

Servant Leadership and Work-Life Balance as Predictors of Organizational Commitment among Public High School Teachers

Putri Inayah¹, Rosita Endang Kusmaryani²

^{1,2} Departement of Psychology, Yogyakarta State University, Indonesia

1ptriinayah19@gmail.com, 2rosita_ek@uny.ac.id

ARTICLE INFO

Article History:

Received : 30-04-2026

Revised : 03-07-2026

Accepted : 06-07-2026

Online : 10-07-2026

Keywords:

Organizational Commitment;

Servant Leadership;

Work-Life Balance.

ABSTRACT

Organizational commitment is essential for maintaining teachers' loyalty in public schools. This study examines the roles of servant leadership and work-life balance in predicting organizational commitment among public senior high school teachers in Sarolangun Regency, Jambi. Using a quantitative survey design, data were collected from 190 teachers through multistage random sampling and analyzed using multiple linear regression. The results show that servant leadership and work-life balance jointly influence organizational commitment. However, partial analysis indicates that servant leadership has no significant effect, whereas work-life balance has a significant positive effect on organizational commitment. These findings highlight work-life balance as a key factor in strengthening teachers' organizational commitment, suggesting the importance of supportive work policies in public school settings.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

Teachers represent a strategic human resource in educational organizations, as the quality of the learning process is strongly influenced by the level of organizational commitment they hold toward their schools (Nainggolan et al., 2020). Organizational commitment refers to a psychological attachment characterized by identification with organizational values, willingness to contribute, and intention to maintain membership (Mowday et al., 1979). High organizational commitment among teachers has been associated with increased work engagement, productivity, instructional quality, and positive working relationships (Arsiska & Puspitadewi, 2022; Othman & Busari, 2023).

Previous studies indicate that Indonesian teachers generally demonstrate relatively high levels of organizational commitment, reflected in loyalty and sustained willingness to remain within their institutions (Kesumadewi, 2019; Yamin et al., 2024). However, teachers' commitment is not static. Structural challenges such as increasing workloads, limited resources, bureaucratic leadership practices, and inadequate rewards may weaken teachers' sense of organizational attachment over time (Banata et al., 2023; Pranata & Syahril, 2023).

Teachers' professional responsibilities frequently extend beyond formal working hours, including lesson preparation, assessment, and administrative tasks, which may blur boundaries between work and personal life. Such conditions can disrupt work-life balance, increase stress and burnout, and ultimately reduce organizational commitment (Silva & Fischer, 2020; Wang et al., 2020; Bai et al., 2023). Previous research suggests that organizational commitment is shaped by both individual and organizational factors, including leadership style, institutional support, workload, motivation, and work-life balance (Kesumayani et al., 2020; Sakaluri & Izzati, 2021; Nyoto et al., 2023).

Within the school context, servant leadership has gained attention as a leadership approach emphasizing service orientation, empowerment, and concern for followers' well-being (Liden et al., 2015; Ratna et al., 2019). Principals who practice servant leadership are more likely to create supportive work environments that foster trust, engagement, and teachers' psychological attachment to the organization (Amankwah & Guo-Hua, 2020; Gultekin & Dougherty, 2021). Nevertheless, empirical findings regarding the direct effect of servant leadership on organizational commitment remain inconsistent. Several studies report significant positive effects, while others indicate weak or non-significant relationships, suggesting that the effectiveness of servant leadership may depend on contextual factors such as organizational structure, employment status, and career stage (Khan et al., 2020; Lubis et al., 2022).

From a psychological perspective, teachers' organizational commitment does not develop automatically but emerges through dynamic interactions between leadership experiences and working conditions. Leaders who promote open communication, provide support, and cultivate a shared sense of purpose tend to create positive psychological states that strengthen organizational attachment (Kungwola, 2023). In this regard, servant leadership is often conceptualized as an organizational stimulus that influences teachers' internal psychological conditions, such as trust, engagement, and job satisfaction, which in turn shape organizational commitment. This mechanism is consistent with the stimulus-organism-response (SOR) framework, in which leadership practices function as stimuli that activate internal psychological processes and generate behavioral and attitudinal responses (Afrianty et al., 2025).

Beyond leadership, work-life balance has emerged as a critical psychological resource in sustaining teachers' organizational commitment. Work-life balance reflects individuals' perceived ability to manage work demands alongside personal and family responsibilities. Adequate balance has been associated with psychological well-being, reduced emotional exhaustion, and stronger long-term organizational attachment (Hutagalung et al., 2020; Yusnita et al., 2022). In educational settings, where work demands are often intensive and emotionally demanding, work-life balance may function as a stabilizing mechanism that supports teachers' commitment, particularly in public sector and non-urban contexts.

Despite extensive research on organizational commitment, prior studies have largely examined servant leadership and work-life balance in isolation. Leadership studies tend to position servant leadership as a single predictor or explore its effects through specific mediating variables such as trust, job satisfaction, or work engagement. Conversely,

research on work–life balance has predominantly focused on its direct relationship with organizational commitment or combined it with other job-related variables without integrating leadership styles within a unified theoretical framework (Abdulaziz et al., 2022; Mahto & Lad, 2024).

Moreover, empirical evidence examining the simultaneous roles of servant leadership and work–life balance as predictors of teachers' organizational commitment remains limited, particularly among public senior high school teachers working in non-urban areas characterized by bureaucratic employment systems and high job stability.

Accordingly, this study examines servant leadership and work–life balance as simultaneous predictors of organizational commitment among public senior high school teachers in Sarolangun Regency, Jambi. Theoretically, this study contributes to the literature by extending the application of the SOR framework in educational settings and by clarifying the relative roles of leadership-based and balance-based organizational stimuli in shaping teachers' organizational commitment. Practically, the findings provide insights for school leaders and policymakers in developing contextual leadership practices and institutional policies that support teachers' psychological well-being and long-term organizational attachment.

B. METHODS

A quantitative survey approach was employed to examine the effects of servant leadership and work–life balance on teachers' organizational commitment (Sahir, 2022). The study was conducted among public senior high school teachers in Sarolangun Regency, Jambi Province, a non-urban area characterized by diverse working conditions. Using multistage random sampling, 190 teachers were selected from a population of 389 teachers, meeting the minimum sample size requirement based on Isaac and Michael's table (5% margin of error). Participants met the criteria of active teaching status and a minimum of one year of service.

Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) developed by Mowday et al. (1979), consisting of 15 items ($\alpha = 0.775$). Servant leadership was assessed using the Servant Leadership Scale-7 (SL-7) by Liden et al. (2015) with 7 items ($\alpha = 0.730$). Work–life balance was measured using the Work–Life Balance Scale developed by Brough et al. (2014), consisting of 4 items ($\alpha = 0.608$). All instruments demonstrated acceptable content validity based on Aiken's V coefficient ($V \geq 0.50$; Azwar, 2019).

Data were analyzed using multiple linear regression. Regression assumptions, including normality, multicollinearity, linearity, and homoscedasticity, were tested and met, indicating that the data were suitable for regression analysis (Ghozali, 2021).

C. RESULT AND DISCUSSION

This section presents the results of the descriptive analysis, regression assumption tests, and hypothesis testing to examine the influence of servant leadership and work–life balance on teachers' organizational commitment. The results are presented

systematically to address the research objectives, with tables and figures used to enhance clarity and interpretation.

Table 1. Categorization of Research Variables

Variable	Category	Frequency	%
Organizational Commitment	Very High	95	50%
Servant Leadership	High	82	43%
Work-Life Balance	Very High	99	52%

The results indicate that teachers generally experience relatively positive working conditions. Most respondents reported very high organizational commitment, reflecting strong emotional attachment, loyalty, and willingness to continue contributing to their schools. Perceptions of principals' servant leadership were predominantly in the high category, suggesting that school leaders are viewed as practicing service-oriented, empowering, and supportive leadership behaviors. In addition, the majority of teachers reported very high levels of work-life balance, indicating an adaptive ability to manage work demands alongside personal life responsibilities. It should be noted that this categorization reflects descriptive tendencies of the variables and does not imply causal relationships among them.

Table 2. Normality Test Result

	Statistic	P
Kolmogorov-Smirnov	0.0550	0.614

The results indicate a K-S statistic of 0.0550 with a significance value of 0.614 ($p > 0.05$), confirming that the data are normally distributed.

Table 3. Multicollinearity Test Results

	VIF	Tolerance
Servent Leadership	1.14	0.878
Work Life Balance	1.14	0.878

The servant leadership and work-life balance variables each exhibited a Variance Inflation Factor (VIF) value of 1.14 and a tolerance value of 0.878. VIF values below the threshold of 10 and tolerance values exceeding 0.10 indicate that there is no high multicollinearity among the independent variables.

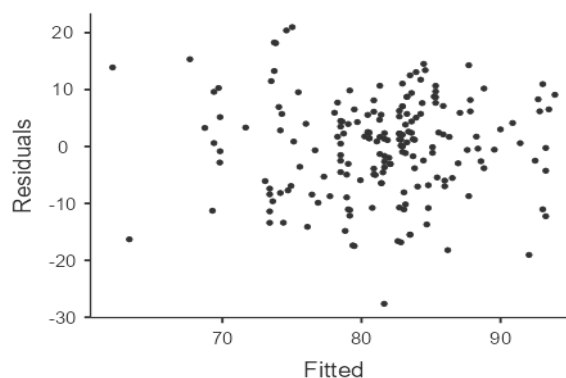


Figure 1. Residuals vs Fitted Graph

The Residual vs. Fitted graph shows a relatively random distribution of residuals around the zero line, with no indication of any particular pattern. This random distribution indicates that the assumption of linearity is satisfied, as there are no curved, conical, or circular patterns, which usually indicate non-linearity or heteroscedasticity.

Table 4. Heteroscedasticity Test Result

	Statistic	P
Harrison-McCabe	0.509	0.620

The test results show a statistical value of 0.509 with a significance level of 0.620. A significance value greater than 0.05 indicates that the residual variance is constant.

Table 5. Coefficient of Determination

Model	R	R²	Adjusted R²
1	0.566	0.321	0.314

The coefficient of determination (R^2) value of 0.321 indicates that servant leadership and work-life balance jointly explain 32.1% of the variance in organizational commitment, while the remaining 67.9% is attributable to other factors not included in the model. Although the regression results demonstrate statistically significant effects, this finding highlights an important limitation of the proposed model. The relatively moderate explanatory power suggests that teachers' organizational commitment is a complex construct influenced by various psychological and organizational factors beyond servant leadership and work-life balance. Factors such as job satisfaction, perceived organizational support, work stress, professional autonomy, and school climate may also play a substantial role in shaping organizational commitment but were not examined in the present study.

Table 6. F-Test of the Regression Model

Model	F	df1	df2	P
1	44.2	2	187	<.001

The F-test results show an F value of 44.2 with a significance level of $p < 0.001$, indicating that the regression model is simultaneously significant in explaining teachers' organizational commitment.

Table 7. t-Test of Regression Coefficients

Predictor	Estimate	SE	T	P
Intercept	43.019	4.4180	9.74	<.001
Servent Leadership	0.109	0.0996	1.10	0.274
Work Life Balance	2.277	0.2723	8.36	<.001

The t-test results indicate that servant leadership does not have a statistically significant effect on organizational commitment. In contrast, work-life balance has a positive and statistically significant effect on organizational commitment.

Based on the regression coefficients, the multiple linear regression model is formulated as follows:

$$Y = 43.019 + 0.109X_1 + 2.277X_2$$

The regression coefficient for work-life balance suggests a stronger contribution to organizational commitment compared to servant leadership. This finding indicates that improvements in teachers' ability to balance work and personal life are more strongly associated with increased organizational commitment within the context of this study.

The results of hypothesis testing indicate that servant leadership and work-life balance simultaneously function as predictors of teachers' organizational commitment; therefore, the first hypothesis is accepted. Leadership practices characterized by support, attention, and appreciation toward teachers, when combined with teachers' ability to maintain work-life balance, contribute to the creation of a psychological climate that supports long-term organizational attachment (Eva et al., 2019; Bodjrenou et al., 2019).

Partial testing shows that servant leadership does not have a significant effect on organizational commitment, leading to the rejection of the second hypothesis. Among public senior high school teachers in Sarolangun Regency, who are predominantly civil servants, organizational commitment tends to be shaped more by structural factors and institutional stability than by leadership style. The dominance of teachers aged 25–44 years, corresponding to the establishment stage of career development, along with long teaching tenure, suggests that their commitment is relatively stable and less sensitive to variations in leadership practices (Super, 1980; Izzati et al., 2022; Bantilan et al., 2024). Accordingly, servant leadership in this context appears to function more as a supportive element of the work climate rather than as a direct predictor of organizational commitment.

In contrast, work-life balance has a significant effect on teachers' organizational commitment, supporting the third hypothesis. This finding highlights work-life balance as a key psychological resource associated with lower stress, higher job satisfaction, and stronger long-term attachment to the organization (Chang et al., 2019; Liu et al., 2021). Within the context of public senior high school teachers in Sarolangun Regency, where the majority of respondents are married female teachers, work-life balance plays a particularly critical role due to dual work-family responsibilities. Adequate balance helps reduce role conflict, maintain psychological well-being, and sustain organizational commitment (Saputra & Sandra, 2020; Puspitawati & Mujiati, 2023; Pertiwi & Mulyana, 2019).

Based on these findings, efforts to enhance teachers' organizational commitment should prioritize institutional policies and work practices that support work-life balance, such as workload adjustments, responsive support programs, and efficiency-oriented technological assistance (Wati & Abdurahman, 2025). At the individual level, teachers are encouraged to manage their roles adaptively through effective time management and realistic work expectations. When organizational support and personal strategies operate in synergy, teachers' psychological well-being is better maintained, resulting in sustained commitment, productivity, job satisfaction, and organizational loyalty (Riffay, 2019; Nurhabiba, 2020).

D. CONCLUSION AND SUGGESTIONS

The findings indicate that servant leadership and work-life balance simultaneously function as predictors of teachers' organizational commitment. However, at the partial level, only work-life balance has a significant effect on organizational commitment, whereas servant leadership does not show a significant influence. These results emphasize that work-life balance plays a more dominant role in fostering teachers' attachment and loyalty to schools than perceptions of servant leadership practices. Therefore, efforts to enhance teachers' organizational commitment are more effectively directed toward policies and practices that support work-life balance rather than focusing solely on leadership style.

REFERENCES

- Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). The impact of work-life balance and work overload on teachers' organizational commitment: Do job engagement and perceived organizational support matter? *Education and Information Technologies*, 27(7), 9641–9663. <https://doi.org/10.1007/s10639-022-11013-8>
- Afrianty, T. W., Utami, H. N., Sasmita, E. E., Putra, F. R. R., & Wulandari, T. D. (2025). Linking servant leadership and career development to employee voice behaviour through engagement and commitment: Evidence from state polytechnics in East Java, Indonesia. *Cogent Business & Management*, 12(1). <https://doi.org/10.1080/23311975.2025.2460628>
- Amankwah, E., & Guo-Hua, Z. (2020). Headmasters' leadership styles and their significant impact on the general performance in schools: Using the basic schools in adansi-south district in Ghana as a study. *International Journal of Education*, 12(3), 96. <https://doi.org/10.5296/ije.v12i3.17093>
- Arsiska, A., & Puspitadewi, N. (2022). The relationship between perceived organizational support and organizational commitment among public Islamic senior high school teachers (MAN X). *Character: Jurnal Penelitian Psikologi*, 9(6), 21–33.
- Azwar, S. (2019). *Research methods*. Pustaka Belajar.
- Bai, M., Zheng, X., Huang, X., Jing, T., Yu, C., Li, S., & Zhang, Z. (2023). How serving helps leading: mediators between servant leadership and affective commitment. *Frontiers in Psychology*, 14, 1–9. <https://doi.org/10.3389/fpsyg.2023.1170490>
- Banata, A., Pandjaitan, N. K., & Ramly, A. T. (2023). Teachers turnover intention: The role of work motivation, job stress, and organisational commitment. *International Journal of Social Service and Research*, 3(11), 2931–2941. <https://doi.org/10.46799/ijssr.v3i11.587>
- Bantilan, J. C., Cris, M., Hatagi, A., Joy, E., & Sombilon, J. (2024). *Gender, age, and work experience as predictors of teachers' organizational commitment*. 22(2), 57–70. <https://doi.org/10.9734/ARJASS/2024/v22i2516>
- Bodjrenou, K., Xu, M., & Bomboma, K. (2019). Antecedents of organizational commitment: A review of personal and organizational factors. *Open Journal of Social Sciences*, 07(05), 276–289. <https://doi.org/10.4236/jss.2019.75024>
- Brough, P., Timms, C., O'Driscoll, M. P., Kalliath, T., Siu, O. L., Sit, C., & Lo, D. (2014). Work-life balance: A longitudinal evaluation of a new measure across Australia and New Zealand workers. *International Journal of Human Resource Management*, 25(19), 2724–2744. <https://doi.org/10.1080/09585192.2014.899262>
- Chang, H., Hsieh, C., Lan, M., & Chen, H. (2019). Examining the moderating effects of work-life balance between human resource practices and intention to stay. *Sustainability (Switzerland)*, 11(4585), 1–15. <https://doi.org/doi:10.3390/su11174585>
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *Leadership Quarterly*, 30(1), 111–132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- Ghozali, I. (2021). *Aplikasi analisis multivariate dengan program IBM SPSS 26*. Badan Penerbit

- Universitas Diponegoro.
- Hutagalung, I., Soelton, M., & Octaviani, A. (2020). The role of work life balance for organizational commitment. *Management Science Letters*, 10(15), 3693–3700. <https://doi.org/10.5267/j.msl.2020.6.024>
- Izzati, U. A., Lolita, Y., & Mulyana, O. P. (2022). Professional commitment in terms of gender and tenure of vocational high school teachers. *International Journal of Recent Educational Research*, 3(2), 135–146.
- Kungwola, K. (2023). Leadership styles and employee commitment. *E3S Web of Conferences*, 452, 1–7. <https://doi.org/10.1051/e3sconf/202345205004>
- Kesumadewi, E. S. (2019). The Influence of Teachers' Organizational Commitment and Job Satisfaction on the Organizational Climate of Public Senior High Schools in East Jakarta *Jurnal Ilmu Pendidikan*, 8(1).
- Kesumayani, H., Eliyana, A., Hamidah, Akbar, M., & Sebayang, K. D. (2020). Boosting organizational commitment through visionary leadership and work life balance. *Systematic Reviews in Pharmacy*, 11(9), 312–322. <https://doi.org/10.31838/srp.2020.9.48>
- Khan, M. M. S., Ghayas, M. M., & Kashif, S. (2020). Servant leadership and organizational commitment. *New Horizons*, 14(2), 223–240. [https://doi.org/DOI:10.2.9270/NH.14.2\(20\).12](https://doi.org/DOI:10.2.9270/NH.14.2(20).12)
- Liden, R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *Leadership Quarterly*, 26(2), 254–269. <https://doi.org/10.1016/j.leaqua.2014.12.002>
- Liu, T., Gao, J., Zhu, M., & Jin, S. (2021). Women ' s work-life balance in hospitality : Examining its impact on organizational commitment. 12(February), 1–12. <https://doi.org/10.3389/fpsyg.2021.625550>
- Lubis, Herdiana, Della Bakhtiar, & Syafrizal. (2022). The influence of servant leadership and organizational culture on organizational commitment at the Regional Tax and Retribution Management Agency of Medan City. *Jurnal Manajemen, Kewirausahaan Dan Pariwisata*, 1(3), 882–896. <http://journal.feb.unmul.ac.id/index.php/JIMM/article/view/5899>
- Mahto, M. K., & Lad, C. K. J. (2024). Striking the right balance: Exploring the influence of organizational commitment and job satisfaction on teachers' work–life balance. *European Economic Letters*, 14(2), 2606–2613. <https://doi.org/10.52783/eel.v14i2.1608>
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment (pp. 224–247). *Journal of Vocational Behavior*. [https://doi.org/http://dx.doi.org/10.1016/0001-8791\(79\)90072-1](https://doi.org/http://dx.doi.org/10.1016/0001-8791(79)90072-1)
- Nainggolan, N. T., Siahaan, R., & Nainggolan, L. E. (2020). The impact of teachers' organizational commitment on teacher performance at SMP Negeri 1 Panei. *Maker: Jurnal Manajemen*, 6(1), 1–12. <https://doi.org/10.37403/mjm.v6i1.144>
- Nurhabiba, M. (2020). Social support and work–life balance among employees *Cognicia*, 8(2), 277–295. <https://doi.org/10.22219/cognicia.v8i2.13532>
- Nyoto, Sudarno, Priyono, Surikin, & Renaldo, N. (2023). Emotional intelligence, workload, and cyberloafing on organizational commitment and performance of teachers at the pelalawan high school level. *Journal of Applied Business and Technology*, 4(2), 134–143. <https://doi.org/10.35145/jabt.v4i2.129>
- Othman, C., & Busari, A. H. (2023). Organizational commitment of primary school teachers in Sarawak. *Management Research Journal*, 12(2), 66–77. <https://doi.org/10.37134/mrj.vol12.2.6.2023>
- Pertiwi, P. K., & Mulyana, O. P. (2019). Differences in organizational commitment based on gender and marital status among hospital nurses in Gresik. *Jurnal Penelitian Psikologi*, 06(04), 1–6.
- Pranata, R., & Syahril, S. (2023). The influence of principal leadership and organizational culture on the work commitment of public high school teachers. *Eduvest - Journal of Universal Studies*, 3(3), 612–627. <https://doi.org/10.59188/eduvest.v3i3.773>
- Puspitawati, N. P. D., & Mujiati, N. W. (2023). Work motivation mediates the effect of work–life balance on job satisfaction at the Subdistrict Office of Mengwi. *E-Jurnal Manajemen*, 12(5),

- 460–480. <https://doi.org/10.24843/EJMUNUD.2023.v12.i05.p02>
- Ratna, A., Natajaya, I. N., & Rihendra Dantes, K. (2019). The determinants of servant leadership, individual characteristics, work motivation, and job satisfaction on teachers' organizational commitment at SMAN 1 Gianyar. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 119–124. <https://doi.org/10.23887/japi.v10i2.2798>
- Riffay, A. (2019). The effect of work–life balance and job satisfaction on organizational commitment among public elementary school teachers in Masohi Achmat District. *Jurnal Ilmiah Wahana Pendidikan*, 5(3). <https://doi.org/10.5281/zenodo.3360415>
- Sahir, S. H. (2022). Metodologi penelitian. KBM Indonesia.
- Sakaluri, A. A., & Izzati, U. A. (2021). The relationship between perceived organizational support and organizational commitment among teachers. *Jurnal Penelitian Psikologi*, 8(4), 1–15. <https://ejournal.unesa.ac.id/index.php/character/article/view/38271>
- Saputra, A., & Sandra, E. (2020). Differences in organizational commitment based on gender among employees of the Office of Women's Empowerment, Child Protection, and Community Empowerment in Tanjung Pinang City.. *Jurnal Manajerial Dan Bisnis Tanjungpinang*, 3(1), 38–47.
- Silva, J. P. da, & Fischer, F. M. (2020). Understudied school teachers' work–life balance and everyday life typologies. *Chronobiology International*, 37(9–10), 1513–1515. <https://doi.org/10.1080/07420528.2020.1808010>
- Super, D. E. (1980). *A life-span, life-space approach to career development*. Journal of Vocational Behavior, 16(3), 282–298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Wang, P., Chu, P., Wang, J., Pan, R., Sun, Y., Yan, M., Jiao, L., Zhan, X., & Zhang, D. (2020). Association between job stress and organizational commitment in three types of chinese university teachers: Mediating effects of job burnout and job satisfaction. *Frontiers in Psychology*, 11(October), 1–12. <https://doi.org/10.3389/fpsyg.2020.576768>
- Wati, E. S., & Abdurahman, K. R. (2025). The effect of workload and work–life balance on teachers' job satisfaction at SMPN XYZ. *Journal of Administration and Educational Management*, 8(5), 1129–1139. <https://doi.org/DOI:https://doi.org/10.31539/1asa1v59>
- Yamin, M., Gunawan, G., & Iklas, M. (2024). The effect of organizational commitment and work motivation on teacher performance. SI-MEN: Akuntansi dan Manajemen.
- Yusnita, N., Gursida, H., & Herlina, E. (2022). The role of work–life balance and job satisfaction as predictors of organizational commitment. *Jurnal Economia*, 18(1), 103–114. <https://doi.org/10.21831/economia.v18i1.40236>