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The Influence of Work Engagement and Perceived Organizational Support on Organizational Commitment with Job Burnout as a Moderating Variable among Teachers and Education Staff at Binekas Elementary School, Bandung

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Abstract: This study investigates the influence of work engagement (WE) and perceived organizational support (POS) on organizational commitment (OC), with job burnout (JB) as a moderating variable, among teachers and educational staff at Binekas Elementary School, Bandung. Employing a quantitative-verify approach with a survey method, data from 60 respondents were analyzed using Moderated Multiple Regression (MMR). The first model demonstrated that WE significantly predicts OC ($\beta = 0.602$, $p = 0.012$), whereas POS was not statistically significant ($\beta = 0.368$, $p = 0.063$). JB did not have a significant direct effect on OC ($\beta = -0.175$, $p = 0.404$). In the second model, the interaction effects between WE and JB ($\beta = 0.015$, $p = 0.671$), as well as between POS and JB ($\beta = 0.016$, $p = 0.705$), were found to be insignificant, indicating that job burnout does not moderate the relationship between WE or POS and OC. The R^2 change between models was minimal ($\Delta R^2 = 0.008$; $p = 0.732$), further confirming the non-significant moderating effect. These findings highlight the robust role of work engagement in enhancing organizational commitment, while the influence of POS and job burnout remains statistically unsupported within this context.

Keyword: Work Engagement, Perceived Organizational Support, Organizational Commitment, Job Burnout, Moderated Multiple Regression.

INTRODUCTION

Binekas Elementary School, founded in 2017, is a private institution grounded in Qur'anic and Sunnah values, with a commitment to holistic and inclusive education. Emphasizing student-centered learning and individual potential, Binekas has positioned itself as a progressive and innovative choice for families. However, a growing concern is the school's escalating employee turnover—rising from 6.38% in 2017–2018 to 29.13% in 2022–2023, with a slight decline to 22.02% in 2023–2024. This instability has triggered parental concerns,

particularly during the 2022/2023 POMG meeting, where the impact on instructional continuity and reputation was raised. Beyond reputational risks, turnover imposes significant financial and operational strain. As noted by Hikmah et al. (2023) and Hom et al. (2017), turnover entails high costs from recruitment, training, and lost productivity. At Binekas, basic training accounts for 70% of the HR budget and relies heavily on senior staff, reducing overall efficiency. The 2021–2022 pandemic-induced disruptions in onboarding correlated with suboptimal performance outcomes, while improvements in recruitment and training in 2023–2024 yielded better results. Still, a turnover rate above 20% signals ongoing strategic vulnerability (Charles-Leija et al., 2023).

Turnover is often rooted in diminished organizational commitment, which comprises affective, continuance, and normative dimensions (Meyer & Allen, 1991). Lower commitment consistently predicts stronger turnover intention (Meyer et al., 2002), reinforcing the need to understand its antecedents. This study, therefore, investigates work engagement, perceived organizational support (POS), and job burnout—three constructs linked to commitment in high-demand sectors like education (Bakker & Demerouti, 2007; Blau, 1964). Guided by the Job Demands–Resources (JD-R) model and Social Exchange Theory (SET) (Schaufeli & Bakker, 2004; Rhoades & Eisenberger, 2002), the study explores how resource availability and psychological conditions shape employee retention. Work engagement—defined as vigor, dedication, and absorption (Schaufeli et al., 2002)—is especially relevant in schools, where engagement enhances instructional quality and emotional investment (Sezen-Gultekin et al., 2021). Bashir et al. (2022) further demonstrate that engagement not only predicts commitment directly but also mediates the relationship between work–life balance and loyalty, underscoring its strategic role in educational contexts.

The second variable, Perceived Organizational Support (POS), is a central construct within Social Exchange Theory (Blau, 1964) and refers to employees’ belief that the organization values their contributions and genuinely cares about their well-being (Eisenberger et al., 1986). POS encourages reciprocal behaviours, whereby employees respond with increased loyalty, discretionary effort, and organizational commitment (Rhoades & Eisenberger, 2002). In educational contexts, POS is particularly salient, as teachers often rely on institutional support to sustain motivation and align their efforts with broader school goals. Oubibi et al. (2022) demonstrated that POS not only enhances career satisfaction directly but also operates indirectly through pathways such as work engagement and job crafting—emphasizing its role in shaping a psychologically enriching work environment. The third variable, Job Burnout, is included in the model due to its capacity to erode the beneficial effects of both work engagement and POS. Defined as a syndrome of emotional exhaustion, depersonalization, and diminished personal accomplishment resulting from prolonged exposure to occupational stress (Maslach & Leiter, 1997), burnout poses a serious threat to teacher performance and retention. In emotionally demanding professions like education, burnout reduces affective involvement and undermines professional motivation (Akdemir, 2019). Empirical evidence supports its disruptive role—Xu and Yang (2021) found that burnout moderates the relationship between POS and commitment, weakening the impact of organizational support among emotionally fatigued employees. Similarly, Jiang et al. (2020) observed that even highly engaged employees may withdraw from organizational commitment when overwhelmed by chronic burnout.

This study investigates the effects of work engagement and perceived organizational support on organizational commitment among teachers at Binekas Elementary School, while also analyzing the moderating role of job burnout. Situated within the dual frameworks of the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007) and Social Exchange Theory (Blau, 1964), the research integrates psychological and organizational variables to explore their interactive influence on teacher commitment. Given the school’s mission to foster a high-performing and emotionally committed teaching force within an Islamic educational

context, understanding these dynamics is both timely and strategic. The findings are expected to inform HR and leadership practices aimed at reducing turnover, enhancing well-being, and strengthening the institutional loyalty of educators in mission-driven private schools.

METHOD

This study employed a quantitative-verification approach to examine the causal relationship between Work Engagement (WE), Perceived Organizational Support (POS), and Organizational Commitment (OC), with Job Burnout (JB) as a moderating variable. The model is grounded in the Job Demands–Resources (JD-R) model (Schaufeli & Bakker, 2004) and Social Exchange Theory (Blau, 1964), focusing on teachers and educational staff at Binekas Elementary School, Bandung. A total sampling technique was used to involve the full population ($N = 60$), comprising homeroom teachers, subject teachers, special education tutors, and administrative staff (Neuman, 2014). Data were collected through self-administered questionnaires to reduce social desirability bias (Podsakoff et al., 2003) and supplemented with theoretical and institutional documents (Sekaran & Bougie, 2016).

Four validated instruments were applied. WE was measured using UWES-9 (Kristiana et al., 2018), with strong validity (RMSEA = 0.049; CFI = 0.96) and reliability ($\alpha = 0.78–0.84$) in line with Nunnally and Bernstein (1994). POS used the 8-item SPOS (Eisenberger et al., 1986), with factor loadings of 0.70–0.85 and $\alpha = 0.89–0.90$ (Lynch et al., 1999). OC was assessed using OCQ by Meyer, Allen, and Smith (2004), encompassing affective, continuance, and normative commitment (RMSEA < 0.08; $\alpha > 0.74$). JB was measured by the 9-item MBI-GS (Maslach et al., 1996), validated in Wang et al. (2025) and supported across professions (Maslach & Leiter, 2021; De Beer et al., 2024). Classical assumption tests were performed—normality, linearity, multicollinearity, and heteroscedasticity (Hair et al., 2019; Gujarati & Porter, 2009; Tabachnick & Fidell, 2019). Hypotheses were tested using Moderated Multiple Regression (MMR) with interaction terms as per Aiken and West (1991) and Baron and Kenny (1986), using SPSS at $\alpha = 0.05$ (Field, 2018).

Hypothesis Development

Grounded in the Job Demands–Resources (JD-R) model (Schaufeli & Bakker, 2004) and Social Exchange Theory (Blau, 1964), this study explores how Work Engagement (WE), Perceived Organizational Support (POS), and Job Burnout (JB) shape Organizational Commitment (OC) among teachers at Binekas Elementary School.

H1 posits that WE positively influences OC. WE, marked by vigor, dedication, and absorption (Schaufeli et al., 2002), functions as a personal resource that enhances loyalty (Bakker & Demerouti, 2007). Empirical evidence in schools supports this link (Sezen-Gultekin et al., 2021), especially when HR practices like feedback and training reinforce affective commitment (Otoo & Rather, 2024).

H2 proposes that POS strengthens OC. POS reflects perceived care and recognition from the organization (Eisenberger et al., 1986), fostering reciprocal trust (Blau, 1964). Studies confirm its role in boosting commitment and retention (Rhoades & Eisenberger, 2002; Oubibi et al., 2022), while also contributing to well-being (Caesens & Stinglhamber, 2023). However, unmet demands may nullify its impact (Zanabazar & Jigjiddorj, 2022).

H3 suggests that JB weakens the WE–OC link. Burnout, defined by exhaustion and diminished efficacy (Maslach & Leiter, 1997), disrupts engagement’s motivational effects when demands outweigh resources (Schaufeli & Bakker, 2004). Research highlights its suppressive role on engagement outcomes (Dilekçi et al., 2025; Jiang et al., 2020).

H4 hypothesizes that JB also moderates the POS–OC relationship. Emotionally depleted staff may be less responsive to perceived support (Xu & Yang, 2021), especially in demanding educational settings like Binekas. This diminishes POS’s capacity to drive commitment, weakening the social exchange mechanism it relies on.

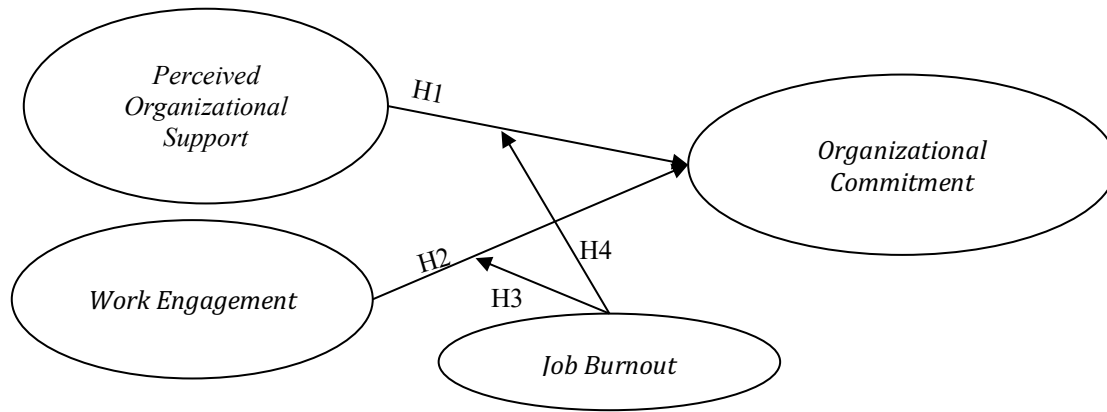


Figure 1. Research Framework

RESULTS AND DISCUSSION

Results

This section outlines the key findings of the study. It begins with descriptive statistics to provide context on the respondent profiles, followed by classical assumption tests to confirm the suitability of the regression model. The results of hypothesis testing are then presented, covering both the main effects and moderation analysis. Each result is interpreted in line with the research objectives to highlight the contribution of work engagement, perceived organisational support, and job burnout to organisational commitment.

Table 1
Summary of Respondent Demographic & Supporting Questions

Variable	Category	n	%
Age	18-25	13	21.7%
	26-35	35	58.3%
	36-45	12	20%
	Total	60	100%
Gender	Male	17	28.3%
	Female	43	71.7%
	Total	60	100%
Length of Service	<2	16	26.7%
	2-5	25	41.7%
	6-10	15	25%
	>10	4	6.7%

	Total	60	100%
Position	Admin & Operator	1	1.7%
	Subject Teacher	11	18.3%
	Co-Teacher	15	25%
	Special Needs Teacher	8	13.3%
	Principal	1	1.7%
	Children Stimulation Staff	2	3.3%
	Tutor	5	8.3%
	Vice Principal	2	3.3%
	Homeroom Teacher	15	25%
	Total	60	100%

The demographic data show that most respondents were aged 26–35 years (58.3%), with a smaller proportion aged 18–25 years (21.7%) and 36–45 years (20%). In terms of gender, 71.7% of respondents were female, and 28.3% were male. Most had been working in the institution for 2–5 years (41.7%), followed by those with under 2 years of service (26.7%) and 6–10 years (25%). Only a few respondents had over 10 years of experience (6.7%). Regarding job roles, Co-Teachers and Homeroom Teachers made up the largest segments (each 25%), followed by Subject Teachers (18.3%) and Special Needs Teachers (13.3%). Other roles such as Tutors, Vice Principals, and Administrative Staff were present in smaller numbers.

Table 2
Respondents' WE, POS, JB, and OC Levels Summary

Variable	Category	n	%
Work Engagement	Moderate	15	25%
	High	45	75%
	Total	60	100%
Perceived	Moderate	36	60%

Organizational Support	High	24	40%
	Total	60	100%
Job Burnout	Low	42	70%
	Moderate	18	30%
	Total	60	100%
Organizational Commitment	Low	1	1.7%
	Moderate	30	50%
	High	29	48.3%
	Total	60	100%

Table 2 presents the distribution of responses across four psychological variables. Work engagement was reported at a high level by 75% of respondents, while 25% reported a moderate level. For perceived organisational support, 60% of respondents indicated a moderate level, and 40% reported a high level. In terms of job burnout, 70% of respondents reported low levels, and 30% reported moderate levels. Regarding organisational commitment, 50% reported moderate commitment, 48.3% high commitment, and 1.7% low commitment. These distributions reflect variation in perceptions across the sample, particularly in organisational support and commitment levels.

Table 3
Comparative ANOVA Significance Values by Demographic Factors for Each Variable

Variable	Age (Sig.)	Gender (Sig.)	Years of Service (Sig.)	Position (Sig.)
Work Engagement	.860	.141	.552	.129
Perceived Org. Support	.567	.205	.315	.157
Job Burnout	.187	.010	.536	.577
Organizational Commitment	.336	.101	.224	.010

Table 3 displays the significance levels of ANOVA tests examining whether demographic factors—age, gender, years of service, and position—are associated with variations in four psychological variables: Work Engagement, Perceived Organizational Support, Job Burnout, and Organizational Commitment. The results indicate that gender has a statistically significant effect on Job Burnout ($p = .010$), suggesting that experiences of burnout differ meaningfully between male and female respondents. Additionally, position significantly influences Organizational Commitment ($p = .010$), implying that an individual's role within the organization may shape their level of commitment. No other demographic variable showed significant associations with the remaining psychological constructs. Notably, Work

Engagement and Perceived Organizational Support did not differ significantly across any demographic group, indicating a relatively uniform experience of engagement and perceived support across age, gender, tenure, and position.

Table 4
Supporting Questions Answers' Summary

Variable	Category	n	%
Satisfied with Current Role	Yes	57	95%
	No	3	5%
	Total	60	100%
In Line with Career Goals	Yes	47	78.3%
	No	13	21.7%
	Total	60	100%
Gratitude Reflections	Professional Growth	14	23%
	Meaningful Work	12	20%
	Supportive Environment	11	18%
	Work-Life Balance	9	15%
	Empowerment and Autonomy	6	10%
	Job Satisfaction	8	13%
	Total	60	100%

Table 4 shows that most respondents reported being satisfied with their current role (95%), and 78.3% felt their current position aligned with their career aspirations. In terms of what they were most grateful for in their professional experience, responses focused on Professional Growth (23%), Meaningful Work (20%), and a Supportive Environment (18%). Additional themes included Work–Life Balance (15%) and Empowerment and Autonomy (10%). These reflections suggest that professional development and intrinsic meaning are key aspects of their workplace experience. To ensure model validity, classical assumption tests were performed. Normality was confirmed via Kolmogorov–Smirnov and Shapiro–Wilk tests ($p > 0.05$). Multicollinearity was not an issue, with tolerance > 0.6 and VIF < 1.5 . Heteroskedasticity was ruled out through a randomly scattered residual plot, and linearity was supported with significant linearity ($p < 0.05$) and non-significant deviations. These results affirm that the regression model satisfies all key assumptions, allowing for reliable MMR hypothesis testing.

Table 5
Result of MMR

Model	R	R Square	Adjusted R Square	Std. Error	R Square Change	F Change	Sig. F Change
1	0.558	0.312	0.275	8.23476	0.312	8.459	0.000
2	0.565	0.320	0.257	8.33753	0.008	0.314	0.732

Table 5 shows the outcome of the Moderated Multiple Regression (MMR) analysis. In Model 1, the three independent variables—work engagement, perceived organizational support, and job burnout—collectively explain 31.2% of the variance in organisational commitment ($R^2 = 0.312$) with statistical significance (F change = 8.459, $p < 0.001$). This finding indicates that the model is a good fit and supports the direct impact of the predictors. These results provide support for H1, confirming that work engagement has a significant positive effect on organisational commitment. H2 also gains preliminary support, as perceived organisational support contributes to the model, although further verification at the individual coefficient level would provide clarity. In Model 2, interaction terms were added to test the moderating role of job burnout. While R^2 slightly increased to 0.320, the change was minimal ($\Delta R^2 = 0.008$) and not statistically significant (F change = 0.314, $p = 0.732$).

Table 6
Partial Test Results of the MMR Regression

Model	Variable	B	t	Sig.
1	Work Engagement	0.602	2.593	0.012
	Perceived Org. Support	0.368	1.898	0.063
	Job Burnout	-0.175	-0.841	0.404
2	Work Engagement	0.616	2.514	0.015
	Perceived Org. Support	0.372	1.858	0.069
	Job Burnout	-0.161	-0.757	0.452
	WE_JB (Interaction)	0.015	0.427	0.671
	POS_JB (Interaction)	0.016	0.381	0.705

Table 6 presents the partial regression results from the Moderated Multiple Regression (MMR) analysis. In Model 1, the variable work engagement has a significant and positive effect on organisational commitment ($B = 0.602$, $p = .012$), which provides empirical support for H1. This suggests that teachers who are more engaged in their work tend to show higher levels of commitment to the organisation. Meanwhile, perceived organisational support demonstrates a positive but non-significant effect ($p = .063$), indicating that H2 is partially supported and warrants cautious interpretation. The effect of job burnout in Model 1 is negative but not statistically significant ($p = .404$), suggesting that burnout alone does not significantly influence commitment in this context. In Model 2, where interaction terms are added to assess moderation effects, work engagement remains a significant predictor ($p = .015$), reinforcing its consistent role in explaining commitment. Perceived organisational support again shows a marginal effect ($p = .069$), while job burnout remains non-significant ($p = .452$). The interaction terms—WE \times JB ($p = .671$) and POS \times JB ($p = .705$)—are both statistically non-significant, indicating that job burnout does not moderate the relationship between the key predictors and organisational commitment.

Discussion

The demographic structure of Binekas Elementary School provides a multidimensional lens through which the interaction of psychological constructs—Work Engagement (WE), Perceived Organizational Support (POS), Job Burnout (JB), and Organizational Commitment (OC)—can be interpreted within developmental, organizational, and psychosocial frameworks. The predominance of employees aged 26–35 aligns with Erikson’s generativity phase, a developmental stage associated with a desire for productivity, contribution, and relational value. This developmental positioning amplifies the influence of WE on OC, as individuals at this life stage seek meaningful engagement that reinforces their professional identity and long-term alignment with institutional goals (Sharma, 2023). Within this cohort, commitment is fostered not only by internal motivation but also by environmental reinforcers such as POS, which can buffer stress and enhance engagement (Atalay et al., 2022). By contrast, staff aged 18–25 are still navigating identity formation and workplace fit, making them more dependent on perceived organizational care for emotional stability and belonging (Khan et al., 2024). Conversely, older staff (36–45) benefit from accumulated psychological capital, such as resilience and optimism, which act as protective factors against emotional exhaustion while reinforcing loyalty (Grego-Planer et al., 2023; Yang et al., 2020). Gender dynamics added another layer of complexity. A significant relationship was found between gender and JB ($p = .010$), with female staff more likely to report elevated emotional fatigue—echoing findings from Allwood et al. (2022) and Zhao et al. (2022).

Nonetheless, gender did not significantly affect WE, POS, or OC, suggesting that while emotional strain may be gendered, the broader engagement and support mechanisms operate equitably across male and female employees (Nasution et al., 2022). Tenure analysis uncovered a developmental trajectory of commitment formation. Early-tenure staff often engage in organizational exploration and fit assessment (Super, 1980), while mid-tenure staff (2–5 years) begin to internalize organizational norms, reflecting stabilized WE and POS (Eisenberger et al., 1986; Bal et al., 2013). Staff with 6–10 years of service often show strengthened normative commitment due to accumulated organizational familiarity and role clarity (Meyer et al., 2002; Ng & Feldman, 2010). However, when tenure exceeds a decade without professional development opportunities, stagnation and burnout may emerge as latent risks (Maslach & Leiter, 2016). These demographic patterns were mirrored in the hypothesis testing results. Hypothesis 1 was empirically supported: WE emerged as a strong predictor of OC (Model 1: $B = 0.602$, $p = 0.012$; Model 2: $B = 0.616$, $p = 0.015$), in alignment with the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007), which conceptualizes engagement as a personal resource that fuels sustained commitment. The dimensions of vigor, dedication, and

absorption—highlighted by Schaufeli and Bakker (2004)—translate into affective bonds, especially when matched by intrinsic motivators. Qualitative insights supported these findings, with 23% of respondents citing Professional Growth and 20% citing Meaningful Work as key drivers (Tias & Tongjean, 2022; Cirocki et al., 2023). Moreover, variables such as age and tenure did not significantly moderate WE levels (Sharma, 2023; Darmawan et al., 2024), underscoring the salience of contextual and relational factors over static demographics.

In contrast, Hypothesis 2 was not supported, with POS failing to significantly predict OC (Model 1: $B = 0.368$, $p = 0.063$; Model 2: $B = 0.372$, $p = 0.069$). This diverges from the expectations of Social Exchange Theory (Blau, 1964), which posits that reciprocal organizational care engenders commitment. Although prior studies confirm POS as a driver of OC (Panaccio & Vandenberghe, 2009; Ahmad et al., 2023), qualitative data from Binekas revealed a relational substitute: interpersonal gratitude and a spiritually grounded community culture often compensated for limited formal support (Grego-Planer et al., 2023; Jing & Yan, 2022). This interpretation is supported by the distribution of POS levels, where 60% reported moderate and 40% reported high levels of perceived support (Eisenberger et al., 1986; Zhang & Chang, 2023). Moderation analysis yielded further insight. Hypothesis 3—testing whether JB moderates the WE–OC relationship—was rejected ($B = 0.015$, $p = 0.671$). Despite theoretical assertions that burnout erodes commitment (Maslach & Leiter, 1997), WE appeared robust enough to sustain OC independently, possibly due to Binekas' empowering climate characterized by autonomy, spiritual values, and collective resilience (Chandra et al., 2023; Talebzadeh & Safari, 2023). Similarly, Hypothesis 4, examining JB as a moderator in the POS–OC relationship, was not supported ($B = 0.016$, $p = 0.705$). This suggests that the affective and relational dimensions of POS may have neutralized the potential dampening effects of burnout (Eisenberger et al., 2021). Supporting this interpretation, 70% of participants reported low burnout levels, while qualitative themes such as Supportive Environment and Work–Life Balance reaffirmed a psychologically protective climate (Sutanto et al., 2024; Suhardi & Zinnurain, 2022; Xie et al., 2021). The alignment between quantitative metrics and qualitative narratives further strengthens the robustness of these conclusions.

Notably, job position was the only demographic variable with a significant effect on OC ($p = 0.010$), reinforcing the theory that individuals in strategic roles—such as principals or coordinators—develop deeper affective and normative bonds through increased ownership and organizational accountability (Meyer et al., 2021; Park et al., 2022; Gagné et al., 2023). However, no significant differences were observed for WE, POS, or JB across job positions, indicating relatively equitable access to psychological and structural resources (Bakker et al., 2020; Eisenberger et al., 2021; Maslach & Leiter, 2022). This balance across hierarchy highlights the school's inclusive culture and distributed leadership approach. Taken together, the findings affirm that a resource-rich, relationally grounded, and values-aligned organizational ecosystem is instrumental in cultivating high organizational commitment and mitigating turnover intention. The convergence of empirical data with the JD-R framework (Bakker & Demerouti, 2007) and Social Exchange Theory (Blau, 1964) provides a compelling argument: institutional loyalty and well-being are more deeply influenced by meaning, trust, and perceived investment than by static individual characteristics.

CONCLUSION

This study concludes that work engagement serves as a critical driver of organizational commitment among teachers and staff, reaffirming the importance of fostering psychological attachment through job involvement, especially within education-based, value-driven institutions. Although perceived organizational support exhibited a positive relationship with commitment, its influence was not statistically significant, indicating that informal and value-laden support systems may play a more dominant role in this context. Furthermore, job burnout did not moderate the relationship between work engagement or perceived support and

organizational commitment, suggesting that emotional fatigue may not always function as a contingent factor in environments with strong cultural and spiritual buffers. Theoretically, this study offers insights into the contextual dynamics of the Job Demands–Resources model, particularly highlighting how resource activation may remain effective even under moderate strain. Nevertheless, the research is limited by its single-site design, non-random sampling, and relatively homogeneous respondent characteristics, which may constrain generalisability. Future research should extend these findings by incorporating multi-level or longitudinal approaches, exploring alternative moderators such as role clarity or leadership quality, and investigating the psychological mechanisms through which engagement shapes commitment. From a managerial perspective, school leaders are encouraged to cultivate engagement through reflective practices, recognition systems, and emotionally enriching work climates, while continuously assessing burnout risks and addressing unmet role expectations to strengthen affective commitment and organizational sustainability.

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