

The Impact of Healthy Leader and Organization Climate on Teacher Well-being: Self-Efficacy as an Intervening and Meaningful Work as a Moderating

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Abstract. This study examines the effect of "healthy leader", "organizational climate" on "teacher well-being" which is mediated by "self-efficacy" and moderated by "meaningful work." The data were obtained from a sample of 92 teachers using a questionnaire. Data were analyzed using SEM (Structural Equation Modeling) analysis techniques and SmartPLS as software to perform model analysis as well as test hypotheses. The interpretation of the results of the smartPLS analysis uses 2 stages, namely the outer model testing stage and the inner model testing stage. The results of this study indicate that organization climate has a positive and significant influence on teacher well-being. Meaningful work strengthens the influence between healthy leaders and teacher well-being, and the influence of organizational climate on teacher well-being. Meaningful work weakens the effect of self-efficacy on teacher well-being.

Key words: teacher well-being; self-efficacy; meaningful work; organization climate; healthy leader

INTRODUCTION

The teacher has a very important role in determining the achievement of educational goals. Expectations of the teacher's work and responsibilities require teachers to have high dedication in completing their duties and responsibilities as educators. The situations and conditions experienced by teachers cause high pressure due to high and excessive workload, causing prolonged stress and fatigue in the workplace (Bermejo, 2016; Kim, 2018; Sokal et al., 2020). Therefore, teaching for teachers can be seen as one of the professions that provides the most challenging and stressful at the same time (Chen et al., 2019; Maas et al., 2022; Thien & Lee, 2023). Research on the condition of teachers shows that most teachers experience emotional *exhaustion* (Sokal et al., 2020; Gui et al., 2022). The challenges and situations faced by teachers are increasingly complex, such as decreased work autonomy, high workload, low income, and various non-teaching activities that are administrative tasks. (Adams, 2020; Oktafiana et al., 2020; Rosiana, 2022). The conditions experienced by the teacher can cause pressure, which has an impact on motivation, *self-efficacy* and teacher satisfaction and work commitment (Adams, 2020; Oktafiana et al., 2020; Rosiana, 2022).

Teacher welfare affects the quality of teaching and student learning outcomes, both directly and indirectly. A low level of teacher *well-being* will in turn affect the organization of

the education system as a whole due to frequent teacher changes, teacher leaving, low performance, teacher absence, low quality of teaching practice (Laura Bermejo, 2016; Adams, 2020). Situations that occur in teachers can be a cause of stress and fatigue (Sudhesh & Shari, 2020; Sokal et al., 2020). Well-being is a need that people need to thrive in their lives (Carroll et al., 2021; Weiland, 2021; Gallup, 2022). Good teacher welfare will generate motivation to carry out its role as a teacher who can manage class dynamics and build good relationships with students in order to create a pleasant learning environment.

Issues that have appeared on the surface related to teacher welfare are low salary compensation and benefits (Apriliyani & Meilani, 2021; Pitriyani et al., 2022), high workload (Muhbar & Rochmawati, 2019; Dadang, 2020), lack of support from leaders (Kaharudin & Hannah, 2021), the need for opportunities for professional development (Witarsa & Midani Rizki, 2022), limited facilities and infrastructure, and an imbalance between work and personal life.

The conditions experienced by the teacher affect the teacher's (Blazar & Kraft, 2017; Luo et al., 2021) *self-efficacy*. *Self-efficacy* will act as a resource when the organization changes (Kim et al., 2019; Yuwono et al., 2023). *Self-efficacy* is defined as the belief that a person will be able to do things in certain ways in order to achieve the expected goals (Bermejo, 2016; Klassen et al., 2013). *Self-efficacy* is an individual's belief about his ability to mobilize the motivation, cognitive

resources, and actions necessary to carry out a particular task. (Klassen & Chiu, 2010; Klassen et al., 2013). Teachers who have a high level of self-efficacy will involve themselves in completing assignments. Researchers found that teacher *self-efficacy* influences teaching behavior and teacher motivation and student achievement. (Martins & Chacon, 2021; Eidhof & de Ruyter, 2022). Teachers who have low *self-efficacy* experience greater difficulty in teaching and experience higher levels of stress in their work (Betoret, 2006). ; Klassen et al., 2013), as well as a lower level of job satisfaction (Klassen & Chiu, 2010; Klassen et al., 2013).

One of the teacher's self-development is the development of his leadership capacity. The results of the study show that there is an indirect effect of leadership on *teacher well-being* (Buskila & Chen-Levi, 2021; García et al., 2022). Spiritual leadership has a direct influence on *well-being* (Pio and Lengkong, 2020; Hunsaker, 2021). Leadership also influences *self-efficacy* (Adewale & Ghavifekr, 2019). Therefore the development of teacher leadership capacity is important because it will have an impact, both directly and indirectly on teacher performance. In this study, researchers view the development of teacher leadership capacity as focusing on developing 5 dimensions of development, namely *healthy leaders* namely *Spiritual, Community, Character, Calling and Competence*. (Webber, 2019; Triwiyanto & Iriani, 2022). The teacher's carrying capacity in developing leadership in education is determined by how the teacher's spirituality, community, integrity and belief in his vocation in educating and the willingness to improve competence include pedagogic, professional, social and personality competencies (Herminayu & Sulasmono, 2020; Herlilawati, 2021).

Someone's search for meaning in life will lead someone to get meaning in their career or profession (Martela et al., 2021; Gui et al., 2022). *Meaningful work* will provide and build teacher motivation and foster loyalty (loyalty) to their work as educators (Kim et al., 2019; 2021; Jena et al., 2019). *Meaningful work* is a positive psychological condition in which a person (teacher) feels a positive and important contribution in achieving a worthy goal (Kim et al., 2019; Martela et al., 2021). *Meaningful work* emerges when teachers see that their work is significant, challenging and complete so as to stimulate motivation from within, building a valuable, important and positive self-image (Jena

et al., 2019; Martela et al., 2021; Gui et al., 2022). *Meaningful work* can promote positive teacher attitudes and work outcomes such as work motivation, job involvement, job satisfaction, empowerment, work identity, organizational commitment, career development and life satisfaction (Martela et al., 2021; Gui et al., 2022).

Every teacher who views the work being done is meaningful has important value because it has an impact, not only on the welfare of the individual as a teacher but also increases productivity, employee retention and brings overall organizational success. Therefore, *meaningful work* in education includes several important aspects such as: 1) depth of meaning and contribution to goals; 2) emotional involvement; 3) the opportunity to grow personally and professionally; 4) creativity and autonomy in the tasks performed; 5) relations that provide social support and collaboration among *stakeholders*; 6) recognition and rewards that give satisfaction to teachers; and 7) feelings of responsibility and social impact (Jaeger, 2022; Deijl, 2022).

The work environment is an important aspect for maintaining a balance between mental health and teacher success in achieving educational goals (Pujianto et al., 2020; Ortan et al., 2021). A supportive educational organizational climate refers to the support that teachers receive from colleagues, leaders and students, to be able to carry out and complete their duties and responsibilities as educators (Rahayu, 2018; Tang, 2012; Musyaffaah, 2022). Positive support will increase teacher resilience, especially when facing fatigue (Burke, et al., 2014; Kim et al., 2019; Granziera & Collie, 2020). In the world of education, the indicators that form a supportive organizational climate are autonomy, flexibility, trust and a sympathetic attitude in providing support, and there is honesty and mutual respect (Budiawati, 2017; Ukkas & Latif, 2017; Hayat & Afshari, 2020).

Based on phenomena and theory as well as research gaps, this study focuses on the influence of healthy leaders and organizational climate both directly and indirectly on teacher well-being through mediating self-efficacy and moderated meaningful work.

METHODS

The design of this study is a quantitative study to examine the influence of healthy leader

and supportive organization climate both directly and indirectly on teacher well-being with self-efficacy as an intervening variable and meaningful work as a moderating variable. Data collection techniques using a questionnaire (likert scale), using the Google form. The research population is teachers at the PESAT Foundation. The number of respondents as a sample analyzed was 92 teachers using the SEM (Structural Equation Modeling) analysis technique and SmartPLS as software for conducting model analysis as well as testing hypotheses. SmartPLS is used to process SEM data with small samples and by its nature it makes predictions and explains latent variables (Purwanto et al., 2021).

The conceptual framework in this study shows that Healthy leader (HL) and Organization Climate (OC) will be analyzed how they influence Teacher Well-being (TWB) both directly and indirectly, as well as meaningful work analysis moderating self- efficacy (SE) by teacher well-being (TWB).

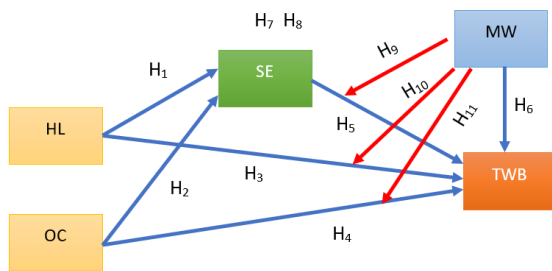


Figure 1. Conceptual framework

Based on the conceptual framework above, the research hypothesis is:

- H₁ : HL has a positive and significant effect on SE
- H₂ : OC has a positive and significant effect on SE
- H₃ : HL has a positive and significant effect on TW
- H₄ : OC has a positive and significant effect on TW
- H₅ : SE has a positive and significant effect on TW
- H₆ : MW has a positive and significant effect on TW
- H₇ : HL has a positive and significant effect on TW through SE
- H₈ : OC has a positive and significant effect on TW through SE
- H₉ : MW significantly moderates the effect of HL on TW
- H₁₀ : MW significantly moderates the effect of SE on TW
- H₁₁ : MW significantly moderates the effect of OC on TW

RESULTS AND DISCUSSION

Outer Model Testing Phase.

This stage is the stage of testing the measurement model which aims to prove the validity and estimate the reliability of indicators and constructs. Requirements: (1) loading factor (LF) > 0.7; (2) construct AVE value > 0.5; (3) square root AVE > correlation between constructs; and (4) composite reliability (CR) value > 0.7 (Muhson, 2022). Evaluation using the Pls-SEM Algorithm produces Figure 2. Outer model

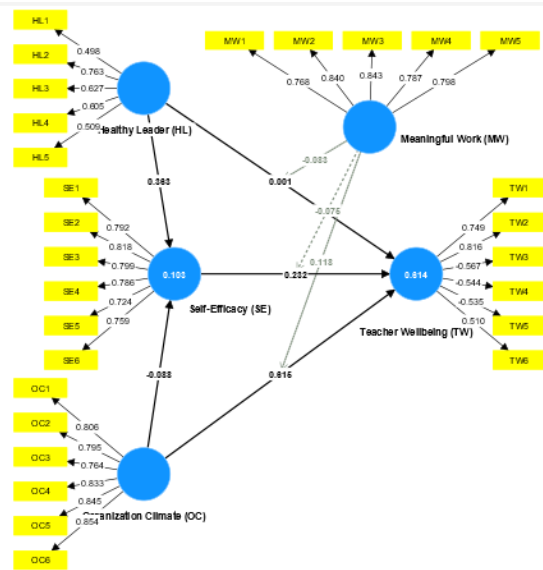


Figure 2. First Outer Model

LF requirements > 0.7, then HL1, HL3, HL5, SE5, TW3, TW4, TW5, TW6 are removed and evaluated using the Pls-SEM Algorithm, the results are shown in Figure 3.

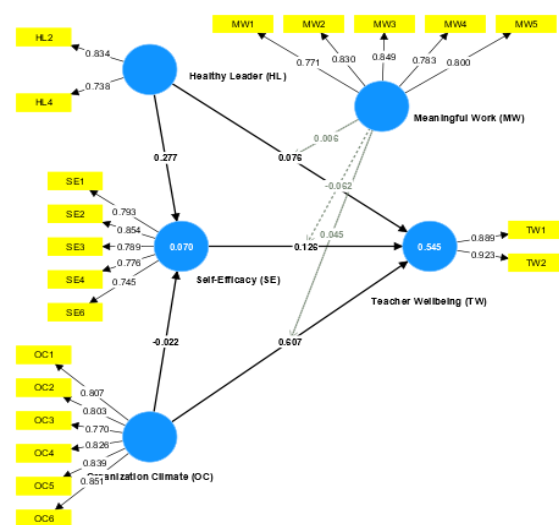


Figure 2. Second Outer Model

Evaluation of the reflective measurement model for the values of LF, AVE, CL, CR, Fornell Lacker (root AVE > correlation and HTMT < 0.9 obtained

Table 1. Outer Loading

	Outer loadings
HL2 <- Healthy Leader (HL)	0.834
HL4 <- Healthy Leader (HL)	0.738
MW1 <- Meaningful Work (MW)	0.771
MW2 <- Meaningful Work (MW)	0.830
MW3 <- Meaningful Work (MW)	0.849
MW4 <- Meaningful Work (MW)	0.783
MW5 <- Meaningful Work (MW)	0.800
OC1 <- Organization Climate (OC)	0.807
OC2 <- Organization Climate (OC)	0.803
OC3 <- Organization Climate (OC)	0.770
OC4 <- Organization Climate (OC)	0.828
OC5 <- Organization Climate (OC)	0.839
OC6 <- Organization Climate (OC)	0.851
SE1 <- Self-Efficacy (SE)	0.793
SE2 <- Self-Efficacy (SE)	0.854
SE3 <- Self-Efficacy (SE)	0.789
SE4 <- Self-Efficacy (SE)	0.778
SE6 <- Self-Efficacy (SE)	0.745
TW1 <- Teacher Wellbeing (TW)	0.889
TW2 <- Teacher Wellbeing (TW)	0.923
Meaningful Work (MW) x Organization Climate (OC) -> Meaningful Work (MW) x Organization Climate (OC)	1.000
Meaningful Work (MW) x Self-Efficacy (SE) -> Meaningful Work (MW) x Self-Efficacy (SE)	1.000
Meaningful Work (MW) x Healthy Leader (HL) -> Meaningful Work (MW) x Healthy Leader (HL)	1.000

Based on table 1, HL2 has LF = 0.834 meaning that the HL2 indicator is valid for measuring healthy leader variables. Any changes that occur in the healthy leader variable reflect the HL2 indicator of $0.834 \times 0.834 = 69.6\%$. All indicators that measure variables have a loading factor or LF value > 7, so that all indicators meet the requirements. HL2 = 0.834 is the highest LF value for the healthy leader variable, meaning that

the highest HL2 reflects the measurement of healthy leaders, or any changes that occur to healthy leaders will be most strongly reflected in HL2. Likewise for other variables: MW3 is the highest in the meaningful work variable, OC6 is the highest in the organization climate variable, SE2 is the highest in the self-efficacy variable, and TW2 is the highest in the teacher well-being variable.

Table 2. Composite Reliability (CR) and Average Variance Extracted (AVE)

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Healthy Leader (HL)	0.392	0.402	0.785	0.620
Meaningful Work (MW)	0.888	0.892	0.803	0.651
Organization Climate (OC)	0.900	0.902	0.923	0.686
Self-Efficacy (SE)	0.854	0.883	0.894	0.628
Teacher Wellbeing (TW)	0.784	0.800	0.902	0.821

Based on table 2, the AVE value is > 0.5 and the CR value is > 0.7. The teacher well-being variable has a CR value = 0.902 > 0.7 indicating that the reliability level of the teacher well-being variable is accepted. All indicators measuring teacher well-being are consistent or reliable. The

AVE value of teacher well-being is 0.821, meaning that the variation in the indicators contained in the teacher well-being variable is 82.1%. The AVE teacher well-being value is 0.821 > 0.5, so the requirements for good convergent validity have been fulfilled.

Table 3. HTML

	HL	MW	OC	SE	TW	MW x HL	MW x SE	MW x OC
HL								
MW	0,869							
OC	0,956	0,556						
SE	0,452	0,231	0,172					
TW	0,903	0,500	0,840	0,241				
MW x HL	0,577	0,614	0,198	0,15	0,207			
MW x SE	0,395	0,443	0,216	0,393	0,184	0,531		
MW x OC	0,370	0,657	0,076	0,151	0,096	0,818	0,406	

Based on table 3, the HTMT value for each pair of variables (red circle) is <0.90, meaning that the evaluation of discriminant validity is fulfilled. For example, the value of HTMT TW

with SE = 0.241 <0.90 means that the self-efficacy variable distributes its variation to measurement items that are larger than teacher well-being, and vice versa

Table 4. Fornell Larcker

	Healthy Leader (HL)	Meaningful Work (MW)	Organization Climate (OC)	Self-Efficacy (SE)	Teacher Wellbeing (TW)
Healthy Leader (HL)	0.788				
Meaningful Work (MW)	0.515	0.807			
Organization Climate (OC)	0.580	0.498	0.846		
Self-Efficacy (SE)	0.264	0.201	0.139	0.792	
Teacher Wellbeing (TW)	0.506	0.441	0.719	0.221	0.906

The transverse red line means that the root of AVE teacher well-being must have a greater correlation than the other constructs/indicators. The AVE root for a healthy leader is 0.788 > its correlation with other variables so that the discriminant validity for the correlation variable is fulfilled. Likewise with other variables showing the roots of AVE > correlation between variables.

<0.05 or T value > 1.96 by smartpls bootstrapping (Muhson, 2022)

Overall, testing the outer model has proven that the model meets the validity requirements and estimates the reliability of indicators and constructs.

Inner Model Testing Stage

After the outer model testing phase has been fulfilled, the next step is the testing phase of the inner model with the aim of testing the significance of the influence of exogenous variables on endogenous variables. Provisions for significance test: significant effect if the p value

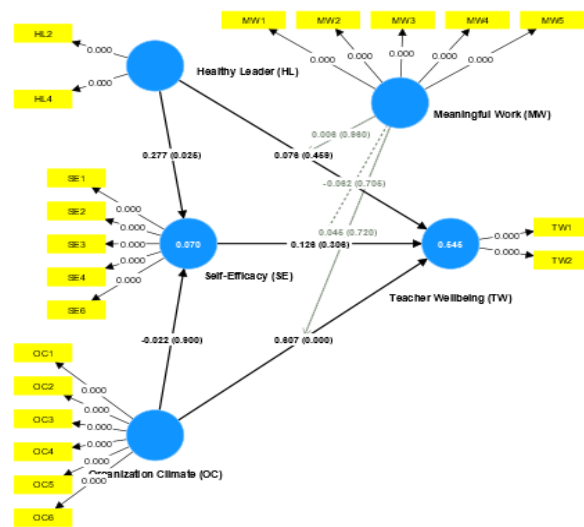


Figure 3. Inner model

Table 5. Path Coefficient Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Healthy Leader (HL) -> Self-Efficacy (SE)	0.277	0.301	0.124	2.235	0.025
Healthy Leader (HL) -> Teacher Wellbeing (TW)	0.078	0.072	0.103	0.740	0.459
Meaningful Work (MW) -> Teacher Wellbeing (TW)	0.092	0.119	0.150	0.612	0.541
Organization Climate (OC) -> Self-Efficacy (SE)	-0.022	-0.021	0.178	0.125	0.900
Organization Climate (OC) -> Teacher Wellbeing (TW)	0.607	0.591	0.115	5.277	0.000
Self-Efficacy (SE) -> Teacher Wellbeing (TW)	0.128	0.124	0.123	1.024	0.308
Meaningful Work (MW) x Healthy Leader (HL) -> Teacher Wellbeing (TW)	0.008	-0.027	0.113	0.050	0.980
Meaningful Work (MW) x Self-Efficacy (SE) -> Teacher Wellbeing (TW)	-0.062	-0.041	0.165	0.378	0.705
Meaningful Work (MW) x Organization Climate (OC) -> Teacher Wellbeing (TW)	0.045	0.060	0.128	0.358	0.720

Table 6. Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Healthy Leader (HL) → Teacher Wellbeing (TW)	0.035	0.035	0.041	0.854	0.393
Organization Climate (OC) → Teacher Wellbeing (TW)	-0.003	0.002	0.030	0.092	0.927

Test the hypothesis by paying attention to the original sample column, T statistics and p values, then

- H₁ is accepted, meaning that a healthy leader has a significant influence on self-efficacy of (0.277) with a t statistic of 2.235 > 1.96 or p value = 0.025 < 0.05. Every change in a healthy leader will significantly increase self-efficacy.
- H₂ is rejected, meaning that organization climate has an insignificant effect (-0.022) on self-efficacy with a statistic of 0.125 < 1.96 or p values = 0.541 > 0.05. Any changes to the organizational climate have no effect on increasing self-efficacy.
- H₃ is rejected, meaning that healthy leaders have no significant effect (0.076) on healthy leaders with t statistic = 0.740 < 1.96 or p value = 0.459 > 0.05. Any changes in healthy leaders have no effect on increasing self-efficacy
- H₄ is accepted, meaning that organizational climate has a significant influence on teacher well-being of (0.67) with a t statistic of 5.277 > 1.96 or p value = 0.00 < 0.05. Any changes in the organizational climate will significantly increase teacher well-being.
- H₅ is rejected, meaning that self-efficacy has no significant effect (0.126) on teacher well-being with t statistic = 1.024 < 1.96 or p value = 0.306 > 0.05. Any changes in healthy leaders have no effect on increasing self-efficacy.
- H₆ is rejected, meaning that meaningful work has an insignificant effect (0.092) on teacher well-being with t statistic = 0.612 < 1.96 or p value = 0.541 > 0.05. Any changes to meaningful work have no effect on improving teacher well-being.
- H₇ is rejected, meaning that healthy leaders have no significant effect through self-efficacy (0.035) on teacher well-being with t statistic = 0.854 < 1.96 or p value = 0.393 > 0.05. Any change in healthy leaders through self-efficacy has no effect on improving teacher well-being
- H₈ is rejected, meaning that organization climate has no significant effect through self-efficacy (-0.003) on teacher well-being with t statistic = 0.092 < 1.96 or p value = 0.393 >

- 0.05. Any changes to the organizational climate through self-efficacy have no effect on increasing teacher well-being
- H₉ is rejected, meaning that meaningful work does not significantly moderate the effect of healthy leaders on teacher well-being with a moderation path coefficient of (0.006) and t statistic (0.050 < 1.96) and p values = 0.960 > 0.05. The interaction coefficient value of meaningful work with teacher well-being has a positive value of 0.006, so meaningful work strengthens the influence of healthy leaders on teacher well-being. Teachers with high healthy leaders have higher influence than teachers with low healthy leaders.
- H₁₀ is rejected, meaning that meaningful work does not significantly moderate the effect of self-efficacy on teacher well-being with a moderating path coefficient of (-0.062) and t statistic (0.378 < 1.96) and p values = 0.705 > 0.05. The interaction coefficient value of meaningful work with teacher well-being is positive -0.062, so meaningful work weakens the effect of self-efficacy with teacher well-being. Teachers with high self-efficacy do not have a higher influence than teachers with low self-efficacy.
- H₁₁ is rejected, meaning that meaningful work does not significantly moderate the influence of organization climate on teacher well-being with a moderation path coefficient of (0.045) and t statistic (0.358 < 1.96) and p values = 0.720 > 0.05. The interaction coefficient value of meaningful work with teacher well-being is positive, namely 0.045, meaning meaningful work strengthens the influence of organizational climate with teacher well-being. Teachers with a high organizational climate do not have a higher influence than teachers with a low organizational climate.

CONCLUSION

The results of this study indicate that organizational climate has a positive and significant influence on teacher well-being. Meaningful work strengthens the influence between healthy leaders and teacher well-being, as well as the influence of organizational climate

with teacher well-being is strengthened by the presence of meaningful work. What is different is the influence of self-efficacy with teacher well-being which shows weakness in the presence of meaningful work. The implication of the results of this study is the effort to provide and improve teacher well-being through attributes or variable constructs in the organization climate. The constructs of organization climate variables are leadership support, recognition and appreciation, clear and open communication, trust and respect, teacher development and growth, and finally, conflict resolution and problem solving.

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