

BUKTI KORESPONDENSI

The mediating role of meaning at work in promoting teacher commitment and reducing burnout

Tahapan editotial processnya yaitu:

1. Article submission: 6 Juni 2022

The screenshot shows an email interface with a sidebar on the left containing folders like 'Compose', 'Inbox', 'Starred', 'Drafts', etc. The main content area displays an email from 'Frontiers in Education Editorial Office' with the subject 'Your manuscript submission - 962163'. The email body contains the following text:

Dear Dr Suyatno

We are pleased to inform you that we have received the manuscript "The Mediating Role of Meaning at Work in Promoting Teacher Commitment and Burnout" to be considered for publication in **Frontiers** in Education, section Teacher Education.

You can access the review forum and track the progress of your manuscript using the following link:
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Best regards,

Your **Frontiers** in Education team

2. Revision required: 8 Juli 2022

The screenshot shows an email interface with a sidebar on the left. The main content area displays an email from 'Frontiers in Education Editorial Office' with the subject 'Independent Review Report Submitted - 962163'. The email body contains the following text:

Dear Dr Suyatno,

A new review report has been submitted by a Reviewer 1. Once the other Reviewer(s) have submitted their comments, you will be granted access to the reports in the review forum, so that you can begin your revisions. Please be ready to respond and revise your manuscript promptly when they do.

Please click here to access this manuscript directly:
<http://review.frontiersin.org/review/962163/0/0>

Manuscript title: The Mediating Role of Meaning at Work in Promoting Teacher Commitment and Burnout
Manuscript ID: 962163
Authors: Suyatno Suyatno, Dholina Inang Pambudi, Wantini Wantini, Abdurrohman Abdurrohman and Asih Mardati
Journal: **Frontiers** in Education, section Teacher Education
Article type: Original Research
Submitted on: 06 Jun 2022

Best regards,

Your **Frontiers** in Education team

Catatan Reviewer:

Reviewer 1:

Strengths: the research is developed in a correct methodology supported in the theory and the correct context of the practice.

Limitations:

- Methodology should be restructured to improve the presentation. For example, a logical flow is: participants, instruments, procedure and Data analysis. For now, the section is very confusing.
- The section must devote details to the description of the instruments and the psychometric reliability.
- More information about the data collection methods would enable a more detailed and nuanced results and discussion to be provided - as it stands, the findings and conclusions drawn are quite generic.
- The Discussion and Conclusion sections are not sufficiently developed to exhibit the value of the research

undertaken by the authors. For this reason, I feel I can give the following suggestions:
First of all, I suggest to include one short paragraph summarizing the purpose of the study and the main findings obtained.
Second, I think that the whole discussion needs to be re-structured to include: theoretical implications of the study, practical implications, limitations and future studies and, please, include a brief conclusion (in a separate point or independent section).

I think the authors can easily follow the suggestions I have given in this review and make a new version of their interesting paper.

Reviewer 2:

Strengths:

This paper contributes to the research debate in bridging the gap between practice and academia

Abstract:

The abstract overviewed the paper well

Introduction: Introduction is written systematically and well

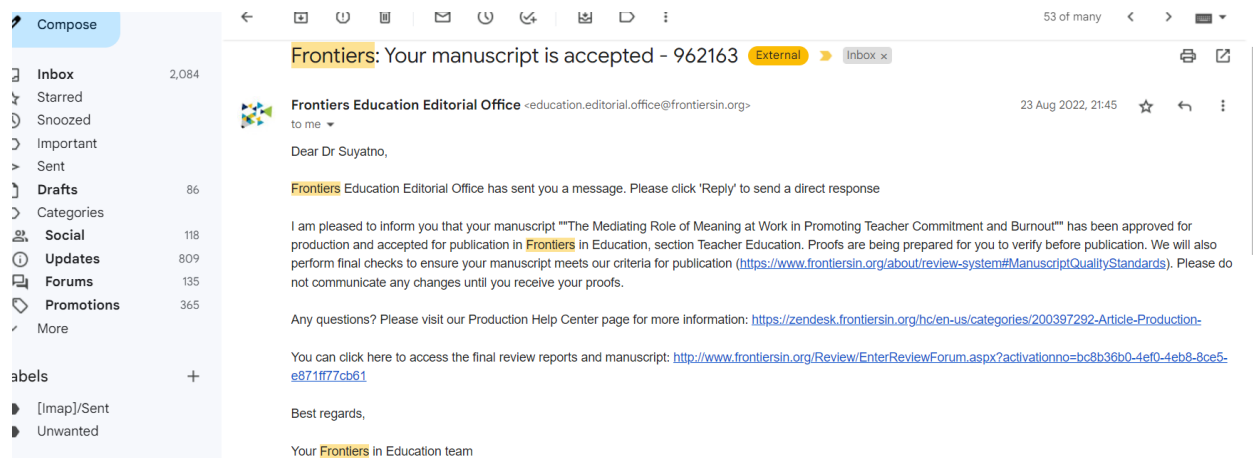
Literature Review:

The literature review was both systematic and comprehensive and encompassed the last decade of relevant literature.

To improve your article:

To further improve the development of the paper, the results should be discussed in relation to the existing research. What is the new knowledge and what the findings contributed to this topic? Provide a new interpretation of the findings as well as your argumentation to support the significance of your research considering what is already known about this research problem. Reflect on how the findings be used for future research and educational practice.

3. Accepted for Publication: 23 Agustus 2022



The screenshot shows an email interface with a sidebar on the left containing folders like 'Compose', 'Inbox', 'Starred', 'Snoozed', 'Important', 'Sent', 'Drafts', 'Categories', 'Social', 'Updates', 'Forums', and 'Promotions'. The main content area displays an email from 'Frontiers Education Editorial Office' dated '23 Aug 2022, 21:45'. The subject is 'Frontiers: Your manuscript is accepted - 962163'. The body of the email reads: 'Dear Dr Suyatno, Frontiers Education Editorial Office has sent you a message. Please click 'Reply' to send a direct response. I am pleased to inform you that your manuscript ""The Mediating Role of Meaning at Work in Promoting Teacher Commitment and Burnout"" has been approved for production and accepted for publication in Frontiers in Education, section Teacher Education. Proofs are being prepared for you to verify before publication. We will also perform final checks to ensure your manuscript meets our criteria for publication (https://www.frontiersin.org/about/review-system#ManuscriptQualityStandards). Please do not communicate any changes until you receive your proofs. Any questions? Please visit our Production Help Center page for more information: https://zendesk.frontiersin.org/hc/en-us/categories/200397292-Article-Production-. You can click here to access the final review reports and manuscript: http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=bc8b36b0-4ef0-4eb8-8ce5-e871ff77cb61. Best regards, Your Frontiers in Education team'.

Lampiran 1: Draft awal artikel

Lampiran 2: Artikel hasil perbaikan

Draft Awal Artikel:

The Mediating Role of Meaning at Work in Promoting Teacher Commitment and Burnout

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12 **Keywords: meaning at work, school support, self-actualization, teacher burnout, teacher**
13 **commitment**

14 **Abstract**

15 The influence of teachers' commitment and burnout on student learning outcomes and their
16 performance requires astute research to identify the antecedent factors of these two variables.
17 Commitment and burnout are peremptorily related to the positive and negative aspects of
18 performance, respectively. Most of the previous research showed inconsistency, therefore, a new
19 assay is needed to produce more convincing findings. This study aims to identify the antecedent
20 variables of teachers' commitment and job burnout by using meaning at work as a mediating variable.
21 Based on the random sampling technique, 304 respondents were selected among the teachers in
22 private primary and secondary education levels in the East Kalimantan Province, Indonesia. A
23 structural equation model (SEM) was used in the data analysis. The results showed that school
24 support, self-actualization, and meaning at work were antecedent variables for teachers' commitment
25 and burnout. The meaning at work also mediates the relationship between school support and self-
26 actualization. Meanwhile, the remaining four mediating roles were not proven in this research. These
27 findings offer a framework for principals to increase commitment and reduce teachers' burnout by
28 increasing school support and self-actualization through meaning at work.

29 **1 Introduction**

30 The empirical evidence of teacher's role in student learning outcome (Aliakbari & Amoli, 2016)
31 require an astute research on the collection of factors associated with successful educational system

32 (Faskhodi & Siyyari, 2018). A productive teacher has certain characteristics however, previous
33 research has succeeded in indicating various related variables, such as commitment (Tran et al.,
34 2020) and burnout (Hakanen & Schaufeli, 2012), which greatly influence the performance of student
35 learning outcomes (Lee et al., 2011). The personal intervention related to the two variables has a
36 positive effect on their performance as well as on student learning achievement (Van Wingerden et
37 al., 2017). Commitment and burnout are in correlation with the positive and negative aspects of
38 teachers' performance (Madigan & Kim, 2021).

39 Commitment is important in maintaining professional motivation and promote teachers to be
40 responsive to changes in learning practices (Han et al., 2016), and is further classified into two,
41 namely organizational and professional aspects (Lee & Nie, 2014; Ni, 2017). Organizational
42 commitment is the relative strength of teacher's involvement and the willingness to make sacrificial
43 efforts on behalf of the school (Han et al., 2016). Professional commitment describes the teacher's
44 involvement level and the importance of work rendered in general. This research (McInerney et al.,
45 2015) also explained that commitment, both affective and normative, predicts well-being, growth
46 opportunities, recognition, and job satisfaction. Contrary to commitment which is a positive aspect of
47 teaching, tutors' burnout is a variable that reduces negative elements related to other performance.
48 Research (Iancu et al., 2018) stated that burnout manifest in all types of work, but it is mainly
49 experienced by teachers because their daily job demands and pressures (McCarthy et al., 2016).

50 Teachers' burnout is associated with multiple experiences and negative outcomes. The teaching
51 profession is reported as a job with a high risk of burnout (Madigan & Curran, 2021). In the work
52 environment, they often face challenges, such as getting cynicism from co-workers or unpleasant
53 treatment. Emotional exhaustion and mood swings eventually lead to burnout (Capone et al., 2019;
54 Hakanen et al., 2006). This provides a lower impetus in responding to student learning achievements
55 (Madigan & Kim, 2021). Teachers also tend to have a negative relationship with students for
56 example, getting angry when pupils do not follow instructions and have contradicting views (Pietsch
57 et al., 2019). The burnout that occurs also affect the probability of staying in the job (Ibrahim et al.,
58 2017). This is because it leads to increased absenteeism, lower work commitment, and enhanced
59 desire (Brouwers & Tomic, 2000). Teachers' fatigue also have an impact on students through a
60 contagion effect, where burnout passes from tutors to their pupils (Bakker & Schaufeli, 2000),
61 because learners have a tendency to pick up and imitate emotional cues (Chung, 2019). This implies
62 that students also face direct consequences of burnout, such as decreased achievement (Madigan &
63 Curran, 2021), increased forms of controlled motivation (Zhang & Bartol, 2010), and depression
64 (IsHak et al., 2013). Due to the significance of teachers' commitment and burnout on their
65 performance and pupils' achievement, the antecedents of these two variables required to be
66 determine.

67 This research outlined three independent variables, namely transformational leadership, school
68 support, and self-actualization, which are predicted to affect teachers' commitment and job burnout.
69 The empirical relationship between these variables was investigated, but there are still inconsistencies
70 in results of these studies. In research that expressed transformational leadership as an independent
71 variable, the majority of the results showed a positive effect on teacher commitment. In line with
72 these findings, Pietsch et al. (2019) stated that "teachers who feel that their principals have better
73 understanding of their intrinsic needs, recognize their abilities, develop and empower them
74 individually are more strongly committed to their schools than their peers". Research with similar
75 results stated that transformational leadership predicts commitment to both organizational and
76 professional commitment (Chung, 2019; Hosseingholizadeh et al., 2020; Jeong et al., 2016; Ibrahim
77 et al., 2017; Khumalo, 2019; Skelton, 2019; To et al., 2021; Qadach et al., 2020). The principal's role

78 as a transformational leader is key in ensuring teacher commitment (Berkovich & Eyal, 2017). Other
79 results (Cansoy, 2018; Jeong et al., 2016; Ninković & Knežević Florić, 2018; Zacharo et al., 2018)
80 also showed that when principals act as transformational leaders, teachers feel a higher commitment
81 to the school. Headteacher who apply leadership that builds positive relationships affect commitment
82 (M Almandeel & Dawood, 2019) and negatively impact burnout (Eslamieh & Mohammad Davoudi,
83 2016). Principal and teacher relationships increase work commitment (Bogler & Nir, 2012).
84 Although many results showed that there is a significant effect of transformational leadership on
85 teachers' commitment and burnout. Freeman and Fields (2020) explored the relationship between
86 teachers' perceptions of principals' leadership and commitment. The results showed that
87 transformational leadership was uniquely associated with organizational trust and efficacy, but not
88 with teachers' commitment. Additionally, similar research was also conducted by Cahyono et al.
89 (2020), although the context is slightly different, it showed that, among the 4 transformational
90 leadership sub-variables, only one affects teachers' commitment (namely intellectual stimulation).
91 While the other three sub-variables (ideal effect, inspirational motivation, and individual
92 considerations) do not affect organizational commitment in higher education. This trend is also
93 supported by Ling et al. (2013), although it has a correlation between transformational leadership and
94 teachers' commitment, but it has a weak effect.

95 The influence of the second independent variable (school support) on teachers' commitment and
96 burnout also contains inconsistencies. Most research showed that employee perceived support is
97 positively related to adaptability and negatively related to burnout and disengagement (Collie et al.,
98 2018). Organizational support has an impact on several indicators of employee performance, such as
99 decreased absenteeism and increased commitment and job satisfaction (Johlke et al., 2002). Support
100 and quality of leader relationships affect teachers' commitment and burnout (Ford et al., 2019).
101 Perceived organizational support (POS) serves to meet socio-emotional needs (for example rewards,
102 affiliation, and emotional support) and leads to affective commitment (Allen & Meyer, 1990). POS
103 which involves employees' perception that the organization values their contributions and cares about
104 their well-being, is the most strongly associated work experience with the emotional attachment to
105 the establishment (Kim et al., 2016). However, little is known about the effect of perceived
106 organizational support on education (Bogler & Nir, 2012), which is similar to the self-actualization
107 variable. Several studies have stated that self-actualization affects organizational commitment
108 (Gopinath, 2021b; Gopinath & Litt, 2020), but there is no very convincing empirical evidence about
109 this relationship. Based on the inconsistency of independent influence on the dependent variable, this
110 research used meaning at work as a mediating factor. This is predicted to mediate between the three
111 independent variables on the two dependents.

112 Based on the above background, this research aims to: (1) Investigate the effect of transformational
113 leadership, school support, and self-actualization on meaning at work, (2) Examine the impact of
114 transformational leadership, school support, self-actualization, and the meaning at work on teachers'
115 commitment and burnout (3) Determine whether the meaning at work mediates this relationship.
116 These results contribute (1) to filling the gap in the literature on the relationship between teachers'
117 commitment, burnout, and the meaning at work, because, there is few empirical research that
118 examine the antecedents and consequences of meaning at work. (2) Based on the education
119 management perspective, teachers' commitment and burnout are important outcomes of school
120 support, transformational leadership, and self-actualization. Given the importance of commitment
121 and the low level of burnout in education, school management should maintain the commitment by
122 minimizing teachers' burnout. Furthermore, (3) this research used the meaning at work as a mediator,
123 in respect to this model, schools have more opportunities to recruit productive teachers with the

124 assurance of school support and recognizing the teaching profession as meaningful work. The
125 research model scheme is represented in **Figure 1**.

126 Based on the research model scheme described in the Figure 1, the research hypothesis is formulated
127 as follows:

128 H1: School transformational leadership increases the teacher's meaning at work

129 H2: School support increases the teacher's meaning at work

130 H3: Self-actualization increases the teacher's meaning at work

131 H4: Meaning at work increases teachers' commitment

132 H5: The meaning reduces their burnout

133 H6a: Meaning at work mediates the positive influence of school transformational leadership on
134 teaching commitment

135 H6b: Meaning at work mediates the positive effect of school support on teaching commitment

136 H6c: Meaning at work mediates the positive effect of self-actualization on teaching commitment

137 H6d: Meaning at work mediates the negative effect of self-actualization on the burnout

138 H6e: Meaning at work mediates the negative effect of school support on the burnout

139 H6f: Meaning at work mediates the negative effect of transformational leadership on the burnout

140 **2 Methods**

141 **2.1 Data Collection**

142 This cross-sectional research aims to determine the relationship between the independent and
143 dependent variables as the basis for discovering the factors that influence teachers' commitment and
144 job burnout using the AMOS SEM model (Kurtessis et al., 2017). It includes 6 types of variables,
145 namely; 1) three exogenous (the principal's transformational leadership, school support, and student
146 self-actualization); 2) one mediator (meaning at work), and 3) two endogenous (the commitment and
147 the level of burnout).

148 **2.2 Research respondents**

149 The research respondents consisted of 304 teachers from Private Elementary, Junior High, and Senior
150 High School/Vocational in East Kalimantan Province, Indonesia with the demographic details
151 described in **Table 1**.

152 **2.3 Data Collection Instruments**

153 The data collection was carried out using 6 types of questionnaires representing each research
154 variable, namely (a) The principal transformational leadership adopted from Bass and Riggio (2010),
155 (b) The school support obtained from Lam et al. (Lam et al., 2010), (c) Student self-actualization
156 adopted from Robbins and Judge (2009), (d) Meaning at work obtained from Steger & Duffy (Steger
157 et al., 2012) (e) Teachers' commitment adopted from Allen and Meyer (1990), as well as (f) Teachers'
158 burnout level obtained from Dorman (Dorman, 2003). Each variable was developed into several
159 indicators as described in **Table 2**.

160 The questionnaire was made using a Likert scale from a score of 1 to 5, with the information
161 collected in the form of interval data. The score of 1 for "strongly disagree", 2 for "disagree", 3 for
162 "undecided", 4 for "agree", and 5 for "strongly agree". These are different for negative statements,
163 i.e., a score of 5 for "strongly disagree", 4 for "disagree", 3 for "undecided", 2 for "agree", and 1 for
164 "strongly agree".

165 2.4 Data Analysis

166 The data analysis used a structural equation modeling (SEM) with the AMOS application (Collier,
167 2020). The SEM analysis was used to determine the relationship between the principal
168 transformational leadership, school support, and student self-actualization as exogenous variables
169 with meaning at work as mediating variables and teaching commitment and burnout levels as the
170 endogenous. The considerations for using AMOS as SEM analysis software are; 1) the availability of
171 various SEM imaging tools, and 2) accuracy, speed, and ease of AMOS in SEM path analysis
172 (Byrne, 2001). SEM analysis is divided into two, namely the measurement model for explaining the
173 relationship between variables with their indicators. While structural design is used for expressing the
174 relationship between variables (Gerbing & Anderson, 1988). In the AMOS SEM, Regression Weight
175 Output is obtained to determine the acceptable level of the proposed hypothesis.

176 3 Findings

177 Based on data analysis, these findings are divided into three, namely the measurement, structural, and
178 hypothesis model.

179 3.1 Measurement model

180 The measurement model provides the relationship of values between the observed indicator and the
181 constructs that are designed to be measured (unobserved latent variables). It was analyzed using
182 Confirmatory Factor Analysis (CFA) to produce the validity of the indicator variables (Collier,
183 2020). The variable indicators described in table 2 have passed the validity test with CFA analysis on
184 AMOS. The validity of the indicators was determined from the results of the CFA (confirmatory
185 factor analysis) test with the provisions of the CR (critical ratio) > 1.96 and probability or $p < 0.05$. In
186 this research, the validity of each indicator is shown in **Table 3**.

187 CR value > 1.96 and probability < 0.05 from table 3 shows that each variable indicator has met the
188 validity requirements and reflected the variables. The validity test was also carried out by using the
189 standardized loading estimate or factor > 0.5 as shown in table 4. It shows when the indicator for
190 each variable has exceeded the required loading factor.

191 3.2 Structural model

192 The structural model describes the relationship between latent variables (Civelek, 2018; Mueller &
193 Hancock, 2018), such as exogenous, mediating, and endogenous. The validity of the structural model
194 is measured by the GOF (Goodness of Fit) value or the feasibility test by using the achievement of
195 the index suitability criteria and the cut-off point (Schumacker, 2017). These indices are GFI, AGFI,
196 CMIN/DF, TLI, CFI, and RMSEA. The GFI and AGFI are references to describe the level of model
197 suitability with a size range of 0 (poor fit) to 1.0 (perfect fit). The GFI and AGFI values are close to
198 1.0, indicating that the tested model has a good fit (Arbuckle, 2014). The results obtained for the
199 value of GFI 0.915 and AGFI 0.883 proved that the model is a good fit. The CMIN/DF and TLI
200 become indicators to measure the fitness level of the model with the criteria of CMIN/DF 2.0 and
201 TLI 0.95 (Byrne et al., 1989). The analysis indicated the value of CMIN/DF at 1.966 and TLI at
202 0.935, stating that the criteria for the model acceptance were met. The next two criteria that
203 determine the model acceptance level include (a) the CFI with a value criterion of 0 – 1, where the
204 closer to 1, the higher the level of acceptance (Arbuckle, 2014), and (b) the RMSEA with criteria of
205 0.08 (Cudeck & Browne, 1983). The CFI was 0.947 and the RMSEA was 0.058, indicating a high
206 model acceptance level, as described in **Table 5**.

207 Based on the analysis as described in table 5, the resulting research model scheme is represented in
208 **Figure 2.**

209 **3.3 Hypothesis testing**

210 The hypothesis test in the SEM AMOS was carried out using the Critical Ratio (CR) and p-value in
211 the output regression weights table, with the condition that the hypothesis is accepted when the CR
212 value is > 1.96 and $p < 0.05$. The influence between variables is determined by the existing estimate
213 value. The results of the hypothesis testing are shown in **Tables 6 and 7.**

214 Based on the hypothesis testing shown in Tables 6 and 7, the following proofs were obtained:

- 215 1. H1.1: There is an effect of the principal's transformational leadership (TL) on the teacher's meaning
216 of work (MOW). The hypothesis of the effect of TL on MOW has a CR value of 0.435 and $p 0.663$.
217 Therefore, this hypothesis is rejected, because it does not meet the criteria for CR values > 1.96 and
218 $p < 0.05$.
- 219 2. H1.2: There is an effect of school support (SS) on the teacher's meaning of work (MOW). The
220 hypothesis of the effect of SS on MOW has a CR value of 2.708 and $p 0.007$. Therefore, this
221 hypothesis is declared accepted, because it has met the criteria for CR values > 1.96 and $p < 0.05$.
- 222 3. H1.3: There is an effect of self-actualization (SA) on the teacher's meaning of work (MOW). The
223 hypothesis of the effect of SA on MOW has a CR value of 2.188 and $p 0.029$. Therefore, this
224 hypothesis is accepted, because it has met the criteria for CR > 1.96 and $p < 0.05$.
- 225 4. H1.4: There is an effect of the teacher's meaning of work (MOW) on teaching commitment (TC).
226 The hypothesis of the effect of MOW on TC has a CR value of 7.086 and $p 0.000$. Therefore, this
227 hypothesis is declared accepted, because it meets the criteria for CR value > 1.96 and $p < 0.05$.
- 228 5. H1.5: There is an effect of teacher's meaning of work (MOW) on the level of teacher's burnout
229 (TB). The hypothesis of the effect of MOW on TB has a CR value of 6.267 and $p 0.000$. Therefore,
230 this hypothesis is declared accepted, because it has met the criteria for CR > 1.96 and $p < 0.05$.
- 231 6. H1.6a: There is an indirect effect of transformational leadership (TL) on the level of teacher's
232 fatigue (TB) mediated by Meaning Of Work (MOW). Based on table 7, this hypothesis is rejected,
233 because the indirect effect of TL on TB mediated by MOW has an estimated value (β) of $-0.045 <$
234 0.000 .
- 235 7. H1.6b: There is an indirect effect of transformational leadership (TL) on teacher's commitment
236 (TC) mediated by Meaning of Work (MOW). Based on table 7, this hypothesis is rejected because
237 the indirect effect of TL on TB mediated by MOW has an estimated value (β) of $-0.062 < 0.000$.
- 238 8. H1.6c: There is an indirect effect of school support (SS) on the level of teacher's fatigue (TB)
239 mediated by Meaning of Work (MOW). Based on table 7, this hypothesis is accepted, because the
240 indirect effect of SS on TB mediated by MOW has an estimated value (β) of $0.385 > 0.000$.
- 241 9. H1.6d: There is an indirect effect of school support (SS) on teaching commitment (TC) mediated
242 by Meaning of Work (MOW). Based on table 7, this hypothesis is rejected, because the indirect
243 effect of SS on TC mediated by MOW has an estimated value (β) of $0.522 > 0.000$.
- 244 10. H1.6c: There is an indirect effect of self-actualization (SA) on the level of teacher's fatigue (TB)
245 mediated by Meaning of Work (MOW). Based on table 7, this hypothesis is accepted because the
246 indirect effect of SS on TB mediated by MOW has an estimated value (β) of $0.196 > 0.000$.
- 247 11. H1.6d: There is an indirect effect of self-actualization (SA) on teaching commitment (TC) mediated
248 by Meaning of Work (MOW). Based on table 7, this hypothesis is rejected, because the indirect
249 effect of SS on TC mediated by MOW has an estimated value (β) of $0.266 > 0.000$.

250

251 **4 Discussion and Conclusion**

252 The data analysis, in general is divided into two, namely: six accepted and five rejected hypotheses.
253 Hypothesis 2 which showed that school support has an effect on teacher's meaning of work is
254 accepted. Hypothesis 3 which indicated that self-actualization affects the teacher's meaning of work
255 is accepted. Hypothesis 4 which expressed the effect of teacher's meaning of work on teaching
256 commitment is accepted. Hypothesis 5 which explained the effect of teacher's meaning of work on
257 tutor's burnout is accepted. Meanwhile, hypothesis 6 which showed the meaning of work mediates
258 the relationship between the antecedent and the consequence variables is partly supported and
259 rejected.

260 The results indicated that the teacher's meaning of work has two antecedent factors, namely school
261 support and self-actualization. School support received by teachers is their general perception about
262 how important it is for institutions to contribute to their interests and well-being. Teachers who feel
263 they received more support from the organization recognize the efforts. According to the theory of
264 perceived organizational support (POS), members who received valuable resources from the
265 organization, for example in the form of salary increment, opportunities to attend training, and
266 various self-development activities, have a higher sense of responsibility in helping to achieve
267 organizational goals, as a form of reciprocation to the organization according to the norm of
268 reciprocity (Kurtessis et al., 2017; Neves & Eisenberger, 2014). Organizational support has an
269 impact on several indicators of employee performance, such as decreased absenteeism, increased
270 commitment, and job satisfaction (Johlke et al., 2002). Perceived organizational support is an
271 indicator of organizational concern (Perrot et al., 2014). It makes members feel that the organization
272 is willing to provide the resources they needed, to support the growth and development in their
273 capacities (Armeli et al., 1998). Based on the conceptual framework of the POS theory, the support
274 felt by teachers from schools is seen as their perception of how the institution values their efforts,
275 cares about their welfare, and appreciates all their performance. Based on the theory (Lee, 2015), this
276 conceptual framework enable teachers to feel positive in carrying out their duties. Feeling positive at
277 work is one of the four critical attributes of meaning at work. Meaning at work is obtained when
278 someone feels that their job is important and has a valuable purpose (Steger et al., 2012). This
279 framework is also related to one of the three aspects of the conceptualization belonging to (Hicks &
280 King, 2009), which stated that the support they receive from the organization enables an individual to
281 gain sense of meaning at work. Teachers' involvement in school-wide policy-making is positively
282 related to individual professional commitment (Park et al., 2020).

283 The meaning at work is also influenced by the self-actualization variable, enabling individuals to use
284 their full potential (Özaslan, 2018). According to Maslow, self-actualization is the highest human
285 need (Maslow, 1971). The fulfillment of this need lead an individual to achieve mental health and
286 desired personal goals. For teachers, self-actualization is important after carrying out various
287 activities that boost their potential and competence to become professional educators (Hendriani,
288 2017). Forms of self-actualization are carried out by building awareness of the main role of a teacher
289 and developing strategic steps to continue to improve their competencies. The research conducted by
290 (Nasseri & Sarkhosh, 2019), showed that self-actualization improved teachers' performance. A self-
291 actualizing individual is able to think about the complexities of life, balance, and integrate emotions
292 into real-life realities. Teachers make choices that support their growth even in difficult conditions.
293 They also overcome various dilemmas they face, such as anxiety, disappointment, and doubt
294 (Compton, 2018). People who have achieved self-actualization become servants of life. These
295 findings are in line with several previous research which explained that, self-actualization is a major
296 source of sense of meaning at work (Kenrick, 2017; Suyatno et al., 2020). Research (Delle Fave et

297 al., 2016) explains that self-actualization is a source of meaning at work, which accounts for 8.5% of
298 an individual lifestyle.

299 The meaning at work also fully supports the consequence variables, namely teacher's commitment
300 and fatigue. This implies that the high meaning of work increases their commitment and reduces
301 work fatigue. In the first case, this finding supports previous research that meaning at work affects
302 one's work commitment (Heintzeman et al., 2013; Sørensen et al., 2019; Trevisan et al., 2017;
303 Suyatno et al., 2021). It succeeded in confirming a positive relationship with organizational
304 commitment (Maharaj & Schlechter, 2007). According to Morrison et al. (2007) and Leape et al.
305 (2009), the concept of meaning of work has been suggested as an approach to increase one's job
306 commitment. Some literature showed that a person's commitment grows when the values and goals
307 of the organization are identified. The identification enhances a person's willingness to work on
308 behalf of and remain in the organization (Jo, 2014). Awards and support, achievements achieved, and
309 organizational involvement affects a teacher's commitment (Rani, 2019). The meaning of work helps
310 create a school environment that encourages teacher's commitment, prevents dropouts from their
311 profession, and improves the quality of education (Saloviita & Pakarinen, 2021).

312 Besides fully support the commitment of teachers, meaning at work also has a negative effect on
313 burnout level. Those with high meaning at work reduce burnout levels, and vice versa. The burnout
314 level is a description of the gradual process of fatigue and the loss of commitment at work (Madigan
315 & Kim, 2021). The reduced burnout is directly proportional to work involvement, which is a positive
316 factor in performance (González-Romá et al., 2006). It has a lot of negative impacts on teachers, for
317 example, they become more critical and respond slower to student success (Madigan & Kim, 2021),
318 teacher's intention to quit (Liu & Onwuegbuzie, 2012), lower pupils' motivation and academic
319 achievement (Shen et al., 2015; Sutcher et al., 2019), lower job satisfaction (Skaalvik & Skaalvik,
320 2009), and even detrimental to health (Kovess-Masféty et al., 2007). Furthermore, 19-30% of
321 teachers stop working because of burnout (Pressley, 2021). High burnout is influenced by anxiety,
322 stress, lack of administrative support (Pressley, 2021), and low quality of social interaction in schools
323 (Fernet et al., 2012; Van Droogenbroeck et al., 2014). This research supports several previous
324 findings that, low meaning at work is a predictor of teacher's burnout. The fulfillment of existential
325 needs prevents burnout (Loonstra et al., 2009). An individual who is oriented towards achievement
326 and meaningful goals is able to reduce burnout (Devos et al., 2012; Pietarinen et al., 2013). The
327 findings indicated that meaning at work is an important variable in reducing burnout. Meaning at
328 work is influenced by the existence of a calling orientation, where someone works because they
329 perceive the calling (Fouché et al., 2017). Increased meaning at work intensified awareness in daily
330 work (Lavy & Bocker, 2018). Therefore, the results help in establishing schools that promote job
331 satisfaction and the delivery of high-quality education (Saloviita & Pakarinen, 2021).

332 In contrast to the findings of this research, the hypothesis that considers the effect of transformational
333 leadership on teachers' sense of meaning at work is not significantly supported by the data. This
334 finding is in contradiction with most of the previous research, which showed that transformational
335 leadership is an important predictor of meaning at work (Bernarto et al., 2020). This makes teachers
336 feel respected and trusted (Yang, 2014). Transformational leaders maintain good relationship with
337 employees and cause perceptions of the organization's reputation to be better (Men, 2012). The four
338 hypotheses linking the mediating role of meaning at work are also not significantly supported by the
339 empirical data. This is because, it did not mediate the effect of transformational leadership on burnout
340 and commitment, school support on commitment, and self-actualization on commitment. The reason
341 behind these findings is related to the population. The main objective of this research is to identify
342 the antecedent factors of teachers' commitment and burnout. Considering this objective, this research

343 focuses on teachers in private schools, from primary and secondary education levels. The results of
344 Sun et al. (Sun et al., 2017) explained the context of this research, in which the principal's
345 transformational leadership is associated with three sets of antecedents, namely leader qualities
346 (including self-efficacy, values, traits, and emotional intelligence), organizational features, and the
347 leader's colleagues' characteristics (e.g., follower's initial developmental level). In the context of
348 schools in Indonesia, these three sets of leadership qualities are lacking in private institutions
349 compared to the government-owned.

350 This research has both theoretical and practical contributions. Theoretically, it indicated that teachers'
351 commitment increases when they recognize their meaning at work. This indicates that when teachers
352 complete the important and valuable tasks, they conduct this with all their mind, knowledge, skills,
353 and dedication to the school organization. The meaning at work also reduces teachers' burnout levels.
354 The feeling that their work is meaningful, amplifies positive emotions, creates meaningful goals, and
355 job satisfaction (Lee, 2015) Therefore, making the level of burnout at work to decrease, which in turn
356 have an impact on their intention to stop teaching (Liu & Onwuegbuzie, 2012), increase job
357 satisfaction (Skaalvik & Skaalvik, 2009), improve mental health quality (Kovess-Masféty et al.,
358 2007), decrease anxiety in teaching (Pressley, 2021), and enhance the care for student learning
359 achievement (Madigan & Kim, 2021; Shen et al., 2015; Sutchter et al., 2019). For sense of meaning at
360 work to increase, there is need for support from school organizations and teacher self-actualization.
361 In this research, these two variables simultaneously increase the sense of meaning at work.
362 Furthermore, the mediating effect is partly supported by this research, which increases the
363 understanding of how school support and self-actualization increase commitment and reduce burnout.
364 The mediating role of meaning at work shows that the teachers' perception of their work is an
365 important factor in determining commitment. The findings supported the argument that meaning at
366 work plays a mediating role in the relationship between school support and self-actualization with
367 teachers' commitment and burnout. Finally, this research offers a more comprehensive concept of
368 sense of meaning at work and provides empirical evidence that school support and self-actualization
369 lead to higher levels of teachers' commitment and reduce burnout in their profession.

370 The findings offer a framework for principals to increase commitment and reduce teachers' burnout
371 by increasing school support and self-actualization through meaning at work at work. It is observed
372 that school support and self-actualization increase meaning at work, therefore, principals should
373 emphasize that school organizations provide full support and the widest opportunity for teachers to
374 achieve self-actualization. To increase school support, principals are required to create a fair
375 institution climate (Cheng et al., 2013; Jacobs et al., 2014), provide opportunities for growth
376 (Mendelson et al., 2011), support superiors (Simosi, 2012), and colleagues (Ahmed & Nawaz, 2015;
377 Zagenczyk et al., 2010). Meanwhile, to increase self-actualization, principals should increase
378 teachers' involvement and job satisfaction (Gopinath, 2020; Gopinath, 2021a), provide freedom of
379 choice (Arslan, 2017), growth opportunities, psychological comfort, and security (Alaghmand et al.,
380 2018). The principal's ability to establish good interactions also predicts the perception of school
381 support toward teachers' well-being (Bogler & Nir, 2015).

382 **5 Conflict of Interest**

383 The authors declare that the research was conducted in the absence of any commercial or financial
384 relationships that could be construed as a potential conflict of interest.

385 **6 Author Contributions**

386 Conceptualization, S.S.; W.W. and D.I.P.; methodology, S.S., and Y.R.; software, S.S. and Y.R.;
387 validation, S.S.; D.I.P., and A.A.; formal analysis, S.S. and Y.R.; investigation, S.S., D.I.P., and
388 A.A.; resources, S.S.; D.I.P. and W.W.; writing—original draft preparation, S.S. and Y.R.; writing—
389 review and editing, S.S.; W.W. and Y.R.; visualization, A.A.; supervision, S.S. All authors have read
390 and agreed to the published version of the manuscript.

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397 **9 Reference**

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591 [01&spage=24&title=Management+Dynamics&atitle=Meaning+in+life+a](http://search.proquest.com/docview/200212063?accountid=458%5Cnhttp://linksource.ebsco.com/linking.aspx?sid=ProQ:abiglobal&fmt=journal&genre=article&issn=1019567X&volume=16&issue=3&date=2007-07-01&spage=24&title=Management+Dynamics&atitle=Meaning+in+life+a)
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711

Artikel Hasil Perbaikan:

The Mediating Role of Meaning at Work in Promoting Teacher Commitment and Burnout

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12 **Keywords: meaning at work, school support, self-actualization, teacher burnout, teacher**
13 **commitment**

14 **Abstract**

15 The influence of teachers' commitment and burnout on student learning outcomes and their
16 performance requires astute research to identify the antecedent factors of these two variables.
17 Commitment and burnout are peremptorily related to the positive and negative aspects of
18 performance, respectively. Most of the previous research showed inconsistency, therefore, a new
19 assay is needed to produce more convincing findings. This study aims to identify the antecedent
20 variables of teachers' commitment and job burnout by using meaning at work as a mediating variable.
21 Based on the convenience sampling technique, 304 respondents were selected among the teachers in
22 private primary and secondary education levels in the East Kalimantan Province, Indonesia. A
23 structural equation model (SEM) was used in the data analysis. The results showed that school
24 support, self-actualization, and meaning at work were antecedent variables for teachers' commitment
25 and burnout. The meaning at work also mediates the relationship between school support and self-
26 actualization. Meanwhile, the remaining four mediating roles were not proven in this research. These
27 findings offer a framework for principals to increase commitment and reduce teachers' burnout by
28 increasing school support and self-actualization through meaning at work.

29 **1 Introduction**

30 The empirical evidence of teacher's role in student learning outcome (Aliakbari & Amoli, 2016)
31 require an astute research on the collection of factors associated with successful educational system

32 (Faskhodi & Siyyari, 2018). A productive teacher has certain characteristics however, previous
33 research has succeeded in indicating various related variables, such as commitment (Tran et al.,
34 2020) and burnout (Hakanen & Schaufeli, 2012), which greatly influence the performance of student
35 learning outcomes (Lee et al., 2011). The personal intervention related to the two variables has a
36 positive effect on their performance as well as on student learning achievement (Van Wingerden et
37 al., 2017). Commitment and burnout are in correlation with the positive and negative aspects of
38 teachers' performance (Madigan & Kim, 2021).

39 Commitment is important in maintaining professional motivation and promote teachers to be
40 responsive to changes in learning practices (Han et al., 2016), and is further classified into two,
41 namely organizational and professional aspects (Lee & Nie, 2014; Ni, 2017). Organizational
42 commitment is the relative strength of teacher's involvement and the willingness to make sacrificial
43 efforts on behalf of the school (Han et al., 2016). Professional commitment describes the teacher's
44 involvement level and the importance of work rendered in general. This research (McInerney et al.,
45 2015) also explained that commitment, both affective and normative, predicts well-being, growth
46 opportunities, recognition, and job satisfaction. Contrary to commitment which is a positive aspect of
47 teaching, tutors' burnout is a variable that reduces negative elements related to other performance.
48 Research (Iancu et al., 2018) stated that burnout manifest in all types of work, but it is mainly
49 experienced by teachers because their daily job demands and pressures (McCarthy et al., 2016).

50 Teachers' burnout is associated with multiple experiences and negative outcomes. The teaching
51 profession is reported as a job with a high risk of burnout (Madigan & Curran, 2021). In the work
52 environment, they often face challenges, such as getting cynicism from co-workers or unpleasant
53 treatment. Emotional exhaustion and mood swings eventually lead to burnout (Capone et al., 2019;
54 Hakanen et al., 2006). This provides a lower impetus in responding to student learning achievements
55 (Madigan & Kim, 2021). Teachers also tend to have a negative relationship with students for
56 example, getting angry when pupils do not follow instructions and have contradicting views (Pietsch
57 et al., 2019). The burnout that occurs also affect the probability of staying in the job (Ibrahim et al.,
58 2017). This is because it leads to increased absenteeism, lower work commitment, and enhanced
59 desire (Brouwers & Tomic, 2000). Teachers' fatigue also have an impact on students through a
60 contagion effect, where burnout passes from tutors to their pupils (Bakker & Schaufeli, 2000),
61 because learners have a tendency to pick up and imitate emotional cues (Chung, 2019). This implies
62 that students also face direct consequences of burnout, such as decreased achievement (Madigan &
63 Curran, 2021), increased forms of controlled motivation (Zhang & Bartol, 2010), and depression
64 (IsHak et al., 2013). Due to the significance of teachers' commitment and burnout on their
65 performance and pupils' achievement, the antecedents of these two variables required to be
66 determine.

67 This research outlined three independent variables, namely transformational leadership, school
68 support, and self-actualization, which are predicted to affect teachers' commitment and job burnout.
69 The empirical relationship between these variables was investigated, but there are still inconsistencies
70 in results of these studies. In research that expressed transformational leadership as an independent
71 variable, the majority of the results showed a positive effect on teacher commitment. In line with
72 these findings, Pietsch et al. (2019) stated that "teachers who feel that their principals have better
73 understanding of their intrinsic needs, recognize their abilities, develop and empower them
74 individually are more strongly committed to their schools than their peers". Research with similar
75 results stated that transformational leadership predicts commitment to both organizational and
76 professional commitment (Chung, 2019; Hosseingholizadeh et al., 2020; Jeong et al., 2016; Ibrahim
77 et al., 2017; Khumalo, 2019; Skelton, 2019; To et al., 2021; Qadach et al., 2020). The principal's role

78 as a transformational leader is key in ensuring teacher commitment (Berkovich & Eyal, 2017). Other
79 results (Cansoy, 2018; Jeong et al., 2016; Ninković & Knežević Florić, 2018; Zacharo et al., 2018)
80 also showed that when principals act as transformational leaders, teachers feel a higher commitment
81 to the school. Headteacher who apply leadership that builds positive relationships affect commitment
82 (M Almandeel & Dawood, 2019) and negatively impact burnout (Eslamieh & Mohammad Davoudi,
83 2016). Principal and teacher relationships increase work commitment (Bogler & Nir, 2012).
84 Although many results showed that there is a significant effect of transformational leadership on
85 teachers' commitment and burnout. Freeman and Fields (2020) explored the relationship between
86 teachers' perceptions of principals' leadership and commitment. The results showed that
87 transformational leadership was uniquely associated with organizational trust and efficacy, but not
88 with teachers' commitment. Additionally, similar research was also conducted by Cahyono et al.
89 (2020), although the context is slightly different, it showed that, among the 4 transformational
90 leadership sub-variables, only one affects teachers' commitment (namely intellectual stimulation).
91 While the other three sub-variables (ideal effect, inspirational motivation, and individual
92 considerations) do not affect organizational commitment in higher education. This trend is also
93 supported by Ling et al. (2013), although it has a correlation between transformational leadership and
94 teachers' commitment, but it has a weak effect.

95 The influence of the second independent variable (school support) on teachers' commitment and
96 burnout also contains inconsistencies. Most research showed that employee perceived support is
97 positively related to adaptability and negatively related to burnout and disengagement (Collie et al.,
98 2018). Organizational support has an impact on several indicators of employee performance, such as
99 decreased absenteeism and increased commitment and job satisfaction (Johlke et al., 2002). Support
100 and quality of leader relationships affect teachers' commitment and burnout (Ford et al., 2019).
101 Perceived organizational support (POS) serves to meet socio-emotional needs (for example rewards,
102 affiliation, and emotional support) and leads to affective commitment (Allen & Meyer, 1990). POS
103 which involves employees' perception that the organization values their contributions and cares about
104 their well-being, is the most strongly associated work experience with the emotional attachment to
105 the establishment (Kim et al., 2016). However, little is known about the effect of perceived
106 organizational support on education (Bogler & Nir, 2012), which is similar to the self-actualization
107 variable. Several studies have stated that self-actualization affects organizational commitment
108 (Gopinath, 2021b; Gopinath & Litt, 2020), but there is no very convincing empirical evidence about
109 this relationship. Based on the inconsistency of independent influence on the dependent variable, this
110 research used meaning at work as a mediating factor. This is predicted to mediate between the three
111 independent variables on the two dependents.

112 Based on the above background, this research aims to: (1) Investigate the effect of transformational
113 leadership, school support, and self-actualization on meaning at work, (2) Examine the impact of
114 transformational leadership, school support, self-actualization, and the meaning at work on teachers'
115 commitment and burnout (3) Determine whether the meaning at work mediates this relationship.
116 These results contribute (1) to filling the gap in the literature on the relationship between teachers'
117 commitment, burnout, and the meaning at work, because, there is few empirical research that
118 examine the antecedents and consequences of meaning at work. (2) Based on the education
119 management perspective, teachers' commitment and burnout are important outcomes of school
120 support, transformational leadership, and self-actualization. Given the importance of commitment
121 and the low level of burnout in education, school management should maintain the commitment by
122 minimizing teachers' burnout. Furthermore, (3) this research used the meaning at work as a mediator,
123 in respect to this model, schools have more opportunities to recruit productive teachers with the

124 assurance of school support and recognizing the teaching profession as meaningful work. The
125 research model scheme is represented in **Figure 1**.

126 Based on the research model scheme described in the Figure 1, the research hypothesis is formulated
127 as follows:

128 H1: School transformational leadership increases the teacher's meaning at work

129 H2: School support increases the teacher's meaning at work

130 H3: Self-actualization increases the teacher's meaning at work

131 H4: Meaning at work increases teachers' commitment

132 H5: The meaning reduces their burnout

133 H6a: Meaning at work mediates the positive influence of school transformational leadership on
134 teaching commitment

135 H6b: Meaning at work mediates the positive effect of school support on teaching commitment

136 H6c: Meaning at work mediates the positive effect of self-actualization on teaching commitment

137 H6d: Meaning at work mediates the negative effect of self-actualization on the burnout

138 H6e: Meaning at work mediates the negative effect of school support on the burnout

139 H6f: Meaning at work mediates the negative effect of transformational leadership on the burnout

140 **2 Methods**

141 2.1. Research Population and Sample

142 Population is the unit of analysis of which the characteristics is predicted while having more or less
143 similar features. This was the private SD/MI teachers (SD/MI, SMP/MTs, SMA/MA) in East
144 Kalimantan Province, Indonesia. The sample was also determined through a convenience sampling
145 technique (Farrokhi & Mahmoudi-Hamidabad, 2012; Etikan, 2016), where 304 teachers were
146 selected for participation with the demographics described in Table 1.

147 2.2. Research Instrument

148 This research includes 6 types of variables, namely; 1) three exogenous (the principal's
149 transformational leadership, school support, and student self-actualization); 2) one mediator
150 (meaning at work), and 3) two endogenous (the commitment and the level of burnout). The data
151 collection instrument was carried out using 6 types of questionnaires representing each research
152 variable, namely (a) The principal transformational leadership adopted from Bass and Riggio (2010),
153 (b) The school support obtained from Lam et al. (Lam et al., 2010), (c) Student self-actualization
154 adopted from Robbins and Judge (2009), (d) Meaning at work obtained from Steger & Duffy (Steger
155 et al., 2012), (e) Teachers' commitment adopted from Allen and Meyer (1990), as well as (f)
156 Teachers' burnout level obtained from Dorman (Dorman, 2003). Each variable was developed into
157 several indicators as described in **Table 2**. The questionnaire was made using a Likert scale from a
158 score of 1 to 5, with the information collected in the form of interval data. The score of 1 for
159 "strongly disagree", 2 for "disagree", 3 for "undecided", 4 for "agree", and 5 for "strongly agree".
160 These are different for negative statements, i.e., a score of 5 for "strongly disagree", 4 for "disagree",
161 3 for "undecided", 2 for "agree", and 1 for "strongly agree". Google forms were also used to facilitate
162 the distribution and filling of questionnaires to the participants.

163 2.3. Data Collection Procedure

164 Coordinations were conducted with the heads of the city and district education offices in East
165 Kalimantan to obtain experimental permits before data collection. This was accompanied by the
166 issuance of a notification letter to the principal, permitting the working team to obtain the required
167 data. The study expert was then assisted by the field technical team in distributing the questionnaires
168 created as a Google form. Through the principal, these instruments were subsequently distributed to
169 teachers for filling. In this questionnaire, an ethical agreement was explained, stating that the
170 experiment was voluntary without any element of coercion.

171 **Research respondents**

172 ~~The research respondents consisted of 304 teachers from Private Elementary, Junior High, and Senior~~
173 ~~High School/Vocational in East Kalimantan Province, Indonesia with the demographic details~~
174 ~~described in Table 1.~~

175 **2.4. Data Analysis**

176 The data analysis used a structural equation modeling (SEM) with the AMOS application (Collier,
177 2020). The SEM analysis was used to determine the relationship between the principal
178 transformational leadership, school support, and student self-actualization as exogenous variables
179 with meaning at work as mediating variables and teaching commitment and burnout levels as the
180 endogenous. The considerations for using AMOS as SEM analysis software are; 1) the availability of
181 various SEM imaging tools, and 2) accuracy, speed, and ease of AMOS in SEM path analysis
182 (Byrne, 2001). SEM analysis is divided into two, namely the measurement model for explaining the
183 relationship between variables with their indicators. While structural design is used for expressing the
184 relationship between variables (Gerbing & Anderson, 1988). In the AMOS SEM, Regression Weight
185 Output is obtained to determine the acceptable level of the proposed hypothesis.

186 **3 Findings**

187 Based on data analysis, these findings are divided into three, namely the measurement, structural, and
188 hypothesis model.

189 **3.1 Measurement model**

190 The measurement model provides the relationship of values between the observed indicator and the
191 constructs that are designed to be measured (unobserved latent variables). It was analyzed using
192 Confirmatory Factor Analysis (CFA) to produce the validity of the indicator variables (Collier,
193 2020). The variable indicators described in table 2 have passed the validity test with CFA analysis on
194 AMOS. The validity of the indicators was determined from the results of the CFA (confirmatory
195 factor analysis) test with the provisions of the CR (critical ratio) > 1.96 and probability or $p < 0.05$. In
196 this research, the validity of each indicator is shown in **Table 3**.

197 CR value > 1.96 and probability < 0.05 from table 3 shows that each variable indicator has met the
198 validity requirements and reflected the variables. The validity test was also carried out by using the
199 standardized loading estimate or factor > 0.5 as shown in **Table 4**. It shows when the indicator for
200 each variable has exceeded the required loading factor.

201 **3.2 Structural model**

202 The structural model describes the relationship between latent variables (Civelek, 2018; Mueller &
203 Hancock, 2018), such as exogenous, mediating, and endogenous. The validity of the structural model

204 is measured by the GOF (Goodness of Fit) value or the feasibility test by using the achievement of
205 the index suitability criteria and the cut-off point (Schumacker, 2017). These indices are GFI, AGFI,
206 CMIN/DF, TLI, CFI, and RMSEA. The GFI and AGFI are references to describe the level of model
207 suitability with a size range of 0 (poor fit) to 1.0 (perfect fit). The GFI and AGFI values are close to
208 1.0, indicating that the tested model has a good fit (Arbuckle, 2014). The results obtained for the
209 value of GFI 0.915 and AGFI 0.883 proved that the model is a good fit. The CMIN/DF and TLI
210 become indicators to measure the fitness level of the model with the criteria of CMIN/DF 2.0 and
211 TLI 0.95 (Byrne et al., 1989). The analysis indicated the value of CMIN/DF at 1.966 and TLI at
212 0.935, stating that the criteria for the model acceptance were met. The next two criteria that
213 determine the model acceptance level include (a) the CFI with a value criterion of 0 – 1, where the
214 closer to 1, the higher the level of acceptance (Arbuckle, 2014), and (b) the RMSEA with criteria of
215 0.08 (Cudeck & Browne, 1983). The CFI was 0.947 and the RMSEA was 0.058, indicating a high
216 model acceptance level, as described in **Table 5**.

217 Based on the analysis as described in table 5, the resulting research model scheme is represented in
218 **Figure 2**.

219 **3.3 Hypothesis testing**

220 The hypothesis test in the SEM AMOS was carried out using the Critical Ratio (CR) and p-value in
221 the output regression weights table, with the condition that the hypothesis is accepted when the CR
222 value is > 1.96 and $p < 0.05$. The influence between variables is determined by the existing estimate
223 value. The results of the hypothesis testing are shown in **Tables 6 and 7**.

224 Based on the hypothesis testing shown in Tables 6 and 7, the following proofs were obtained:

- 225 1. H1.1: There is an effect of the principal's transformational leadership on the teacher's meaning at
226 work. The hypothesis of the effect of TL on meaning at work has a CR value of 0.435 and $p 0.663$.
227 Therefore, this hypothesis is rejected, because it does not meet the criteria for CR values > 1.96 and
228 $p < 0.05$.
- 229 2. H1.2: There is an effect of school support (SS) on the teacher's meaning at work. The hypothesis
230 of the effect of SS on meaning at work has a CR value of 2.708 and $p 0.007$. Therefore, this
231 hypothesis is declared accepted, because it has met the criteria for CR values > 1.96 and $p < 0.05$.
- 232 3. H1.3: There is an effect of self-actualization (SA) on the teacher's meaning at work (MOW). The
233 hypothesis of the effect of SA on meaning at work has a CR value of 2.188 and $p 0.029$. Therefore,
234 this hypothesis is accepted, because it has met the criteria for CR > 1.96 and $p < 0.05$.
- 235 4. H1.4: There is an effect of the teacher's meaning at work on teaching commitment (TC). The
236 hypothesis of the effect of meaning at work on TC has a CR value of 7.086 and $p 0.000$. Therefore,
237 this hypothesis is declared accepted, because it meets the criteria for CR value > 1.96 and $p < 0.05$.
- 238 5. H1.5: There is an effect of teacher's meaning at work on the level of teacher's burnout (TB). The
239 hypothesis of the effect of meaning at work on TB has a CR value of 6.267 and $p 0.000$. Therefore,
240 this hypothesis is declared accepted, because it has met the criteria for CR > 1.96 and $p < 0.05$.
- 241 6. H1.6a: There is an indirect effect of transformational leadership (TL) on the level of teacher's
242 fatigue (TB) mediated by Meaning at Work. Based on table 7, this hypothesis is rejected, because
243 the indirect effect of TL on TB mediated by meaning at work has an estimated value (β) of -0.045
244 < 0.000 .
- 245 7. H1.6b: There is an indirect effect of transformational leadership on teacher's commitment (TC)
246 mediated by meaning at work. Based on table 7, this hypothesis is rejected because the indirect
247 effect of TL on TB mediated by meaning at work has an estimated value (β) of $-0.062 < 0.000$.

- 248 8. H1.6c: There is an indirect effect of school support on the level of teacher's fatigue mediated by
 249 Meaning at Work. Based on table 7, this hypothesis is accepted, because the indirect effect of SS
 250 on TB mediated by meaning at work has an estimated value (β) of $0.385 > 0.000$.
- 251 9. H1.6d: There is an indirect effect of school support (SS) on teaching commitment (TC) mediated
 252 by Meaning at Work. Based on table 7, this hypothesis is rejected, because the indirect effect of SS
 253 on TC mediated by meaning at work has an estimated value (β) of $0.522 > 0.000$.
- 254 10. H1.6c: There is an indirect effect of self-actualization (SA) on the level of teacher's fatigue (TB)
 255 mediated by Meaning at Work. Based on table 7, this hypothesis is accepted because the indirect
 256 effect of SS on TB mediated by meaning at work has an estimated value (β) of $0.196 > 0.000$.
- 257 11. H1.6d: There is an indirect effect of self-actualization (SA) on teaching commitment (TC) mediated
 258 by Meaning at Work. Based on table 7, this hypothesis is rejected, because the indirect effect of SS
 259 on TC mediated by meaning at work has an estimated value (β) of $0.266 > 0.000$.

260

261 4 Discussion ~~and Conclusion~~

262 This study aims to identify the antecedent factors of teachers' commitment and work burnout by
 263 using a meaning at work as a mediating variable. The results are divided into two, namely: six
 264 accepted and five rejected hypotheses. Hypothesis 2 which showed that school support has an effect
 265 on teacher's meaning at work is accepted. Hypothesis 3 which indicated that self-actualization affects
 266 the teacher's meaning at work is accepted. Hypothesis 4 which expressed the effect of teacher's
 267 meaning of work on teaching commitment is accepted. Hypothesis 5 which explained the effect of
 268 teacher's meaning of work on tutor's burnout is accepted. Meanwhile, sixs hypothesis which showed
 269 the meaning of work mediates the relationship between the antecedent and the consequence variables
 270 is partly supported and rejected.

271 The results indicated that the teacher's meaning of work has two antecedent factors, namely school
 272 support and self-actualization. School support received by teachers is their general perception about
 273 how important it is for institutions to contribute to their interests and well-being. Teachers who feel
 274 they received more support from the organization recognize the efforts. According to the theory of
 275 perceived organizational support (POS), members who received valuable resources from the
 276 organization, for example in the form of salary increment, opportunities to attend training, and
 277 various self-development activities, have a higher sense of responsibility in helping to achieve
 278 organizational goals, as a form of reciprocation to the organization according to the norm of
 279 reciprocity (Kurtessis et al., 2017; Neves & Eisenberger, 2014). Organizational support has an
 280 impact on several indicators of employee performance, such as decreased absenteeism, increased
 281 commitment, and job satisfaction (Johlke et al., 2002). Perceived organizational support is an
 282 indicator of organizational concern (Perrot et al., 2014). It makes members feel that the organization
 283 is willing to provide the resources they needed, to support the growth and development in their
 284 capacities (Armeli et al., 1998). Based on the conceptual framework of the POS theory, the support
 285 felt by teachers from schools is seen as their perception of how the institution values their efforts,
 286 cares about their welfare, and appreciates all their performance. Based on the theory (Lee, 2015), this
 287 conceptual framework enable teachers to feel positive in carrying out their duties. Feeling positive at
 288 work is one of the four critical attributes of meaning at work. Meaning at work is obtained when
 289 someone feels that their job is important and has a valuable purpose (Steger et al., 2012). This
 290 framework is also related to one of the three aspects of the conceptualization belonging to (Hicks &
 291 King, 2009), which stated that the support they receive from the organization enables an individual to
 292 gain sense of meaning at work. Teachers' involvement in school-wide policy-making is positively
 293 related to individual professional commitment (Park et al., 2020).

294 The meaning at work is also influenced by the self-actualization variable, enabling individuals to use
295 their full potential (Özaslan, 2018). According to Maslow, self-actualization is the highest human
296 need (Maslow, 1971). The fulfillment of this need lead an individual to achieve mental health and
297 desired personal goals. For teachers, self-actualization is important after carrying out various
298 activities that boost their potential and competence to become professional educators (Hendriani,
299 2017). Forms of self-actualization are carried out by building awareness of the main role of a teacher
300 and developing strategic steps to continue to improve their competencies. The research conducted by
301 (Nasseri & Sarkhosh, 2019), showed that self-actualization improved teachers' performance. A self-
302 actualizing individual is able to think about the complexities of life, balance, and integrate emotions
303 into real-life realities. Teachers make choices that support their growth even in difficult conditions.
304 They also overcome various dilemmas they face, such as anxiety, disappointment, and doubt
305 (Compton, 2018). People who have achieved self-actualization become servants of life. These
306 findings are in line with several previous research which explained that, self-actualization is a major
307 source of sense of meaning at work (Kenrick, 2017; Suyatno et al., 2020). Research (Delle Fave et
308 al., 2016) explains that self-actualization is a source of meaning at work, which accounts for 8.5% of
309 an individual lifestyle.

310 The meaning at work also fully supports the consequence variables, namely teacher's commitment
311 and fatigue. This implies that the high meaning of work increases their commitment and reduces
312 work fatigue. In the first case, this finding supports previous research that meaning at work affects
313 one's work commitment (Heintzleman et al., 2013; Sørensen et al., 2019; Trevisan et al., 2017;
314 Suyatno et al., 2021). It succeeded in confirming a positive relationship with organizational
315 commitment (Maharaj & Schlechter, 2007). According to Morrison et al. (2007) and Leape et al.
316 (2009), the concept of meaning of work has been suggested as an approach to increase one's job
317 commitment. Some literature showed that a person's commitment grows when the values and goals
318 of the organization are identified. The identification enhances a person's willingness to work on
319 behalf of and remain in the organization (Jo, 2014). Awards and support, achievements achieved, and
320 organizational involvement affects a teacher's commitment (Rani, 2019). The meaning of work helps
321 create a school environment that encourages teacher's commitment, prevents dropouts from their
322 profession, and improves the quality of education (Saloviita & Pakarinen, 2021).

323 Besides fully support the commitment of teachers, meaning at work also has a negative effect on
324 burnout level. Those with high meaning at work reduce burnout levels, and vice versa. The burnout
325 level is a description of the gradual process of fatigue and the loss of commitment at work (Madigan
326 & Kim, 2021). The reduced burnout is directly proportional to work involvement, which is a positive
327 factor in performance (González-Romá et al., 2006). It has a lot of negative impacts on teachers, for
328 example, they become more critical and respond slower to student success (Madigan & Kim, 2021),
329 teacher's intention to quit (Liu & Onwuegbuzie, 2012), lower pupils' motivation and academic
330 achievement (Shen et al., 2015; Sutcher et al., 2019), lower job satisfaction (Skaalvik & Skaalvik,
331 2009), and even detrimental to health (Kovess-Masféty et al., 2007). Furthermore, 19-30% of
332 teachers stop working because of burnout (Pressley, 2021). High burnout is influenced by anxiety,
333 stress, lack of administrative support (Pressley, 2021), and low quality of social interaction in schools
334 (Fernet et al., 2012; Van Droogenbroeck et al., 2014). This research supports several previous
335 findings that, low meaning at work is a predictor of teacher's burnout. The fulfillment of existential
336 needs prevents burnout (Loonstra et al., 2009). An individual who is oriented towards achievement
337 and meaningful goals is able to reduce burnout (Devos et al., 2012; Pietarinen et al., 2013). The
338 findings indicated that meaning at work is an important variable in reducing burnout. Meaning at
339 work is influenced by the existence of a calling orientation, where someone works because they
340 perceive the calling (Fouché et al., 2017). Increased meaning at work intensified awareness in daily

341 work (Lavy & Bocker, 2018). Therefore, the results help in establishing schools that promote job
342 satisfaction and the delivery of high-quality education (Saloviita & Pakarinen, 2021).

343 In contrast to the findings of this research, the hypothesis that considers the effect of transformational
344 leadership on teachers' sense of meaning at work is not significantly supported by the data. This
345 finding is in contradiction with most of the previous research, which showed that transformational
346 leadership is an important predictor of meaning at work (Bernarto et al., 2020). This makes teachers
347 feel respected and trusted (Yang, 2014). Transformational leaders maintain good relationship with
348 employees and cause perceptions of the organization's reputation to be better (Men, 2012). The four
349 hypotheses linking the mediating role of meaning at work are also not significantly supported by the
350 empirical data. This is because, it did not mediate the effect of transformational leadership on burnout
351 and commitment, school support on commitment, and self-actualization on commitment. The reason
352 behind these findings is related to the population. The main objective of this research is to identify
353 the antecedent factors of teachers' commitment and burnout. Considering this objective, this research
354 focuses on teachers in private schools, from primary and secondary education levels. The results of
355 Sun et al. (Sun et al., 2017) explained the context of this research, in which the principal's
356 transformational leadership is associated with three sets of antecedents, namely leader qualities
357 (including self-efficacy, values, traits, and emotional intelligence), organizational features, and the
358 leader's colleagues' characteristics (e.g., follower's initial developmental level). In the context of
359 schools in Indonesia, these three sets of leadership qualities are lacking in private institutions
360 compared to the government-owned.

361 This research has both theoretical and practical contributions. Theoretically, it indicated that teachers'
362 commitment increases when they recognize their meaning at work. This indicates that when teachers
363 complete the important and valuable tasks, they conduct this with all their mind, knowledge, skills,
364 and dedication to the school organization. The meaning at work also reduces teachers' burnout levels.
365 The feeling that their work is meaningful, amplifies positive emotions, creates meaningful goals, and
366 job satisfaction (Lee, 2015). Therefore, making the level of burnout at work to decrease, which in
367 turn have an impact on their intention to stop teaching (Liu & Onwuegbuzie, 2012), increase job
368 satisfaction (Skaalvik & Skaalvik, 2009), improve mental health quality (Kovess-Masféty et al.,
369 2007), decrease anxiety in teaching (Pressley, 2021), and enhance the care for student learning
370 achievement (Madigan & Kim, 2021; Shen et al., 2015; Sutchter et al., 2019). For sense of meaning at
371 work to increase, there is need for support from school organizations and teacher self-actualization.
372 In this research, these two variables simultaneously increase the sense of meaning at work.
373 Furthermore, the mediating effect is partly supported by this research, which increases the
374 understanding of how school support and self-actualization increase commitment and reduce burnout.
375 The mediating role of meaning at work shows that the teachers' perception of their work is an
376 important factor in determining commitment. The findings supported the argument that meaning at
377 work plays a mediating role in the relationship between school support and self-actualization with
378 teachers' commitment and burnout. Finally, this research offers a more comprehensive concept of
379 sense of meaning at work and provides empirical evidence that school support and self-actualization
380 lead to higher levels of teachers' commitment and reduce burnout in their profession.

381 **Practically,** the findings offer a framework for principals to increase commitment and reduce
382 teachers' burnout by increasing school support and self-actualization through meaning at work. It is
383 observed that school support and self-actualization increase meaning at work, therefore, principals
384 should emphasize that school organizations provide full support and the widest opportunity for
385 teachers to achieve self-actualization. To increase school support, principals are required to create a
386 fair institution climate (Cheng et al., 2013; Jacobs et al., 2014), provide opportunities for growth

387 (Mendelson et al., 2011), support superiors (Simosi, 2012), and colleagues (Ahmed & Nawaz, 2015;
388 Zagenczyk et al., 2010). Meanwhile, to increase self-actualization, principals should increase
389 teachers' involvement and job satisfaction (Gopinath, 2020; Gopinath, 2021a), provide freedom of
390 choice (Arslan, 2017), growth opportunities, psychological comfort, and security (Alaghmand et al.,
391 2018). The principal's ability to establish good interactions also predicts the perception of school
392 support toward teachers' well-being (Bogler & Nir, 2015).

393 In this study, the main objective was to identify the antecedent variables affecting teachers'
394 commitment and burnout. A comprehensive understanding of the relationships between these
395 variables and their consequences also helped school administrators and leaders to identify, develop,
396 and implement the strategies to increase commitment and reduce teachers' burnout. However, this
397 experiment had the following limitations, (1) the sample was only the private primary and secondary
398 school teachers, where most of the qualities and characteristics of leadership were not similar with
399 government-owned institutions (Sun et al., 2017), and (2) The sampling process was carried out
400 using a convenience technique, as part of non-probability method having generalized limitations
401 (Farrokhi & Mahmoudi-Hamidabad, 2012). Future studies are expected to fill this gap by using
402 probability sampling techniques with a wider and heterogeneous sample coverage, involving both
403 public and private schools.

404 5 Conclusion

405 Commitment and burnout are two positive and negative aspects contributing to the performance of
406 teachers. In this study, the variables were influenced by school support, self-actualization, and the
407 teacher meaning at work. Furthermore, burnout was influenced by the mediating role of teacher
408 meaning at work. These results provided a framework for principals to increase commitment and
409 reduce burnout, by increasing school support and self-actualization through meaning at work. The
410 generalization on the antecedent variables of teachers' commitment and burnout was also partially
411 supported. However, some results did not support the total generalizations about the role of
412 principals' transformational leadership on these variables. This was due to the experimental sample,
413 where private primary and secondary school teachers were highly emphasized. Principal
414 transformational leadership was also related to three sets of antecedents, namely leader qualities,
415 organizational features, and the colleagues' characteristics. This proved that private schools did not
416 have sufficient quality than the government-owned institutions in Indonesia.

417 56 Conflict of Interest

418 The authors declare that the research was conducted in the absence of any commercial or financial
419 relationships that could be construed as a potential conflict of interest.

420 67 Author Contributions

421 Conceptualization, S.S.; W.W. and D.I.P.; methodology, S.S., and Y.R.; software, S.S. and Y.R.;
422 validation, S.S.; D.I.P., and A.A.; formal analysis, S.S. and Y.R.; investigation, S.S., D.I.P., and
423 A.A.; resources, S.S.; D.I.P. and W.W.; writing—original draft preparation, S.S. and Y.R.; writing—
424 review and editing, S.S.; W.W. and Y.R.; visualization, A.A.; supervision, S.S. All authors have read
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