results of the measurement model test found that the positive impact of teachers and awards was not strongly correlated or contributed to explaining the variables of meaningful work for teachers. The positive effects of teachers and appreciation are factors extrinsic from honorary teachers, so not encouraging for a long time is necessary for his job to be meaningful (Paulmann & Weinstein, 2023). Indicators of belief in teaching and skills also adapting are not correlated strongly or contribute to explaining variable teacher self-efficacy. Teacher self-efficacy is more influenced by beliefs that are specific and existence experience directly than general beliefs and abilities (Bosman et al., 2021; Zee et al., 2024). Likewise, the indicators of health, physical, balanced life, and finance Do correlate and contribute to explaining variable honorary teacher well-being. Honorary teachers still need help with unstable job status and financial pressure. Therefore, the perception of emotional well-being, job satisfaction, and social support is more influential than physical, financial, and life balance factors (Farnia et al., 2018; González et al., 2023). Indicators must removed from the model so that the model is produced to present significant results that are accurate and reliable (J. F. Hair et al., 2019).

Estimation results repeat show all over indicators used. To evaluate the measurement model, which includes outer loading, composite reliability, average variance extracted (AVE), and discriminant validity, valid and reliable criteria have been required to interpret the construct between constructs more accurately. Hair et al. (2019) state that the measurement model good reflective must supported with high validity and reliability. Procedure structural model evaluation is a step after evaluating measurement models fulfilled for the study's objective. This procedure uses analysis bootstrapping results to verify the hypothesis so that structural model building fits the data and produces reliable and accurate results.

Analysis of teacher-leader, teacher meaningful work, and teacher self-efficacy as predictors disclose the influence on teacher well-being (H1, H2, H5). Every favorable treatment to teacher-leaders, teacher meaningful work, and self-efficacy will increase honorary teachers' well-being. On the other hand, every adverse treatment of teacher-leader, teacher meaningful work, and self-efficacy will lower honorary teachers' well-being. Every positive change in teacher-leaders, including spirituality, character, calling, and competence, will increase honorary teachers' well-being (Triwiyanto & Iriani, 2022). In contrast, the change in negative teacher-leaders will lower honorary teachers' well-being. Based on Herzberg's theory, intrinsic factors such as teacher spirituality, teacher character, teacher calling, and teacher competence can improve the well-being of honorary teachers. Findings This indicates the importance of development and facilities leadership that focuses on improving spirituality, character, calling, and competence of honorary teachers so that teachers can feel happy and emotions and support social and satisfaction work.

Analysis of the influence of teacher meaningful work (objective life, depth connection with stakeholders, and teacher involvement) on honorary teacher well-being can be explained by notice of the indicators. According to McClelland's needs theory, the purpose of a teacher's life reflects the need for achievement, where teachers feel work has significant meaning and impact. Depth connection with stakeholders is seen as a need for affiliates that will cause recognition and awards from students and colleagues. Teacher involvement reflects the need for power in a positive sense so that teachers have a chance to contribute in a way that is active in school. The third aspect of work is that the teacher can strengthen intrinsic motivation and increase honorary teacher well-being because his job is meaningful and relevant to their life values.

Self-efficacy influences honorary teacher well-being compared to teacher-leader and teacher meaningful work, meaning every change in self-efficacy will more strongly increase honorary teacher well-being (Shah & Bhattarai, 2023; Xiyun et al., 2022). This result shows conformity with theory efficacy Bandura's emphasis experience direct, experience other people's success, persuasion social and circumstances physiological as well as emotional teacher as effort improvement efficacy teacher self which has an impact on improving teacher well-being. Teacher self-efficacy reduces the impact of chaos in class (Barr et al., 2022), the trend for the capability to overcome stress and also challenges that arise in work (Daniilidou et al., 2020) relates to satisfaction in work and well-being emotions (Collie et al., 2021). Teachers who trust themselves in teaching and managing a class will increase their well-being alone (Katsantonis, 2020).

Analysis of teacher-leaders and teacher meaningful work as predictors show existing influence on the efficacy of teacher self-efficacy (H3 and H4). Every treatment-positive thing that happens to teacher-leaders and their teacher's meaningful work will increase self-efficacy. On the contrary, in each treatment, negative things happen to teacher-leaders, and their teacher's meaningful work will lower self-efficacy. Teacher-leaders have a more significant influence on teacher self-efficacy than teachers-meaningful work, meaning that any change in teacher-leader will increase teachers' self-efficacy. The influence of teacher-leaders on efficacy self indicates the need for involvement active to increase aspects of teacher-leader like spirituality (Aboobaker et al., 2020; Binu Raj et al., 2023), character (Nissim & Simon, 2019; Su & Wang, 2022), calling (Çalışkan et al., 2023; Leino Lindell, 2020) and honorary teacher competence (Berestova et al., 2020; Sulaiman & Ismail, 2020)through mentorship (Tanjung et al., 2021; Echaune & Maiyo, 2023), coaching (Bennett, 2022; Ludecke et al., 2022) and also teacher leadership competency development (Dakir & Umiarso, 2023; So-Oabeb & du Plessis, 2023) for improve teacher self-efficacy.

Teachers' self-efficacy mediates the influence of teacher-leaders and teachers' meaningful work on honorary teachers' well-being (H6 and H7). These findings show that the confidence of honorary teachers in managing the classroom, their ability to build relationships with students, and their ability to handle challenges play essential roles in improving teachers' welfare, which includes job satisfaction, social support, and emotional happiness. Relationship influence between teacher-leader and teacher meaningful work to honorary teacher well-being reinforced with teacher self-efficacy. Bandura's self-efficacy theory provides a reference that individuals with self-efficacy tend to own ability to overcome challenges, feel work satisfaction, and more stand to pressure or stress (Daniilidou et al., 2020). Thus, there is a criticism theory of Bandura's lack of self-efficacy, noticing external factors like low salary and burden of hard work that influence teacher well-being. This criticism is refuted by the empirical results of this study, which show that non-material factors and social support are essential factors to improve the welfare of honorary teachers. Teachers who view the teaching profession as their life goals and vocations and job satisfaction as a determining factor for welfare are more focused on the meaning of work, social relations, and teachers' contributions to society rather than teachers' salaries. Herzberg's theory explains that motivational factors such as achievement, recognition, and challenging work affect job satisfaction more than hygienic factors such as salary (Malik & Naeem, 2013; Pramono, 2020).

The analysis of the role of moderators in this study shows that organizational climate support does not play a role in moderating the influence of teacher-leaders and meaningful work on the welfare of honorary teachers (H8 and H9). Theoretically, organizational climate support is often identified as a determining factor affecting well-being (Eisenberger & Presson, 2020; Eisenberger & Presson, 2020; Kumar et al., 2022), but the findings of this study are the opposite: supportive organizational climate does not significantly contribute to moderating the influence of teacher-leaders and teacher meaningful work. The insignificant supportive organizational climate as a moderator due to the unstable status of the work of honorary teachers and the lack of accepted teacher rights will affect teachers' perception of the support of the organizational climate. The findings of Tremblay et al. (2019) suggest that employment status and financial uncertainty will reduce the impact of organizational support on well-being. Supportive organizational climate does not play a role as a moderator because the teacher-leader factor and teacher-meaningful work are more potent and dominant in influencing teacher well-being. The purpose and meaning of work as intrinsic support are essential in improving professional well-being (Soren & Ryff, 2023). Teacher-leaders who are already adequate and effective cause additional support from the organization to be considered irrelevant and even weaken the critical role of teacher-leaders (Diaz & Lituchy, 2020). The overwhelming resources make support from the organization not play a significant

role in its moderation (Bakker & Demerouti, 2017). If meaningful work has dramatically affected the well-being of teachers, the additional effect of organizational support is less significant (Bednarek & Smith, 2023). Data analysis using SmartPLS 4 found a significant role of organizational climate support as a direct predictor of well-being. Organizational climate support tends to affect direct outcomes on well-being without necessarily having to play the moderator role.

The third procedure is to evaluate the quality of the model or model fit, showing that the PLS-SEM mode has good predictive power even if it is inconsistent across the data, so this model is categorized as "medium predictive power". This finding implies that the model used can explain most of the variances of the teacher-leader variables and meaningful work, even though it is inconsistent. Hair et al. (2019) stated that the predictive power of the medium in the context of social research can still be considered valid, taking into account the variability and complexity of the influence between variables. The practical implication is that the model obtained can still be used to make predictions even if adjustments are needed to increase the consistency of its predictive power. The predictive power of the medium in a managerial context still provides valuable information (J. F. Hair et al., 2021; Shmueli et al., 2019).

Based on the findings of the three measurement evaluation procedures, the structure and quality of the model, the integration of the variable teacher-leader, teacher meaningful work, teacher self-efficacy, and supportive organizational climate as a holistic approach model that focuses on the well-being of honorary teachers. The holistic and simultaneous integration of these variables requires a combination of mutually supportive variables of teacher-leader, teacher meaningful work, teacher self-efficacy, and supportive organizational climate as the key to achieving the well-being of honorary teachers. The implication is that no single variable determines the well-being of honorary teachers without involving other variables as a practical, non-financial approach.

Conclusions

Based on the research results and discussion that are the answers to the research problems, conclusions are obtained that can be a direction for developing better policies and practices for honorary teachers' well-being. First, the change in teacher-leader, teacher meaningful work, and self-efficacy is directly proportional to honorary teachers' well-being. Second, the change in teacher-leader and teacher-meaningful work is directly proportional to the self-efficacy of honorary teachers. Third, increasing teacher-leader and teacher-meaningful work will be more effective in improving teachers' well-being if they strengthen teachers' self-efficacy. Fourth, interventions or changes designed to improve teacher leadership will have the same effect (directly proportional) on teacher well-being regardless of the variation or conditions of the supportive organizational climate. The main idea of the research and discussion results is the importance of synergy between teacher-leaders, meaningful work, self-efficacy, and a supportive organizational climate in improving the welfare of honorary teachers. This provides an effective alternative to improving the welfare of honorary teachers beyond efforts to increase their salaries or formal status.

Acknowledgements

References

Aboobaker, N., Edward, M., & Zakkariya, K. A. (2020). Workplace spirituality, work-family conflict and intention to stay: An intrinsic motivational perspective among teachers. *Journal of Applied Research in Higher Education*, *12*(4). https://doi.org/10.1108/JARHE-07-2018-0160

Akar, F. (2020). Examining the meaningful work level of generation x and generation y teachers. *Elementary Education Online*, *19*(3). https://doi.org/10.17051/ilkonline.2020.728029

Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, *22*(3). https://doi.org/10.1037/ocp0000056

Banihashem, S. K., Noroozi, O., den Brok, P., Biemans, H. J. A., & Kerman, N. T. (2023). Modeling teachers' and students' attitudes, emotions, and perceptions in blended education: Towards post-pandemic education. *International Journal of Management Education*, *21*(2). https://doi.org/10.1016/j.ijme.2023.100803

Barr, M. H., Newman, S., Hunt, T. G., & Hunt, J. B. (2022). Teacher self-efficacy in handling violent events: Its impact on teacher wellbeing. *International Journal of Management in Education*, *16*(2). https://doi.org/10.1504/IJMIE.2022.121172

Bednarek, R., & Smith, W. K. (2023). "What may be": Inspiration from Mary Parker Follett for paradox theory. *Strategic Organization*. https://doi.org/10.1177/14761270231151734

Bennett, P. N. (2022). The implementation of teacher coaching across eight New Zealand schools in a Kāhui Ako/Community of learning: a multiple case study. *International Journal of Mentoring and Coaching in Education*, *11*(3). https://doi.org/10.1108/IJMCE-09-2021-0090

Berestova, A., Gayfullina, N., & Tikhomirov, S. (2020). Leadership and functional competence development in teachers: World experience. *International Journal of Instruction*, *13*(1), 607–622. https://doi.org/10.29333/iji.2020.13139a

Bermejo-Toro, L., Prieto-Ursúa, M., & Hernández, V. (2016). Towards a model of teacher well-being: personal and job resources involved in teacher burnout and engagement. *Educational Psychology*, *36*(3), 481–501. https://doi.org/10.1080/01443410.2015.1005006

Bertieaux, D., Hesbois, M., Goyette, N., & Duroisin, N. (2024). Psychological capital and well-being: An opportunity for teachers' well-being? Scoping review of the scientific literature in psychology and educational sciences. *Acta Psychologica*, *248*, 104370. https://doi.org/10.1016/j.actpsy.2024.104370

Binu Raj, A., Ambreesh, P., Tripathi, N. N., & Ambreesh Kumar, A. (2023). Workplace spirituality and job satisfaction among teachers: influence of well-being and spiritual leadership. *International Journal of Educational Management*, *37*(6–7). https://doi.org/10.1108/IJEM-03-2023-0110

Bosman, R. J., Zee, M., de Jong, P. F., & Koomen, H. M. Y. (2021). Using relationship-focused reflection to improve teacher–child relationships and teachers' student-specific self-efficacy. *Journal of School Psychology*, *87*. https://doi.org/10.1016/j.jsp.2021.06.001

Burić, I., & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education*, *89*, 103008. https://doi.org/10.1016/j.tate.2019.103008

Caesens, G., & Stinglhamber, F. (2020). Toward a More Nuanced View on Organizational Support Theory. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00476

Çalışkan, Y., Kılınçarslan, Ö., & Efeoğlu, İ. E. (2023). The Relationship Between Teachers Calling, Job Performance, and Organizational Commitment: The Mediating Role of Work-Related Flow Experience. *Journal of Business Research - Turk*. https://doi.org/10.20491/isarder.2023.1622

Chechi, V. K., & Lobo, O. (2023). Validation of Teacher Self-Efficacy for Moral Education Scale in the Indian Context. *Journal of Higher Education Theory and Practice*, *23*(15). https://doi.org/10.33423/jhetp.v23i15.6434

Collie, R. J. (2023). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology*, *93*(3). https://doi.org/10.1111/bjep.12587

Dakir, & Umiarso. (2023). School Leadership Model and Teacher Competency Development in Indonesia. *Journal of Namibian Studies : History Politics Culture*, *34*. https://doi.org/10.59670/jns.v34i1128

Daniilidou, A., Platsidou, M., & Gonida, S. E. (2020). Primary School Teachers'Resilience: Association with Teacher Self-Efficacy, Burnout and Stress. *Electronic Journal of Research in Educational Psychology*, *18*(52). https://doi.org/10.25115/EJREP.V18I52.3487

Diaz, E. R., & Lituchy, T. R. (2020). Leader Behavior Expectations from a Gender Perspective: An Extension of the LEAD Study in Mexico. *Revista Del Centro de Investigación de La Universidad La Salle*, *13*(52). https://doi.org/10.26457/recein.v13i52.2459

Echaune, M., & Maiyo, J. (2023). Teacher Mentorship and Support in Kenya: A Desktop Review. *East African Journal of Education Studies*, *6*(2). https://doi.org/10.37284/eajes.6.2.1364

Eisenberger, R. , M. G. P., & Presson, W. D. (2020). Optimizing perceived organizational support to enhance employee engagement. *Society for Human Resource Management*, *59*(1), 21–31.

Farnia, F., Nafukho, F. M., & Petrides, K. V. (2018). Predicting career decision-making difficulties: The role of trait emotional intelligence, positive and negative emotions. *Frontiers in Psychology*, *9*(JUL). https://doi.org/10.3389/fpsyg.2018.01107

Fredericks, B., & Alexander, G. (2021). A framework for improved classroom communication in the South African schooling context. *Heliyon*, *7*(3). https://doi.org/10.1016/j.heliyon.2021.e06382

Gaeta González, M. L., González-Ocampo, G., Quintana Terés, M. C., & Nasta Salazar, L. C. (2023). <p>Burnout en profesores universitarios: autorregulación y corregulación como estrategias de afrontamiento</p>. *Electronic Journal of Research in Education Psychology*, *21*(59). https://doi.org/10.25115/ejrep.v21i59.6650

García-Lázaro, I., Colás-Bravo, M. P., & Conde-Jiménez, J. (2022). The Impact of Perceived Self-Efficacy and Satisfaction on Preservice Teachers' Well-Being during the Practicum Experience. *Sustainability*, *14*(16), 10185. https://doi.org/10.3390/su141610185

Gilar-Corbi, R., Perez-Soto, N., Izquierdo, A., Castejón, J.-L., & Pozo-Rico, T. (2024). Emotional factors and self-efficacy in the psychological well-being of trainee teachers. *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1434250

Gui, W., Bai, Q., & Wang, L. (2022). Workplace Incivility and Employees' Personal Initiative: A Moderated Mediation Model of Emotional Exhaustion and Meaningful Work. *SAGE Open*, *12*(1). https://doi.org/10.1177/21582440221079899

Hair, J. F., Astrachan, C. B., Moisescu, O. I., Radomir, L., Sarstedt, M., Vaithilingam, S., & Ringle, C. M. (2021). Executing and interpreting applications of PLS-SEM: Updates for family business researchers. *Journal of Family Business Strategy*, *12*(3). https://doi.org/10.1016/j.jfbs.2020.100392

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hair, J. R., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis 7th Edition*. Pearson Prentice Hall.

Harun, N. H., Nik Mahmood, N. H., & Othman, S. A. (2020). The effect of talent management factors on teacher's leadership at the secondary schools. *Management Science Letters*, *10*(1). https://doi.org/10.5267/j.msl.2019.7.039

Heminway, J. M. L. (2022). Change Leadership and the Law School Curriculum. *Santa Clara L. Rev.*

Henseler, J., Ringle, C. M., & Sarstedt, M. (2012). Using partial least squares path modeling in advertising research: Basic concepts and recent issues. In *Handbook of Research on International Advertising*. https://doi.org/10.4337/9781781001042.00023

Jena, L. K., Bhattacharyya, P., & Pradhan, S. (2019). Am I empowered through meaningful work? The moderating role of perceived flexibility in connecting meaningful work and psychological empowerment. *IIMB Management Review*, *31*(3), 298–308. https://doi.org/10.1016/j.iimb.2019.03.010

Kareem, J., Patrick, H. A., Prabakaran, N., Valarmathi, B., Tantia, V., Pramod Kumar, M. P. M., & Mukherjee, U. (2023). Transformational educational leaders inspire school educators' commitment. *Frontiers in Education*, *8*. https://doi.org/10.3389/feduc.2023.1171513

Karvonen, R., Ratinen, I., & Kemi, U. (2023). Promoting sustainability competency and self-efficacy in class teacher education. *Frontiers in Sustainability*, *4*. https://doi.org/10.3389/frsus.2023.1205680

Katsantonis, I. G. (2020). Investigation of the impact of school climate and teachers' self-efficacy on job satisfaction: A cross-cultural approach. *European Journal of Investigation in Health, Psychology and Education*, *10*(1). https://doi.org/10.3390/ejihpe10010011

Ke, C. (2023). Relationship between Facilitative Focus Moderation and Psychological Capital on Change Support Behavior: Taking Organizational Support Climate as Moderating Variable. *International Journal of Interdisciplinary Studies in Social Science*, *1*(1). https://doi.org/10.62309/9c5n3k48

Kidger, J., Turner, N., Hollingworth, W., Evans, R., Bell, S., Brockman, R., Copeland, L., Fisher, H., Harding, S., Powell, J., Araya, R., Campbell1, R., Ford, T., Gunnell, D., Murphy, S., & Morris, R. (2021). An intervention to improve teacher well-being support and training to support students in UK high schools (the WISE study): A cluster randomised controlled trial. *PLoS Medicine*, *18*(11). https://doi.org/10.1371/journal.pmed.1003847

Kim, M., Kim, A. C. H., Newman, J. I., Ferris, G. R., & Perrewé, P. L. (2019). The antecedents and consequences of positive organizational behavior: The role of psychological capital for promoting employee well-being in sport organizations. *Sport Management Review*, *22*(1), 108–125. https://doi.org/10.1016/j.smr.2018.04.003

Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory. *Journal of Management*, *43*(6). https://doi.org/10.1177/0149206315575554

Leino Lindell, T. (2020). Teachers calling for organizational support to digitalize teaching. *International Journal of Information and Learning Technology*, *37*(5). https://doi.org/10.1108/IJILT-02-2020-0017

Lev, S., & Koslowsky, M. (2009). Moderating the collective and self-efficacy relationship. *Journal of Educational Administration*, *47*(4), 452–462. https://doi.org/10.1108/09578230910967437

Ludecke, M., Rutherford, S., Sawatzki, C., Rady, D., Gindidis, M., Marangio, K., & Tour, E. (2022). Paradoxes of in-school teacher coaching by outsiders. *Australian Educational Researcher*, *49*(2). https://doi.org/10.1007/s13384-021-00444-w

Mahipalan, M., Sheena, & Muhammed, S. (2019). Examining the Role of Workplace Spirituality and Teacher Self-efficacy on Organizational Citizenship Behaviour of Secondary School Teachers: An Indian Scenario. *Vision*, *23*(1). https://doi.org/10.1177/0972262918821241

Malik, M. E., & Naeem, B. (2013). Towards understanding controversy on herzberg theory of motivation. *World Applied Sciences Journal*, *24*(8). https://doi.org/10.5829/idosi.wasj.2013.24.08.2442

Marschall, G. (2022). The role of teacher identity in teacher self-efficacy development: the case of Katie. *Journal of Mathematics Teacher Education*, *25*(6). https://doi.org/10.1007/s10857-021-09515-2

Nair, R. S., & Sivakumar, V. (2020). International Journal of Management and Humanities (IJMH) Knowledge Sharing: Will it Enhance the Link between Self-Efficacy and Workplace Spirituality? *International Journal of Management and Humanities (IJMH)*, *4*(9), 131–143. https://doi.org/10.35940/ijmh.H0812.054920

Nazari, M., & Alizadeh Oghyanous, P. (2021). Exploring the role of experience in L2 teachers' turnover intentions/occupational stress and psychological well-being/grit: A mixed methods study. *Cogent Education*, *8*(1). https://doi.org/10.1080/2331186X.2021.1892943

Nissim, Y., & Simon, E. (2019). The Teacher-Leader's Image: Between Personal Characteristics and Strategies Empowering Learners. *Journal of Education and Learning*, *8*(3). https://doi.org/10.5539/jel.v8n3p136

Ogbeibu, S. , J. C. J. C. , G. J. , S. A. , & H. M. (2021). Leveraging STARA competencies and green creativity to boost green organizational innovative evidence: A praxis for sustainable development. In *Business Strategy and the Environment* (Vol. 30, Issue 6). https://doi.org/https://doi.org/10.1002/bse.2754

Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*, *18*(23), 12763. https://doi.org/10.3390/ijerph182312763

Paulmann, S., & Weinstein, N. (2023). Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers. *British Journal of Educational Psychology*, *93*(2). https://doi.org/10.1111/bjep.12567

Pramono, J. (2020). Pengaruh Faktor Higine Dan Pemuas Pada Motivasi Dan Kinerja: Uji Terhadap Teori Herzberg. *Jurnal Fakultas Ekonomi : OPTIMAL*, *1*(1).

Putu Gede Subhaktiyasa. (2024). PLS-SEM for Multivariate Analysis: A Practical Guide to Educational Research using SmartPLS. *EduLine: Journal of Education and Learning Innovation*, *4*(3), 353–365. https://doi.org/10.35877/454RI.eduline2861

Radite, R., & Retnawati, H. (2023). Mathematics Teacher Competencies and Self-Efficacy in Implementing National Curriculum. *Jurnal Didaktik Matematika*, *10*(2). https://doi.org/10.24815/jdm.v10i2.32653

Shah, D. B., & Bhattarai, P. C. (2023). Factors Contributing to Teachers' Self-Efficacy: A Case of Nepal. *Education Sciences*, *13*(1). https://doi.org/10.3390/educsci13010091

Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J. H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in PLS-SEM: guidelines for using PLSpredict. *European Journal of Marketing*, *53*(11). https://doi.org/10.1108/EJM-02-2019-0189

Siriparp, T., Buasuwan, P., & Nanthachai, S. (2022). The effects of principal instructional leadership, collective teacher efficacy and teacher role on teacher self-efficacy: A moderated mediation examination. *Kasetsart Journal of Social Sciences*, *43*(2). https://doi.org/10.34044/j.kjss.2022.43.2.12

So-Oabeb, J., & du Plessis, A. (2023). Leadership competencies for teacher professional development: perspectives of Namibian principals, heads of departments and teachers. *Perspectives in Education*, *41*(2). https://doi.org/10.38140/pie.v41i2.7097

Soren, A., & Ryff, C. D. (2023). Meaningful Work, Well-Being, and Health: Enacting a Eudaimonic Vision. In *International Journal of Environmental Research and Public Health* (Vol. 20, Issue 16). https://doi.org/10.3390/ijerph20166570

Sterz, J., Britz, V., Carstensen, P., Kollewe, T., Voß, S. H., Stefanescu, M. C., Schreckenbach, T., Verboket, R. D., & Rüsseler, M. (2022). The surgeon's balancing act—Teaching in the clinical routine. *Chirurg*, *93*(3). https://doi.org/10.1007/s00104-021-01470-1

Su, N., & Wang, H. P. (2022). The influence of students' sense of social connectedness on prosocial behavior in higher education institutions in Guangxi, China: A perspective of perceived teachers' character teaching behavior and social support. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.1029315

Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*, *8*(8). https://doi.org/10.13189/ujer.2020.080829

Sun, W., Murakami, D., Hu, X., Li, Z., Kidd, A. N., & Liu, C. (2023). Supply–Demand Imbalance in School Land: An Eigenvector Spatial Filtering Approach. *Sustainability (Switzerland)*, *15*(17). https://doi.org/10.3390/su151712935

Syla, L. B. (2023). Perspectives of Primary Teachers, Students, and Parents on Homework. *Education Research International*, *2023*. https://doi.org/10.1155/2023/7669108

Takeuchi, R., Way, S. A., & Tian, A. W. (2018). Cross-level effects of support climate: Main and moderating roles. *Human Resource Management*, *57*(5). https://doi.org/10.1002/hrm.21891

Tanjung, F. Z., Musthafa, B., & Wirza, Y. (2021). Voice of efl mentor teachers: Mentorship for mutual professional development. *Studies in English Language and Education*, *8*(3). https://doi.org/10.24815/siele.v8i3.20401

Tremblay, M., Gaudet, M. C., & Vandenberghe, C. (2019). The role of group-level perceived organizational support and collective affective commitment in the relationship between leaders' directive and supportive behaviors and group-level helping behaviors. *Personnel Review*, *48*(2). https://doi.org/10.1108/PR-06-2017-0172

Triwiyanto, W., & Iriani, A. (2022). Building Healthy Child Leaders Training E-Module: Training Materials for Mentors. *Journal of Education Technology*, *6*(1). https://doi.org/10.23887/jet.v6i1.42008

Xiyun, S., Fathi, J., Shirbagi, N., & Mohammaddokht, F. (2022). A Structural Model of Teacher Self-Efficacy, Emotion Regulation, and Psychological Wellbeing Among English Teachers. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.904151

Yilmaz, S., & Kaya, A. (2022). Analysis of the Relationship between Teachers' Perceptions of Organizational Identification and Meaningful Work. *Kuramsal Eğitimbilim*, *15*(4). https://doi.org/10.30831/akukeg.1144116

Zee, M., de Jong, P. F., & Koomen, H. M. Y. (2024). The relational side of teachers' self-efficacy: Assimilation and contrast effects of classroom relational climate on teachers' self-efficacy. *Journal of School Psychology*, *103*. https://doi.org/10.1016/j.jsp.2024.101297

Authors' and translators' details:

Wahyudi Triwiyanto	wahyudit6907@gmail.com	Author
Fathur Rokhman	fathurrokhman@mail.unnes.ac.id	Author
Joko Sutarto	jokotarto@mail.unnes.ac.id	Author
Tri Suminar	tri.suminar@mail.unnes.ac.id	Author