
Organizational culture and leadership behavior affect teacher commitment through job satisfaction

DEDE ERLINA^{1*}, ANISAH ANISAH², HADIYANTO HADIYANTO³ AND SYAHRIL SYAHRIL⁴

Abstract

Teacher work commitment plays an essential role in improving educational outcomes. However, several indicators suggest that teacher commitment in public junior high schools in Solok City still needs improvement. This study aimed to examine the direct and indirect effects of organizational culture and leadership behavior on teacher work commitment, with job satisfaction as the mediating variable. A quantitative approach with path analysis was employed. The population consisted of 261 civil servant teachers from six public junior high schools in Solok City, with a sample of 159 teachers selected using the Krejcie and Morgan table. Data were collected using a validated Likert-scale questionnaire and analyzed using SPSS. The findings indicate that organizational culture and leadership behavior have significant direct effects on job satisfaction and teacher work commitment. Job satisfaction also significantly influences teacher commitment and mediates the relationship between organizational factors and commitment, suggesting that enhancing job satisfaction can improve teacher commitment and, ultimately, lead to better educational outcomes. These findings highlight the importance of supportive leadership and a positive organizational culture in strengthening teacher commitment and improving school performance.

Keywords

Job satisfaction, leadership behavior, organizational culture, teacher work commitment, teacher professionalism

Article History

Received 31 July 2025

Accepted 18 February 2026

How to Cite

Erlina, D., Anisah, A., Hadiyanto, H., & Syahril, S. (2026). Organizational culture and leadership behavior affect teacher commitment through job satisfaction. *Indonesian Research Journal in Education | IRJE |*, 10(1), 568-582. <https://doi.org/10.22437/irje.v10i1.47531>

¹ Universitas Negeri Padang, Padang, Indonesia, Corresponding author: dedeerlina82@guru.smp.belajar.id

^{2,3,4} Universitas Negeri Padang, Padang, Indonesia

Introduction

Teacher commitment is widely recognized as a critical factor in the quality of education and the effectiveness of school organizations. Teachers with strong work commitment demonstrate higher levels of responsibility, professional dedication, and engagement in the teaching and learning process, which ultimately contributes to improved student outcomes and school performance (Haniin, 2025; Shao, 2023). Conversely, low levels of commitment may lead to reduced instructional quality, weak professional responsibility, and decreased participation in school development activities, thereby hindering the overall educational progress and negatively impacting student learning experiences.

In the context of Indonesian education, teachers are expected to maintain a high level of professional commitment, as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers. This regulation emphasizes that teachers must actively contribute to improving the quality of education through professional responsibility, dedication, and ethical conduct. However, in practice, several studies have reported that teacher commitment is often influenced by organizational and leadership factors within schools (Kalsum, 2022; Zulher, 2023). When these factors are not optimally managed, teachers may experience reduced motivation and weaker organizational attachment.

One important organizational factor affecting teacher commitment is organizational culture. Organizational culture refers to the shared values, norms, and beliefs that guide members' behavior within an organization (Afandi, 2018). A positive organizational culture can create a supportive work environment that encourages collaboration, professional growth, and a sense of belonging among teachers. Previous research indicates that a strong, supportive school culture can significantly increase teachers' organizational commitment and professional engagement (Alhempri, 2024; Asi, 2021).

Another important factor influencing teacher commitment is leadership behavior, particularly that demonstrated by school principals. Effective leadership behavior includes providing clear direction, supporting teacher development, encouraging participation in decision-making, and creating a positive work climate (Su'ada, 2024). Principals who demonstrate supportive and participatory leadership behaviors can enhance teachers' motivation, professional satisfaction, and commitment to the school (Bismillah, 2023; Wahyuni, 2023).

In addition to organizational culture and leadership behavior, job satisfaction is an important psychological factor that shapes teacher commitment. Job satisfaction refers to the positive emotional state resulting from an individual's evaluation of their work experiences (Setyawan, 2022). Teachers who feel satisfied with their work environment, professional recognition, and relationships within the school tend to develop stronger commitment toward their institution (Hasni, 2020; Saputra, 2024). Furthermore, job satisfaction may serve as a mediating variable linking organizational conditions and leadership practices to employee commitment.

Several previous studies have demonstrated that organizational culture and leadership behavior influence job satisfaction and organizational commitment (Kalsum, 2022; Mukmin, 2021). However, empirical evidence examining the mediating role of job satisfaction in

strengthening teacher commitment within school organizations remains limited, particularly in the context of Indonesian public junior high schools.

Preliminary observations conducted in public junior high schools in Solok City indicate several challenges related to teacher commitment, including delays in preparing learning materials, limited participation in school development activities, and low discipline in fulfilling professional responsibilities. These conditions suggest that teacher commitment may still require improvement and may be influenced by organizational and leadership factors within the school environment.

Based on this background, this study aims to analyze the influence of organizational culture and leadership behavior on teacher work commitment, as measured by job satisfaction, among teachers in public junior high schools in Solok City. Understanding these relationships is expected to yield empirical insights to improve school management practices, strengthen teacher commitment, and ultimately enhance the quality of education.

Literature Review

Teacher work commitment

Teacher work commitment is widely recognized as an essential factor influencing the quality of education and the effectiveness of school organizations. Teachers who demonstrate strong work commitment tend to show higher levels of responsibility, professional dedication, and engagement in teaching activities, which ultimately contribute to improved student learning outcomes and school performance (Shao, 2023). Conversely, teachers with low commitment may demonstrate reduced motivation, limited participation in school development programs, and lower levels of professional responsibility, which can negatively affect the overall educational process.

Organizational commitment in educational institutions is often conceptualized as the psychological attachment that teachers develop toward their school organization. According to Meyer and Allen's organizational commitment theory, commitment consists of affective commitment, continuance commitment, and normative commitment, all of which influence employees' willingness to remain in and contribute to their organization (Colquitt et al., 2019). In the educational context, teachers with strong affective commitment are more likely to invest their energy and creativity in improving instructional quality and supporting school development.

Recent studies indicate that teacher commitment is strongly influenced by both organizational and psychological factors. For example, organizational culture, leadership practices, and job satisfaction have been identified as significant predictors of teacher commitment in educational institutions (Kalsum, 2022; Zulher, 2023).

In addition, recent educational research highlights that teacher commitment is closely related to teachers' professional identity and sense of belonging within the school community. Teachers who feel respected, supported, and recognized by their institutions tend to demonstrate stronger emotional attachment and dedication to their work. Day and Gu (2020) emphasize that supportive professional environments can strengthen teachers' motivation and resilience in facing the challenges of modern education. Furthermore, committed teachers are

more willing to participate in collaborative activities, professional learning communities, and school development programs aimed at improving teaching quality and student outcomes. This indicates that strengthening teacher commitment is not only beneficial for individual teachers but also contributes to the overall effectiveness and sustainability of educational institutions.

Organizational culture

Organizational culture refers to the shared values, beliefs, norms, and practices that guide the behavior of individuals within an organization. In educational institutions, organizational culture shapes the way teachers interact with colleagues, approach their professional responsibilities, and engage in collaborative activities within the school environment (Afandi, 2018). A strong and positive organizational culture can create a supportive environment that encourages teamwork, professional development, and innovation in teaching practices.

Schools that develop positive organizational cultures tend to promote open communication, mutual respect, and shared responsibility among teachers and school leaders. These cultural characteristics can strengthen teachers' sense of belonging and foster a collaborative learning environment that supports both teacher development and student success. According to Schein's organizational culture theory, shared values and assumptions within organizations significantly influence employees' behavior and attitudes toward their work (Schein, 2019).

Recent studies emphasize that organizational culture plays a crucial role in shaping teacher motivation and professional engagement. For example, research conducted by Alhempri (2024) found that a supportive organizational culture significantly enhances teachers' professional commitment and collaboration within schools.

Furthermore, organizational culture contributes to the establishment of a positive and sustainable school climate. Schools with strong organizational cultures typically emphasize shared goals, open communication, and mutual support among teachers and administrators. Fullan (2020) argues that collaborative school cultures encourage teachers to exchange ideas, share teaching experiences, and engage in continuous professional learning. Such environments allow teachers to feel more confident in implementing innovative instructional practices and adapting to educational changes. Moreover, a strong organizational culture can foster trust between teachers and school leadership, which ultimately improves teacher morale and organizational commitment. Therefore, cultivating a positive organizational culture is considered a key strategy for improving both teacher performance and overall school effectiveness.

Leadership behavior

Leadership behavior refers to the actions and approaches used by leaders to influence, motivate, and guide members of an organization toward achieving common goals. In the context of educational institutions, leadership behavior is primarily demonstrated by school

principals, who play a central role in shaping the organizational climate and supporting teachers' professional development (Su'ada, 2024).

Effective leadership behavior involves several important practices, including providing clear direction, encouraging teacher participation in decision-making, supporting professional growth, and creating a positive work environment. Principals who demonstrate supportive and transformational leadership behaviors tend to foster stronger teacher motivation and engagement within schools (Bismillah, 2023).

Transformational leadership theory suggests that leaders who inspire, motivate, and intellectually stimulate their followers can significantly improve employee commitment and organizational performance (Northouse, 2022).

In educational settings, transformational leadership behaviors may include mentoring teachers, recognizing their professional achievements, and providing opportunities for continuous professional development. Leithwood et al. (2020) argue that effective school leadership plays a significant role in improving teacher collaboration, instructional quality, and student achievement. When school principals demonstrate fairness, transparency, and supportive leadership, teachers are more likely to feel valued and motivated to contribute to the school's mission and goals. Additionally, participatory leadership practices allow teachers to become actively involved in decision-making processes, which can strengthen their sense of ownership and commitment to the institution. Consequently, leadership behavior is considered one of the most influential factors shaping teacher attitudes, motivation, and organizational commitment within schools.

Job satisfaction

Job satisfaction refers to an individual's positive emotional response toward their work and working environment. In educational settings, teacher job satisfaction reflects the extent to which teachers feel valued, supported, and fulfilled in their professional roles (Hasni, 2020). Teachers who experience high levels of job satisfaction are more likely to demonstrate strong motivation, professional engagement, and commitment to their school organization.

Several factors contribute to teachers' job satisfaction, including supportive leadership, positive organizational culture, professional recognition, fair workload distribution, and opportunities for professional development (Saputra, 2024).

Recent studies highlight that job satisfaction also plays a critical role in improving teacher retention and long-term professional commitment. According to Skaalvik and Skaalvik (2020) found that teacher job satisfaction is strongly associated with professional autonomy, supportive leadership, and positive relationships with colleagues. Teachers who feel trusted and supported in their workplace tend to experience higher levels of job satisfaction, which in turn strengthens their commitment to their profession. Moreover, satisfied teachers are more likely to create positive classroom environments that foster student engagement and academic success. Therefore, improving teacher job satisfaction is considered a strategic approach to strengthening teacher commitment and improving educational quality.

Research Methodology

Research design

This study employed a quantitative research approach using an ex post facto correlational design with path analysis. The purpose of this research was to examine the direct and indirect relationships among organizational culture, leadership behavior, job satisfaction, and teacher work commitment. In this study, organizational culture and leadership behavior were treated as independent variables, job satisfaction functioned as a mediating variable, and teacher work commitment as the dependent variable. The quantitative approach was selected because it allows the researcher to statistically analyze relationships among variables and test research hypotheses based on empirical data collected from respondents.

Research population and sample

The study population consisted of all civil servant teachers working in public junior high schools in Solok City. In total, 261 teachers from six public junior high schools were included in the population. To determine the appropriate sample size, the Krejcie and Morgan sampling table was used, with a 5% margin of error and a 95% confidence level. Based on this calculation, a sample of 159 teachers was obtained. The sampling technique used in this research was proportional random sampling, which ensured that teachers from each school had an equal chance of being selected as respondents. This technique was used to obtain a representative sample of the teacher population in Solok City.

Research variables

This research involved four main variables, which were examined to understand their relationships. Organizational culture was treated as the first independent variable and refers to the shared values, beliefs, and norms that guide behavior within the school organization. Leadership behavior was considered the second independent variable and describes the actions and leadership practices demonstrated by school principals in guiding and influencing teachers. Job satisfaction was examined as a mediating variable, representing teachers' emotional responses and levels of satisfaction with their work and working conditions. Finally, teacher work commitment served as the dependent variable and reflected the level of teachers' loyalty, dedication, and responsibility toward their professional duties and the school organization.

Data collection instrument

Data for this study were collected using a structured Likert-scale questionnaire. The questionnaire was designed to measure the four variables examined in this research, namely organizational culture, leadership behavior, job satisfaction, and teacher work commitment. The instrument was developed based on relevant theoretical frameworks and prior studies in

educational management and organizational behavior. Respondents were asked to indicate their level of agreement with each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire consisted of 42 items measuring organizational culture, 29 measuring leadership behavior, 35 measuring job satisfaction, and 37 measuring teacher work commitment.

Validity and reliability testing

Before the questionnaire was used for data collection, the research instrument was tested to ensure its validity and reliability. The validity test was conducted using the Pearson product-moment correlation coefficient with SPSS. An item was considered valid when the calculated correlation coefficient (r -count) was greater than the critical value of the r -table, which was 0.444 at a 95% confidence level. The validity test results indicated that all items in the instrument met the validity requirements. The reliability of the instrument was then tested using Cronbach's alpha coefficient. The results indicated that the reliability coefficients for the teacher work commitment variable, organizational culture, leadership behavior, and job satisfaction variables were 0.977, 0.895, 0.990, and 0.980, respectively. These values indicate that all variables had high reliability, meaning that the questionnaire was consistent and reliable for measuring the research variables.

Data analysis technique

The data collected from the questionnaires were analyzed using SPSS statistical software across several stages. First, descriptive statistical analysis was conducted to characterize the research variables and their distributions. After that, classical assumption tests were performed to ensure that the data met the requirements for path analysis. These tests included the normality test using the Kolmogorov–Smirnov method, the multicollinearity test using tolerance values and the Variance Inflation Factor (VIF), the linearity test using the F-test, and the heteroscedasticity test using the Glejser test. After confirming that the data met the required assumptions, path analysis was conducted to examine the direct and indirect relationships among the variables. The path analysis model was used to examine two structural relationships: the influence of organizational culture and leadership behavior on job satisfaction, and the influence of organizational culture, leadership behavior, and job satisfaction on teacher work commitment. The results of this analysis were used to determine the direct, indirect, and total effects of the independent variables on teacher work commitment.

Findings

This section presents the results of the statistical analyses examining the relationships among organizational culture, leadership behavior, job satisfaction, and teacher work commitment among teachers in public junior high schools in Solok City.

Normality test

The normality test was conducted using the Kolmogorov–Smirnov test to determine whether the data distribution of each research variable met the assumption of normality. Data are considered normally distributed when the significance value (p-value) exceeds than 0.05.

Table 1. *Results of normality test*

Variable	KS Value	Sig. (p)	Alpha	Interpretation
Teacher Work Commitment (Y)	0.081	0.200	0.05	Normal
Organizational Culture (X1)	0.080	0.165	0.05	Normal
Leadership Behavior (X2)	0.066	0.086	0.05	Normal
Job Satisfaction (X3)	0.108	0.135	0.05	Normal

The results in Table 1 show that the significance values for all variables exceed the predetermined significance level of 0.05. Specifically, teacher work commitment has a significance value of 0.200, organizational culture has a significance value of 0.165, leadership behavior has a significance value of 0.086, and job satisfaction has a significance value of 0.135. Since all p-values exceed the alpha level of 0.05, it can be concluded that the data for all variables follow a normal distribution. Therefore, the normality assumption required for further parametric analysis, including path analysis, has been met.

Multicollinearity test

The multicollinearity test was conducted to assess whether the independent variables were strongly correlated. Multicollinearity can distort regression estimates and weaken the reliability of statistical results. The test was performed using tolerance values and the Variance Inflation Factor (VIF). Multicollinearity is considered absent when tolerance values exceed 0.10 and VIF values are less than 10.

Table 2. *Results of the multicollinearity test*

Variable	Tolerance	VIF	Interpretation
Organizational Culture (X1)	0.811	1.234	No multicollinearity
Leadership Behavior (X2)	0.899	1.112	No multicollinearity

Table 2 shows that the tolerance value for organizational culture is 0.811, and the VIF (Variance Inflation Factor) 1.234. Meanwhile, leadership behavior has a tolerance value of 0.899 and a VIF value of 1.112. Both tolerance values are well above the minimum threshold of 0.10, and both VIF values are significantly below the maximum threshold of 10. These results indicate that there is no strong correlation between the independent variables included

in the regression model. Therefore, the model does not suffer from multicollinearity problems and can be used for further regression and path analysis.

Heteroscedasticity test

The heteroscedasticity test was conducted using the Glejser method to determine whether the variance of the residuals remained constant across all levels of the independent variables. If heteroscedasticity exists, the regression model may produce biased estimates. The decision criterion states that if the significance value exceeds 0.05, the model does not experience heteroscedasticity.

Table 3. *Results of heteroscedasticity test*

Variable	Sig. Value	Alpha	Interpretation
Organizational Culture (X1)	0.226	0.05	No heteroscedasticity
Leadership Behavior (X2)	0.061	0.05	No heteroscedasticity
Job Satisfaction (X3)	0.308	0.05	No heteroscedasticity

The results in Table 3 show that the significance values for organizational culture (0.226), leadership behavior (0.061), and job satisfaction (0.308) are all greater than the alpha value of 0.05. These results indicate that none of the independent variables significantly influence the absolute residual values. Therefore, the regression model does not exhibit heteroscedasticity problems, meaning that the assumption of homoscedasticity is fulfilled and the regression model can be considered statistically reliable.

Path analysis

After confirming that all classical assumptions were satisfied, path analysis was conducted to examine both the direct and indirect relationships among the research variables.

Structural model 1

(Effect of Organizational Culture and Leadership Behavior on Job Satisfaction)

Table 4. *ANOVA results for structural model 1*

Source	df	F	Sig.
Regression	2	18.479	0.000
Residual	156		

The results shown in Table 4 indicate that the F value obtained from the regression analysis is 18.479 with a significance level of 0.000. Since the significance value is lower than the threshold of 0.05, the regression model is considered statistically significant. This finding

indicates that organizational culture and leadership behavior simultaneously have a significant effect on job satisfaction among teachers in public junior high schools in Solok City.

Table 5. *Path coefficients for structural model 1*

Variable	Beta	t	Sig.
Organizational Culture (X1) → Job Satisfaction (X3)	0.359	4.805	0.000
Leadership Behavior (X2) → Job Satisfaction (X3)	0.357	2.326	0.000

Table 5 presents the partial regression results for the independent variables affecting job satisfaction. The results indicate that organizational culture has a standardized path coefficient of 0.359 with a significance value of 0.000. This indicates that organizational culture has a positive and statistically significant influence on job satisfaction. In addition, leadership behavior also shows a positive and significant effect on job satisfaction with a standardized path coefficient of 0.357 and a significance value of 0.000. These findings suggest that improvements in organizational culture and leadership practices within schools contribute positively to increasing teachers' job satisfaction.

Structural model 2

(Effect of Organizational Culture, Leadership Behavior, and Job Satisfaction on Teacher Work Commitment)

Table 6. *ANOVA results for structural model 2*

Source	df	F	Sig.
Regression	3	2.460	0.002
Residual	155		

The results in Table 6 indicate that the regression model used to analyze the effect of organizational culture, leadership behavior, and job satisfaction on teacher work commitment is statistically significant. The F value of 2.460 with a significance value of 0.002 indicates that the three independent variables simultaneously influence teacher work commitment. Therefore, the model is appropriate for explaining the relationships among the research variables.

Table 7. *Path coefficients for structural model 2*

Variable	Beta	t	Sig.
Organizational Culture (X1) → Work Commitment (Y)	0.180	2.067	0.003
Leadership Behavior (X2) → Work Commitment (Y)	0.320	4.365	0.000
Job Satisfaction (X3) → Work Commitment (Y)	0.196	3.714	0.001

The results in Table 7 indicate that organizational culture has a positive and significant influence on teacher work commitment with a standardized path coefficient of 0.180. Leadership behavior also shows a positive and significant effect with a coefficient of 0.320, indicating that it has a stronger influence on teacher work commitment compared to organizational culture. Furthermore, job satisfaction has a positive and significant influence on teacher work commitment with a coefficient of 0.196. These results indicate that teachers who experience higher levels of job satisfaction tend to demonstrate stronger commitment to their professional responsibilities.

Direct and indirect effects

Table 8. *Direct and indirect effects of variables*

Relationship	Direct Effect	Indirect Effect	Total Effect
Organizational Culture → Work Commitment	0.180	0.070	0.250
Leadership Behavior → Work Commitment	0.320	0.109	0.429
Job Satisfaction → Work Commitment	0.196	—	0.196

Table 8 presents the results of the path analysis examining both direct and indirect relationships among the variables. Organizational culture has a direct effect of 0.180 on teacher work commitment and an indirect effect of 0.070 through job satisfaction. This indicates that job satisfaction partially mediates the relationship between organizational culture and teacher work commitment. Similarly, leadership behavior has a direct effect of 0.320 and an indirect effect of 0.109 through job satisfaction. The total effect of leadership behavior on teacher work commitment is therefore 0.429, which indicates that leadership behavior is the strongest predictor of teacher work commitment among the variables examined in this study.

Overall, these findings demonstrate that organizational culture, leadership behavior, and job satisfaction significantly influence teacher work commitment. Leadership behavior plays a dominant role in strengthening teacher commitment, both directly and indirectly, through job satisfaction.

Discussion

The influence of organizational culture on teacher work commitment

The results of this study indicate that organizational culture has a positive and significant influence on teacher work commitment. This finding suggests that a strong organizational culture within schools contributes to strengthening teachers' loyalty, responsibility, and dedication toward their professional duties. When shared values, norms, and beliefs are well established within the school environment, teachers are more likely to develop a sense of belonging and attachment to the organization.

A positive organizational culture encourages collaboration, mutual respect, and professional responsibility among teachers. These conditions create a supportive working

environment that motivates teachers to contribute more actively to school development and educational goals. This finding is consistent with previous studies, which indicate that organizational culture plays a crucial role in shaping employees' attitudes and commitment toward their organization (Kalsum, 2022; Zulher, 2023). Similarly, Alhempri (2024) argues that organizational culture provides behavioral guidelines that influence how individuals interact, perform their tasks, and develop their attachment to the organization.

In schools, a strong culture characterized by shared values, trust, and professional collaboration can increase teachers' sense of responsibility toward their work. When teachers perceive that the organizational environment supports their professional roles, they tend to demonstrate stronger commitment and dedication to their institution.

The influence of leadership behavior on teacher work commitment

The findings of this study also show that leadership behavior has a positive and significant influence on teacher work commitment. This indicates that the way school principals lead and interact with teachers plays an important role in shaping teachers' attitudes toward their professional responsibilities and their commitment to the school.

Effective leadership behavior, such as providing clear direction, encouraging participation, and offering professional support, can strengthen teachers' motivation and organizational attachment. Principals who demonstrate supportive, participatory leadership practices tend to foster a positive school climate in which teachers feel valued and respected. As a result, teachers are more willing to invest their efforts in achieving educational objectives.

These results support previous research indicating that leadership behavior significantly influences teacher commitment and organizational performance (Bismillah, 2023; Wahyuni, 2023). According to Su'ada (2024), leadership behavior plays an important role in motivating employees by clarifying goals, providing support, and creating a work environment that facilitates achievement. In educational institutions, principals who practice effective leadership can foster professional relationships that strengthen teachers' engagement and commitment.

The influence of organizational culture on job satisfaction

The results further demonstrate that organizational culture has a positive and significant effect on teachers' job satisfaction. This finding suggests that when schools develop a supportive, collaborative organizational culture, teachers tend to experience higher job satisfaction.

Organizational culture influences teachers' perceptions of their working environment, including the level of cooperation among colleagues, communication within the institution, and the values promoted by the school. When teachers perceive that their workplace promotes fairness, recognition, and shared goals, they are more likely to feel comfortable and satisfied with their professional roles.

These findings are consistent with previous studies indicating that organizational culture significantly contributes to employee satisfaction (Asi, 2021; Saba, 2024). A supportive culture encourages positive interpersonal relationships and promotes a sense of belonging among

organizational members. In schools, such conditions can improve teachers' motivation and emotional attachment to their workplace.

The influence of leadership behavior on job satisfaction

This study also found that leadership behavior has a significant positive influence on teachers' job satisfaction. This finding highlights the important role of school principals in fostering a supportive, motivating work environment for teachers.

Leadership practices that foster open communication, recognize teacher contributions, and offer opportunities to participate in decision-making can significantly enhance teachers' satisfaction with their work. When teachers feel their leaders respect their opinions and support their professional development, they are more likely to have positive attitudes toward their jobs.

These findings align with previous research indicating that leadership behavior is a key determinant of employee job satisfaction (Saputra, 2024; Wahyuni, 2023). Principals who demonstrate supportive, participatory leadership styles are more likely to foster positive workplace relationships, thereby increasing teachers' job satisfaction.

The influence of job satisfaction on teacher work commitment

The results of this study indicate that job satisfaction has a positive and significant influence on teacher work commitment. This finding suggests that teachers who feel satisfied with their work environment, professional recognition, and workplace relationships are more likely to demonstrate stronger commitment to their organization.

Job satisfaction reflects teachers' emotional responses toward their work and plays an important role in shaping their motivation and professional engagement. When teachers feel valued and supported in their workplace, they are more likely to demonstrate loyalty, responsibility, and dedication to their professional duties.

This finding is supported by previous research indicating that job satisfaction significantly contributes to strengthening organizational commitment among employees (Haniin, 2025; Hasni, 2020). Teachers who experience high levels of job satisfaction tend to be more motivated to improve their performance and contribute to school development.

The mediating role of job satisfaction

The results of the path analysis indicate that job satisfaction mediates the relationship among organizational culture, leadership behavior, and teacher work commitment. This finding suggests that organizational and leadership factors not only influence commitment directly but also do so indirectly through teachers' emotional responses to their work environment.

A supportive organizational culture and effective leadership practices contribute to creating positive work experiences for teachers. These positive experiences increase teachers' job satisfaction, which, in turn, strengthens their commitment to the school organization.

ation. This mediating relationship highlights the importance of addressing both structural and psychological aspects of the school environment, such as providing adequate resources and fostering a supportive atmosphere for teachers.

These findings support previous studies that emphasize the mediating role of job satisfaction in strengthening the relationship between organizational factors and employee commitment (Kalsum, 2022; Mukmin, 2021). Therefore, improving organizational culture and leadership practices in schools can enhance teacher commitment, both directly and indirectly through increased job satisfaction.

Conclusion

This study examined the influence of organizational culture and leadership behavior on teacher work commitment, as measured by job satisfaction, among teachers in public junior high schools in Solok City. The findings indicate that both organizational culture and leadership behavior have significant positive effects on teacher work commitment. Schools that develop supportive organizational values and effective leadership practices tend to foster greater teacher dedication, responsibility, and loyalty to their professional duties.

The results also indicate that organizational culture and leadership behavior significantly influence teachers' job satisfaction. A positive school culture and supportive leadership practices create a conducive work environment that enhances teachers' motivation and professional engagement. In addition, job satisfaction plays an important role in strengthening teachers' work commitment, indicating that teachers who are satisfied with their work environment are more likely to demonstrate stronger commitment to their school organization.

Furthermore, the findings confirm that job satisfaction serves as a mediating variable in the relationships among organizational culture, leadership behavior, and teacher work commitment. This suggests that improving organizational conditions and leadership practices can enhance teacher commitment both directly and indirectly by increasing teachers' job satisfaction.

These findings highlight the importance of strengthening positive organizational culture and effective leadership behavior in schools as strategic efforts to improve teacher commitment and educational performance. School leaders should therefore promote collaborative values, supportive leadership practices, and a positive work environment that enhances teachers' satisfaction and professional engagement.

Future research is recommended to explore additional factors influencing teacher commitment, such as organizational support, teacher motivation, and professional development opportunities, to obtain a more comprehensive understanding of the factors affecting teacher performance in educational institutions.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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