

Effects of Teacher Competence and Work-Life Balance on Job Satisfaction: The Mediating Role of Organizational Commitment among Teachers at SMA Negeri 1 Hutabayuraja

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ABSTRACT

This study investigates whether teacher competence and work-life balance are associated with organizational commitment and job satisfaction among 35 civil-servant teachers at SMA Negeri 1 Hutabayuraja. Using a quantitative design, questionnaire data were analyzed with SPSS 21. Teacher competence was positively associated with organizational commitment ($\beta = 0.649$, $p < .001$), as was work-life balance ($\beta = 0.691$, $p < .001$). Organizational commitment showed a strong positive association with job satisfaction ($\beta = 0.857$, $p < .001$). The findings emphasize the relevance of teachers' professional capability, work-life conditions, and organizational attachment to job satisfaction. The proposed mediating role of organizational commitment requires further indirect-effect testing.

INTRODUCTION

Teacher job satisfaction is an important concern in educational management because teachers' experiences at work can influence their willingness to remain engaged in school activities and contribute to institutional goals. The teaching profession involves more than classroom instruction. Teachers are also responsible for lesson preparation, assessment, administrative duties, school programs, and continuous professional development. The combination of these responsibilities can shape how teachers perceive their work and their relationship with the school.

Teacher competence is one factor that may contribute to teachers' work experiences. Competence encompasses the knowledge, skills, and professional abilities required to carry out teaching responsibilities effectively. Teachers who are able to understand students' needs, manage learning activities, master subject matter, communicate effectively, and develop their professional abilities may be better positioned to perform their roles successfully.

(Sharma & Meenakshi, 2024) reported a significant relationship between teaching competence and job satisfaction among teacher educators in Punjab, suggesting that professional capability is relevant to educators' satisfaction with their work.

Another factor that deserves attention is work-life balance (WLB). Teachers frequently perform duties beyond scheduled classroom hours, including preparing lessons, assessing students, completing administrative work, participating in school programs, and handling additional assignments. These demands can make it difficult to maintain an appropriate balance between professional and personal responsibilities. (Realdy et al., 2023) found that work-life balance significantly influenced organizational commitment among working mothers employed as early-childhood education teachers, indicating that the management of work and personal responsibilities can be related to employees' attachment to their organizations.

The connection between work-life conditions, organizational commitment, and job satisfaction has also been examined among teaching professionals. (Tiwari et al., 2024) studied 270 teaching professionals in higher-education institutions in Northern India and found that perceived work-life benefits were strongly related to organizational commitment, while job satisfaction played a mediating role in their proposed model. Although their model differs from the present study, the findings demonstrate the relevance of work-life conditions, commitment, and satisfaction within educational organizations.

Organizational commitment provides another perspective for understanding teachers' job satisfaction. It reflects an individual's psychological connection to an organization and willingness to remain involved in its activities and objectives. In schools, commitment may be reflected in teachers' identification with the institution, their willingness to contribute to school development, and their intention to remain part of the organization. (Mahto & Lad, 2024) reported a strong positive relationship between organizational commitment and job satisfaction among teachers, indicating that teachers'

attachment to their organization is closely associated with how they evaluate their work.

Although previous studies have examined individual relationships among these variables, the relationships have not always been considered within the same explanatory model. Existing research has addressed teacher competence and job satisfaction, work-life balance and organizational commitment, and organizational commitment and job satisfaction from different perspectives. The present study therefore brings these variables together by examining teacher competence and work-life balance as antecedents, organizational commitment as a potential mediating mechanism, and job satisfaction as the outcome.

This issue is particularly relevant at SMA Negeri 1 Hutabayuraja, where teachers face professional, organizational, and personal demands simultaneously. The research materials indicate concerns related to additional assignments, school facilities and guidance, recognition from school leadership, professional competence, workload, and the management of personal and professional responsibilities. These conditions provide a relevant context for examining how competence and work-life balance relate to organizational commitment and job satisfaction.

Accordingly, this study aims to examine the effects of teacher competence and work-life balance on teacher job satisfaction, with organizational commitment as a potential mediating variable, among teachers at SMA Negeri 1 Hutabayuraja. The study seeks to contribute empirical evidence from a public senior high-school context in Indonesia and to provide a more integrated view of the factors associated with teachers' organizational commitment and job satisfaction.

LITERATURE REVIEW

Teacher Competence

Teacher competence refers to the combination of professional knowledge, practical skills, and personal capabilities required to carry out teaching responsibilities. In this study, the construct covers pedagogical, personality, social, and professional competence. These dimensions reflect teachers' capacity to manage learning, interact appropriately with students and colleagues, demonstrate professional conduct, and apply the knowledge required in their field.

Teachers with adequate competence are expected to respond more effectively to students' learning needs, organize instructional activities, communicate within the school environment, and fulfill their professional responsibilities. Competence therefore represents an important resource for teachers in dealing with workplace demands and supporting school objectives. Previous research has also examined the relevance of work competence to teachers' organizational attitude (Panjaitan et al., 2024).

Work-Life Balance

Work-life balance concerns the extent to which teachers can accommodate demands arising from their professional and personal lives. The teaching profession may require activities beyond scheduled classroom hours, such as lesson preparation, assessment, administrative responsibilities, and participation in school programs. These additional demands can affect how teachers manage their time and energy outside the workplace.

In the present study, work-life balance is examined through personality characteristics, family characteristics, job characteristics, and attitudes. A favorable balance may help teachers handle competing responsibilities while maintaining positive experiences in both domains. Previous research involving teachers has identified work-life balance as a relevant factor in understanding organizational commitment (Dagondon, 2024)

Organizational Commitment

Organizational commitment concerns teachers' psychological attachment to their school and their willingness to remain involved in achieving organizational objectives. Within an educational institution, commitment can be reflected in teachers' identification with the school, their continued participation in school activities, and their willingness to contribute to institutional development.

This study examines organizational commitment through three dimensions: affective, continuance, and normative commitment. Affective commitment represents an emotional connection with the organization, continuance commitment relates to considerations associated with leaving the organization, and normative commitment reflects a perceived responsibility to remain. These dimensions provide a basis for understanding teachers' relationships with their organization (Kurniawan et al., 2024).

Job Satisfaction

Job satisfaction represents teachers' overall assessment of their work and the conditions surrounding their professional experience. In the school environment, teachers' satisfaction may be shaped by their psychological responses to work, the physical conditions in which duties are performed, and the support and supervision provided by school leaders.

Accordingly, this study considers psychological, physical, and supervision factors as dimensions of job satisfaction. Favorable experiences in these areas may contribute to more positive perceptions of teaching and the organization (Yunarti et al., 2020).

Conceptual Framework

The research model links teacher competence and work-life balance with teacher job satisfaction through organizational commitment. Teacher competence represents the capacity of teachers to carry out their professional duties, whereas work-life balance concerns the management of demands arising from work and personal life. In the proposed model, both factors are expected to

contribute to organizational commitment, which is subsequently related to teachers' job satisfaction.

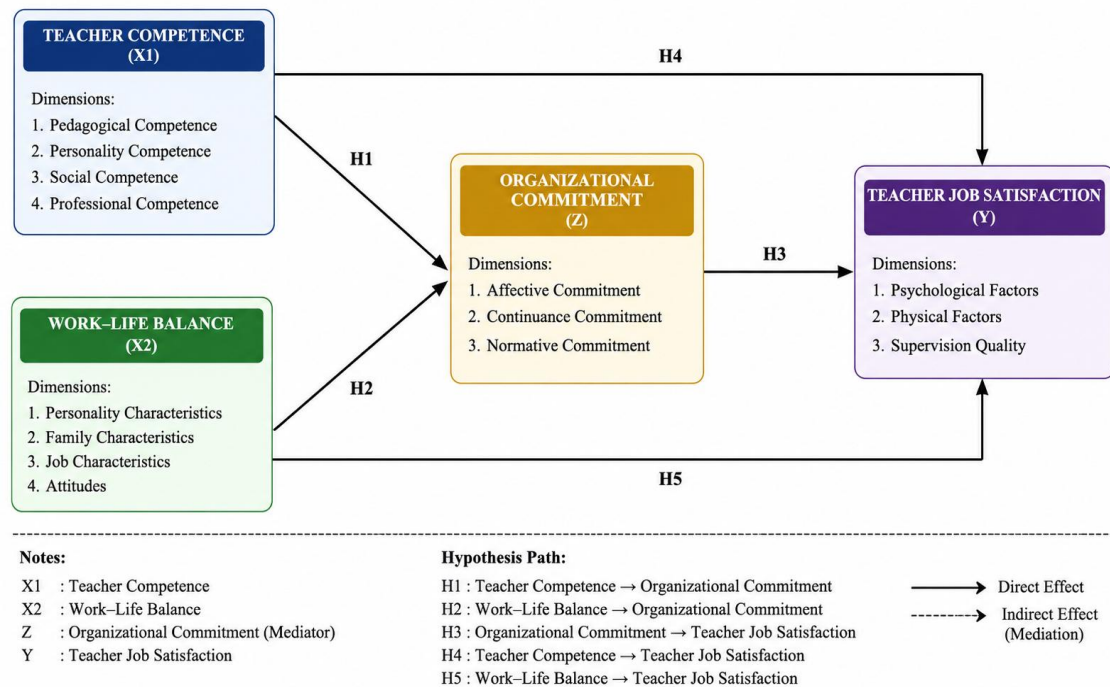


Figure 1. Research Framework

Hypothesis Development

Teacher Competence and Organizational Commitment

Teacher competence represents an important professional resource that may strengthen teachers' commitment to their organization. Teachers who possess adequate knowledge, skills, and professional capabilities may be better able to fulfill their responsibilities and contribute to organizational goals. Empirical evidence from vocational-school teachers indicates that competency is a significant factor associated with teachers' organizational commitment (Rostikawati et al., 2025).

H1: Teacher competence has a positive and significant effect on organizational commitment.

Work-Life Balance and Organizational Commitment

Work-life balance may influence organizational commitment because teachers need to manage professional responsibilities alongside personal and family demands. When these demands can be managed more effectively, teachers may experience a more sustainable working situation and develop stronger attachment to their organization. Evidence from a study involving 278 teachers in Saudi Arabia found that work-life balance had a direct and significant effect on organizational commitment (Abdulaziz et al., 2022).

H2: Work-life balance has a positive and significant effect on organizational commitment.

Organizational Commitment and Job Satisfaction

Organizational commitment may also influence teachers' job satisfaction. Teachers who identify strongly with their organization and are willing to remain involved in its activities may evaluate their work experiences more positively. A stronger organizational attachment can therefore be expected to contribute to more favorable perceptions of one's job. Research involving teachers has demonstrated a significant relationship between organizational commitment and job satisfaction, supporting the relevance of this relationship (Juliwardi et al., 2024).

H3: Organizational commitment has a positive and significant effect on teacher job satisfaction.

Organizational Commitment as a Mediating Variable

Organizational commitment is proposed as a mechanism through which teacher competence and work-life balance may be associated with job satisfaction. Teachers with stronger professional capabilities may develop greater organizational attachment, while favorable work-life conditions may also strengthen their commitment. In turn, stronger organizational commitment may contribute to more positive work experiences. Recent research among teachers has explicitly examined organizational commitment as a mediating variable, providing support for considering commitment as an intervening mechanism in teacher-related models (Wahyuningsih et al., 2026).

H4: Organizational commitment mediates the relationship between teacher competence and teacher job satisfaction.

H5: Organizational commitment mediates the relationship between work-life balance and teacher job satisfaction.

METHODOLOGY

A quantitative design was adopted to examine the relationships among teacher competence, work-life balance, organizational commitment, and job satisfaction. The study was conducted at SMA Negeri 1 Hutabayuraja and included all 35 civil-servant teachers as respondents. Data were obtained through questionnaires, interviews, and documentation. The questionnaire employed a five-point Likert scale, while the instrument was previously tested with 30 teachers outside the study population to establish its validity and reliability.

The analysis was performed using SPSS version 21. The analytical procedures included descriptive statistics, correlation analysis, coefficient of determination, regression analysis, and hypothesis testing. The hypotheses were evaluated using the t-test and F-test with a 5% significance level

RESEARCH RESULT RESULTS

The analysis involved 35 civil-servant teachers from SMA Negeri 1 Hutabayuraja. The mean scores were 3.62 for teacher competence and 3.63 for organizational commitment, suggesting relatively favorable conditions for these two variables.

The Kolmogorov-Smirnov test produced significance values of 0.904 for teacher competence, 0.769 for work-life balance, 0.904 for organizational commitment, and 0.821 for job satisfaction. All values were above 0.05, indicating that the normality assumption was satisfied.

The correlation analysis yielded a significant association between teacher competence and work-life balance ($r = 0.596$, $p < .001$). When teacher competence and work-life balance were considered together in relation to organizational commitment, the multiple correlation coefficient was $R = 0.751$ and the coefficient of determination was $R^2 = 0.565$. Thus, the two predictors jointly accounted for 56.5% of the variance in organizational commitment.

The individual regression results also showed significant relationships. Teacher competence accounted for 42.1% of the variance in organizational commitment ($R = 0.649$, $R^2 = 0.421$), while work-life balance accounted for 47.8% ($R = 0.691$, $R^2 = 0.478$). The relationship between organizational commitment and job satisfaction produced $R = 0.857$ and $R^2 = 0.734$.

The estimated regression coefficients were positive and statistically significant. Teacher competence produced $B = 0.622$ and $\beta = 0.649$ ($t = 4.895$, $p < .001$). For work-life balance, the estimates were $B = 0.640$ and $\beta = 0.691$ ($t = 5.496$, $p < .001$). Organizational commitment was associated with job satisfaction at $B = 0.729$ and $\beta = 0.857$ ($t = 9.546$, $p < .001$).

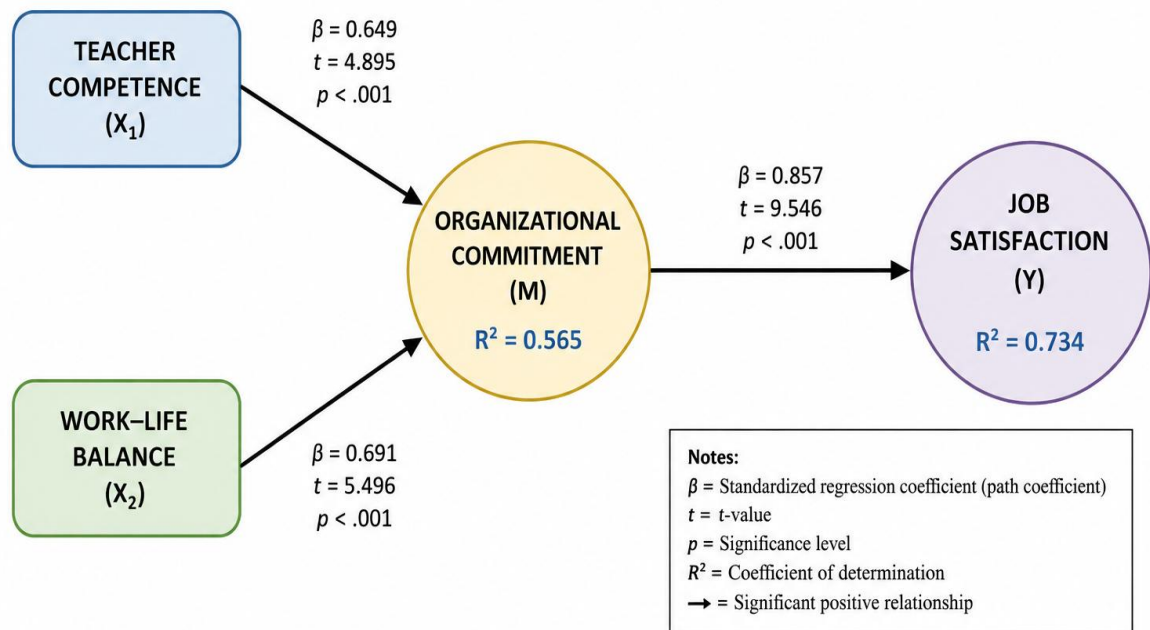


Figure 2. Structural Results of the Research Model
Source: Primary data from 35 civil-servant teachers at SMA Negeri 1 Hutabayuraja, processed using SPSS 21.

Figure 2 displays the estimated paths among the three principal relationships examined in the study. Teacher competence and work-life balance both show positive paths toward organizational commitment, while

organizational commitment shows a positive path toward job satisfaction. The model explains 56.5% of the variance in organizational commitment and 73.4% of the variance in job satisfaction.

DISCUSSION

Teacher Competence and Organizational Commitment

The statistical results show a positive and significant effect of teacher competence on organizational commitment ($\beta = 0.649$, $t = 4.895$, $p < .001$). This suggests that teachers with stronger professional capabilities tend to demonstrate greater commitment to their school. Effective performance of teaching and professional responsibilities may strengthen teachers' involvement in school activities and their willingness to support institutional objectives. The result is in line with (Wahyuni & Soelistya, 2023), who reported a significant relationship between teacher competence and organizational commitment.

Work-Life Balance and Organizational Commitment

A positive and significant effect was also found for work-life balance on organizational commitment ($\beta = 0.691$, $t = 5.496$, $p < .001$). This result indicates that teachers' ability to accommodate work demands alongside personal responsibilities is related to their attachment to the organization. Similar evidence was reported by (Cuyos & Permangil, 2025), among public elementary-school teachers (Abebe & Assemie, 2023), also identified organizational commitment as relevant to work-related conditions among academic staff. Although the contexts differ, these studies provide supporting evidence for the relationship identified in the present study.

Organizational Commitment and Job Satisfaction

The strongest relationship in the model was found between organizational commitment and job satisfaction ($\beta = 0.857$, $t = 9.546$, $p < .001$; $R^2 = 0.734$). This result indicates that teachers' organizational attachment is strongly associated with how positively they evaluate their work. Teachers who feel more connected to their organization may be more likely to view their professional responsibilities and workplace experiences favorably. This interpretation is supported by (Bancoro, 2023) and (Samran & Piatanom, 2025) also reported a significant relationship between these variables among public- who reported significant relationships between organizational commitment and job satisfaction among teachers

Overall Interpretation

Taken together, the findings confirm significant positive relationships among the principal variables examined in this study. Teacher competence and work-life balance are positively associated with organizational commitment, while organizational commitment demonstrates a strong positive association with job satisfaction. These findings suggest that professional capability and the ability to manage work and personal demands may be relevant to teachers' organizational attachment and job-related evaluations.

Nevertheless, the present analysis does not report a formal indirect-effect test. Consequently, the available results are insufficient to establish whether organizational commitment actually mediates the relationships between teacher competence, work-life balance, and job satisfaction. H4 and H5 therefore remain proposed mediation hypotheses and require formal indirect-effect analysis for statistical confirmation

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that teacher competence and work-life balance are significant positive predictors of organizational commitment among teachers at SMA Negeri 1 Hutabayuraja. The results further demonstrate that organizational commitment is strongly associated with teacher job satisfaction. These findings highlight the importance of both teachers' professional capabilities and their ability to maintain a reasonable balance between work and personal responsibilities in fostering stronger organizational attachment and positive work experiences.

Based on these findings, school management should provide continuous opportunities for professional development, including training, mentoring, and activities that strengthen teachers' pedagogical and professional capabilities. The school should also consider workload management and supportive working arrangements that enable teachers to manage professional and personal responsibilities more effectively. Strengthening communication, recognition, supervision, and teacher participation in school activities may further contribute to organizational commitment and job satisfaction.

ADVANCED RESEARCH

Future research should extend the present study by testing the mediating role of organizational commitment through a formal indirect-effect analysis. Future studies may also involve larger samples, multiple schools, and different educational contexts to improve the generalizability of the findings. A longitudinal design could further provide stronger evidence regarding the relationships among teacher competence, work-life balance, organizational commitment, and job satisfaction

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