



The influence of job satisfaction and work motivation on organizational commitment among Catholic religious education teachers

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Abstract. This study examines the influence of job satisfaction and work motivation on organizational commitment among Catholic Religious Education teachers in Indonesia. Despite extensive research on organizational commitment, few studies have examined these relationships in faith-based educational contexts. Using a quantitative approach with path analysis, the study involved 208 teachers selected through proportional random sampling. Data were collected using validated Likert-scale questionnaires and analyzed using IBM SPSS. The findings reveal that job satisfaction and work motivation have a positive and significant influence on teachers' organizational commitment, both individually and simultaneously, accounting for 64.2% of the variance. Teachers who experience supportive working conditions, fair recognition, and strong intrinsic motivation tend to demonstrate higher emotional attachment, loyalty, and dedication to their schools. These findings highlight the

importance of leadership strategies that enhance both satisfaction and motivation to sustain long-term teacher commitment in faith-based educational institutions.

Introduction

Teachers play a pivotal role in the implementation of education, not only through instructional activities in the classroom but also through their professional commitment to the institutions in which they serve. In school settings, particularly within faith-based educational institutions, teachers' organizational commitment is a crucial factor in maintaining institutional stability, enhancing instructional effectiveness, and sustaining educational quality. Teachers with strong organizational commitment tend to demonstrate high moral responsibility, loyalty to their institutions, and active involvement in school-related activities (Basnet & Neupane, 2025; Han et al., 2020).

Organizational commitment refers to an individual's emotional attachment to an organization, willingness to remain a member, and readiness to internalize its values and goals (Meyer & Allen, 1997; Robbins & Judge, 2019). In the educational context, organizational commitment extends beyond formal employment relationships and reflects a professional calling grounded in dedication, integrity, and service to students. Understanding the factors that shape teachers' organizational commitment is therefore essential for sustaining educational quality and strengthening professional practice.

Previous research has highlighted the role of school leadership in creating organizational conditions that support teachers' commitment. Transformational leadership, characterized by shared vision, inspiration, and individualized consideration, has been shown to foster trust and emotional engagement among teachers (Bass & Riggio, 2006; Junaris, 2023; Sun & Zhu, 2026). However, empirical evidence suggests that the influence of leadership on organizational commitment is not always direct, but often operates through teachers' psychological experiences within the workplace (Basnet & Neupane, 2025; Xu & Pang, 2024).

Within this context, job satisfaction emerges as a key psychological factor shaping organizational commitment. Job satisfaction is defined as a positive emotional state resulting from individuals' evaluation of their job and work environment (Locke, 1976). Teachers who experience supportive working conditions, fair recognition, constructive professional relationships, and opportunities for professional development are more likely to demonstrate strong emotional attachment and loyalty to their schools (Faridah et al., 2022; Tnay et al., 2023; Rahman et al., 2025b). Moreover, job satisfaction functions as an important mechanism through which leadership practices contribute to teachers' organizational commitment (Bocolod, 2024; Purnadewi et al., 2023).

In addition to job satisfaction, work motivation plays a significant role in shaping organizational commitment (Mohamad Zaki Hardi et al., 2025). Work motivation refers to the internal and external forces that drive individuals to pursue goals and sustain professional performance (Herzberg, 1968; Robbins & Judge, 2019; Yasa et al., 2023). Teachers with high levels of work motivation tend to show greater enthusiasm for professional growth, instructional innovation, and sustained responsibility in fulfilling their roles (Rego & Cunha, 2008; Chomarindariyana et al., 2021; Wang et al., 2025). In faith-based educational settings, work motivation is often rooted in values of service and professional calling, further strengthening teachers' attachment to their institutions.

Field observations in Dairi Regency indicate variations in organizational commitment among Catholic Religious Education teachers across schools. While some teachers demonstrate high levels of dedication and institutional involvement, others show relatively lower participation in organizational activities. These differences suggest variations in teachers' levels of job satisfaction and intrinsic motivation, shaped by their perceptions of the work environment and school leadership practices.

Theoretically, this study is grounded in the conceptual framework linking leadership, job satisfaction, work motivation, and organizational commitment (Meyer & Allen, 1997; Bass & Riggio, 2006). Recent empirical studies have confirmed that job satisfaction and work motivation possess strong predictive power in explaining teachers' organizational commitment across diverse educational and cultural contexts (Desalegn et al., 2025; Sun & Zhu, 2026; Xie, 2022; Thommen et al., 2021). However, studies that explicitly position job satisfaction and work motivation as the primary factors shaping organizational commitment among Catholic Religious Education teachers in Indonesia remain limited.

Addressing this gap, the present study examines the roles of job satisfaction and work motivation in shaping the organizational commitment of Catholic Religious Education teachers, while considering perceptions of school leadership as a contextual factor. By doing so, this study seeks to contribute to the literature on organizational commitment and educational management and to offer practical insights to strengthen management practices in faith-based educational institutions.

Despite extensive research on organizational commitment, limited studies have examined the combined role of job satisfaction and work motivation within faith-based educational contexts, particularly among Catholic Religious Education teachers in Indonesia. This gap highlights the

need for empirical investigation focusing on psychological mechanisms that shape organizational commitment in such unique institutional settings.

This study is grounded in organizational behavior theory, particularly theories of organizational commitment, job satisfaction, work motivation, and educational leadership. These perspectives explain how psychological mechanisms interact with organizational contexts to shape teachers' organizational commitment within faith-based educational institutions (Suhardita et al., 2024; Sumandya et al., 2026).

Organizational Commitment

Organizational commitment refers to an individual's psychological attachment to an organization and their decision to remain a member. This study adopts the Three-Component Model of Organizational Commitment, which consists of affective, continuance, and normative commitment (Meyer & Allen, 1997). Affective commitment reflects emotional attachment, continuance commitment relates to perceived costs of leaving, and normative commitment denotes a sense of moral obligation.

In educational contexts, organizational commitment often extends beyond contractual relationships and is associated with a sense of professional calling, value alignment, and moral responsibility. Teachers who perceive alignment between personal values and institutional goals tend to demonstrate stronger loyalty and sustained involvement (Robbins & Judge, 2019). In faith-based institutions, affective and normative commitment are particularly salient due to service-oriented and ethical values.

Job Satisfaction as a Psychological Mechanism

Job satisfaction is defined as a positive emotional state resulting from an individual's evaluation of their job experiences (Locke, 1976). In educational settings, job satisfaction is influenced by working conditions, professional relationships, supervision, recognition, and opportunities for professional development. When these factors are perceived positively, teachers are more likely to develop emotional attachment and loyalty to their institutions (Collie & Perry, 2012). Thus, job satisfaction functions as a key psychological mechanism linking organizational conditions to organizational commitment.

Work Motivation and Professional Engagement

Work motivation refers to internal and external forces that initiate and sustain work-related behavior. Herzberg's motivation-hygiene theory highlights the importance of intrinsic motivators, such as achievement, recognition, and meaningful work, in fostering sustained engagement and commitment (Herzberg, 1968). Motivated teachers tend to demonstrate higher levels of engagement, persistence, and responsibility, which support long-term organizational commitment (Robbins & Judge, 2019).

School Leadership as a Contextual Factor

School leadership perception is conceptualized as a contextual factor shaping teachers' work experiences. Leadership practices influence how teachers interpret organizational values and expectations, thereby affecting job satisfaction and work motivation. Transformational leadership, characterized by vision, inspiration, and individualized consideration, has been shown to foster supportive organizational climates and enhance teachers' psychological well-being (Bass & Riggio, 2006). Within this framework, leadership is viewed as an indirect influence on organizational commitment through its impact on satisfaction and motivation.

Integrated Conceptual Framework

Based on these perspectives, organizational commitment among Catholic Religious Education teachers is conceptualized as an outcome primarily shaped by job satisfaction and work motivation, within the context of perceptions of school leadership. This integrated framework provides a theoretical basis for examining the relationships among leadership perception, job satisfaction, work motivation, and organizational commitment in faith-based educational institutions.

This study examines how job satisfaction and work motivation shape organizational commitment among Catholic Religious Education teachers, while considering the contextual role of perceptions of school leadership. The study seeks to provide empirical evidence on the psychological mechanisms that strengthen teachers' emotional attachment, loyalty, and dedication within faith-based educational institutions. Four research questions guide this study: (1) How does teachers' perception of school leadership influence organizational commitment among Catholic Religious Education teachers? This question explores the role of leadership practices as a contextual factor shaping teachers' organizational experiences, including trust building, supportive supervision, communication, and professional encouragement that contribute to teachers' sense of belonging and commitment; (2) How does job satisfaction shape the organizational commitment of Catholic Religious Education teachers? This question examines key dimensions of job satisfaction, such as working conditions, recognition, professional relationships, and opportunities for development, and how these factors contribute to teachers' emotional attachment and loyalty to their schools; (3) How does work motivation influence organizational commitment among Catholic Religious Education teachers? This question focuses on motivational factors that drive teachers' professional engagement, including intrinsic motivation, sense of calling, responsibility, and enthusiasm for instructional and institutional roles; and (4) How do school leadership perception, job satisfaction, and work motivation jointly shape organizational commitment among Catholic Religious Education teachers? This question examines the combined influence of leadership context, job satisfaction, and work motivation to develop a comprehensive understanding of the psychological processes that strengthen organizational commitment in Catholic educational settings. Hypothesis: (1) School leadership perception positively influences organizational commitment; (2) Job satisfaction positively influences organizational commitment; (3) Work motivation positively influences organizational commitment; and (4) School leadership perception, job satisfaction, and work motivation simultaneously influence organizational commitment.

Method

Research Design

This study employed a quantitative research approach using path analysis to examine both direct and indirect relationships among variables. Path analysis was selected because it allows for the examination of complex causal mechanisms linking multiple independent variables, namely school leadership perception (X_1), job satisfaction (X_2), and work motivation (X_3), to the dependent variable, namely teachers' organizational commitment (X_4). This analytical approach is particularly appropriate for investigating behavioral mechanisms in educational organizations (Ma'ruf, 2025).

Research Site and Time

The study was conducted in Dairi Regency, North Sumatra Province, Indonesia, from July to September 2025. This region was purposively selected due to the relatively large and diverse population of Catholic Religious Education teachers working across public elementary schools and private Catholic schools. Such diversity was considered suitable for capturing variations in organizational experiences relevant to the research objectives.

Population and Sample

The research population comprised all Catholic Religious Education teachers working in public elementary schools within the Sidikalang sub-district of Dairi Regency, totaling 270 teachers. Based on the Isaac and Michael sample size determination table with a 5% margin of error, a sample of 208 respondents was obtained. The sampling technique employed was proportional random sampling, ensuring that each teacher had an equal probability of selection according to the proportional distribution of teachers across schools.

Research Variables and Measurement

The study involved four main variables, all measured using a four-point Likert scale (always, often, seldom, never): School Leadership Perception (X_1): Teachers' perceptions of school leadership, reflected in dimensions such as innovation, attention to detail, result orientation, concern for individuals and teams, and consistency in decision-making. Job Satisfaction (X_2): Teachers' positive feelings toward various aspects of their work, including recognition, compensation, promotion opportunities, principal supervision, working conditions, and relationships with colleagues. Work Motivation (X_3): Internal and external drives that encourage teachers to achieve, work diligently, and take responsibility for their professional duties. Organizational Commitment (X_4): Teachers' emotional attachment, loyalty, and sense of belonging to the school, reflected in their willingness to remain involved and actively contribute to institutional goals.

Research Instruments

The data were collected using a structured questionnaire developed based on established theoretical indicators for each variable. The instrument consisted of four main sections corresponding to the research variables: school leadership perception (X_1), job satisfaction (X_2), work motivation (X_3), and organizational commitment (X_4). Each variable was measured using multiple items adapted from relevant literature. School leadership perception included indicators such as vision clarity, support, communication, and fairness. Job satisfaction included aspects of supervision, recognition, working conditions, and professional relationships. Work motivation included intrinsic motivation, responsibility, and enthusiasm for work. Organizational commitment covered affective, continuance, and normative dimensions. All items were measured using a four-point Likert scale ranging from 1 (never) to 4 (always). Prior to data collection, the instrument was validated by three experts in educational management to ensure content validity. Reliability testing using Cronbach's Alpha yielded coefficients ranging from 0.83 to 0.97, indicating high internal consistency.

Quality Assessment and Risk of Bias

Data were collected using a closed-ended questionnaire developed by the researchers based on theoretical indicators for each variable. Prior to data collection, the instrument underwent content validity assessment by three experts in educational management. Reliability testing was conducted using Cronbach's Alpha, yielding coefficients ranging from 0.83 to 0.97, indicating high internal consistency (Ma'ruf, 2025).

Data Collection Procedure and Ethical Considerations

Data were collected through the direct distribution of questionnaires to respondents, in coordination with the Dairi Regency Education Office and the local Catholic Education authority. Participation was voluntary, and respondents were assured of confidentiality and anonymity in accordance with ethical principles of social research.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics and involved several stages: (a) Descriptive Analysis, to describe data characteristics for each variable using means, standard deviations, and

frequency distributions; (b) Assumption Testing, including normality testing using the Kolmogorov–Smirnov test and linearity testing to ensure compliance with parametric statistical assumptions; and (c) Path Analysis, to examine direct and indirect effects among variables. Statistical significance was tested at an alpha level of 0.05.

The structural equation for the path model is expressed as follows:

$$X_4 = \rho_{41}X_1 + \rho_{42}X_2 + \rho_{43}X_3 + \varepsilon$$

Where:

X_1 = School leadership perception

X_2 = Job satisfaction

X_3 = Work motivation

X_4 = Organizational commitment

ρ = Path coefficient

ε = Error term

Results and Discussion

This section presents the study's findings and their interpretation in accordance with the four research questions, examining the individual and simultaneous effects of school leadership perception, job satisfaction, and work motivation on teachers' organizational commitment.

Effect of School Leadership Perception on Organizational Commitment

Path analysis was conducted to examine the effect of teachers' perceptions of school leadership on organizational commitment. The findings indicate a positive, statistically significant relationship between perceptions of school leadership and organizational commitment.

Table 1. Path Coefficient of School Leadership Perception on Organizational Commitment

Relationship	β	t-value	p-value	Interpretation
Leadership Perception (X_1) → Organizational Commitment (Y)	0.312	4.51	0.000	Significant

The standardized path coefficient ($\beta = 0.312$) indicates that more positive perceptions of school leadership are associated with higher levels of organizational commitment among Catholic Religious Education teachers.

The findings confirm that teachers' perceptions of school leadership significantly influence their organizational commitment. This result is consistent with transformational leadership theory, which emphasizes leaders' role in inspiring followers, fostering trust, and strengthening emotional attachment to the organization (Bass & Riggio, 2006). School leaders who articulate a clear vision, demonstrate empathy, and provide individualized consideration create conditions that encourage teachers to identify with institutional goals and values.

Beyond classical transformational leadership theory, recent empirical studies further support the strong association between leadership perception and organizational commitment in educational contexts. A large-scale study by Basnet & Neupane (2025), demonstrates that authentic and ethical leadership significantly enhances teachers' affective commitment by fostering psychological safety and trust. Similarly, Jaelani et al. (2023); Xu and Pang (2024), and Sun & Zhu (2026), report that

participative leadership practices increase teachers' sense of ownership and belonging, which directly contributes to higher organizational commitment.

From a psychological perspective, perceptions of leadership influence commitment through teachers' cognitive and emotional evaluations of their work environment. When school leadership is perceived as fair, supportive, and value-driven, teachers are more likely to experience psychological safety, role clarity, and emotional well-being. These conditions facilitate the internalization of organizational values, a process that [Meyer and Allen \(1997\)](#) identify as central to affective and normative commitment. In contrast, leadership styles perceived as authoritarian or inconsistent have been shown to weaken emotional attachment and increase turnover intentions ([Bush & Glover, 2016](#); [Hallinger & Niu, 2025](#)).

Importantly, the influence of leadership perception on organizational commitment appears particularly salient in faith-based educational institutions. In Catholic schools, leadership is not solely managerial but also carries a pastoral and moral dimension. Principals are expected to embody values of service, compassion, and moral integrity, which resonate strongly with teachers' vocational identities. Studies conducted in religious educational settings indicate that leadership grounded in moral authority and service-oriented values strengthens normative commitment, with teachers remaining committed due to a sense of ethical responsibility and a shared mission ([Sumenggar, 2023](#); [Muslim et al., 2024](#); [Papaioannou et al., 2022](#); [Hamzah & Alam, 2021](#)).

Recent research also suggests that perceptions of leadership interact with spiritual and value-based factors in shaping commitment. A study by [Waruwu et al. \(2023\)](#) found that value-based leadership significantly predicts organizational commitment through teachers' sense of meaningful work. This finding supports the present study's results, indicating that leadership effectiveness in Catholic schools extends beyond technical competence to include moral credibility and alignment with institutional values.

Taken together, these findings suggest that positive perceptions of school leadership serve as a critical foundation for building organizational commitment among Catholic Religious Education teachers. Leadership practices that integrate transformational, ethical, and pastoral dimensions not only enhance teachers' emotional attachment but also reinforce their moral obligation to remain engaged in the institution's educational mission. This underscores the importance of leadership development programs that emphasize both managerial skills and value-based leadership within faith-based educational settings.

This finding confirms and extends previous studies by demonstrating that leadership not only functions as a structural factor but also as a psychological driver that shapes teachers' emotional attachment and organizational identification. In the context of Catholic education, this influence is strengthened by the study's value-based and pastoral dimensions, which represent a distinctive contribution.

Effect of Job Satisfaction on Organizational Commitment

The analysis reveals that job satisfaction has a positive and significant effect on teachers' organizational commitment. Teachers who report higher levels of satisfaction with their work conditions, supervision, and professional relationships tend to demonstrate stronger attachment and loyalty to their schools.

Table 2. Path Coefficient of School Leadership Perception on Organizational Commitment

Relationship	β	t-value	p-value	Interpretation
Job Satisfaction (X_2) → Organizational Commitment (Y)	0.285	3.96	0.000	Significant

The standardized path coefficient ($\beta = 0.285$) indicates that job satisfaction plays a substantial role in strengthening organizational commitment among Catholic Religious Education teachers.

The significant effect of job satisfaction on organizational commitment supports both classical and contemporary theories of work attitudes. [Stefano et al. \(2020\)](#) conceptualize job satisfaction as a positive emotional state resulting from individuals' evaluation of their job experiences. When teachers perceive their working conditions, supervision, recognition, and interpersonal relationships as favorable, they are more likely to develop emotional attachment and a sense of loyalty toward their institutions.

This finding is consistent with a growing body of empirical research demonstrating that job satisfaction functions as a key psychological mechanism linking organizational conditions to organizational commitment. A study by [Bacolod \(2024\)](#) found that job satisfaction significantly predicts teachers' affective commitment and mediates the relationship between leadership practices and organizational commitment. Similarly, [Rahman & Napitupulu \(2025b\)](#) report that satisfied teachers exhibit stronger emotional bonds with their institutions, lower turnover intentions, and higher levels of organizational identification.

From a psychological perspective, job satisfaction influences commitment by shaping teachers' affective responses to their work environment. Positive work experiences foster feelings of appreciation, fairness, and professional fulfillment, which [Meyer and Allen \(1997\)](#) identify as central to the development of affective commitment. Teachers who feel satisfied are more likely to internalize organizational goals and perceive their continued membership as personally meaningful rather than merely obligatory.

In faith-based educational institutions, job satisfaction is often reinforced by value congruence between teachers' personal beliefs and the school's mission. When institutional values resonate with teachers' moral and spiritual orientations, satisfaction transcends material considerations and becomes deeply embedded in professional identity. Studies conducted in religious and mission-driven organizations indicate that value alignment significantly strengthens affective and normative commitment by fostering a sense of purpose and moral responsibility ([Rego & Cunha, 2008](#); [Sumenggar, 2023](#)).

Moreover, job satisfaction serves as an emotional bridge between leadership and organizational commitment. Supportive and ethical leadership practices enhance teachers' satisfaction by creating a respectful and empowering work environment, which in turn deepens teachers' willingness to remain engaged and loyal ([Tnay et al., 2013](#)). This reinforces the view that organizational commitment is not solely shaped by formal policies or structural arrangements, but also by teachers' lived emotional experiences and subjective interpretations of their work context.

Recent large-scale studies further highlight the importance of job satisfaction in sustaining teacher commitment. [Collie & Perry \(2012\)](#), found that satisfied teachers are more resilient to job stress and more likely to maintain long-term commitment, while [Slocum et al. \(2014\)](#); [Skaalvik & Skaalvik \(2015\)](#), demonstrated that job satisfaction significantly reduces emotional exhaustion and strengthens organizational attachment. These findings lend additional support to the present study,

emphasizing job satisfaction as a critical lever for strengthening organizational commitment in educational settings.

Taken together, the findings suggest that enhancing job satisfaction among Catholic Religious Education teachers is essential for fostering sustainable organizational commitment. Policies and leadership practices that prioritize supportive working conditions, professional recognition, and meaningful interpersonal relationships are likely to strengthen teachers' emotional attachment and loyalty to their schools, thereby contributing to institutional stability and educational quality.

This finding is consistent with previous studies indicating that job satisfaction plays a central role in strengthening organizational commitment. However, this study highlights that, in faith-based educational contexts, job satisfaction is closely linked to value alignment and professional calling, thereby deepening teachers' emotional attachment to their institutions.

Effect of Work Motivation on Organizational Commitment

The results demonstrate that work motivation has a positive, statistically significant influence on organizational commitment. Higher levels of motivation are associated with greater dedication and sustained involvement in organizational activities.

Table 3. Path Coefficient of Work Motivation on Organizational Commitment

Relationship	β	t-value	p-value	Interpretation
Work Motivation (X_3) \rightarrow Organizational Commitment (Y)	0.298	4.22	0.000	Significant

The standardized path coefficient ($\beta = 0.298$) indicates that teachers with higher levels of work motivation tend to exhibit stronger organizational commitment.

The positive and significant relationship between work motivation and organizational commitment supports classical and contemporary motivational theories. Herzberg's motivation hygiene theory emphasizes that intrinsic motivators such as achievement, recognition, responsibility, and meaningful work play a crucial role in sustaining long-term engagement and commitment (Herzberg, 1968). Teachers who are intrinsically motivated are more likely to invest effort, persist in the face of challenges, and develop emotional attachment to their institutions (Robbins & Judge, 2019).

This finding is consistent with a growing body of empirical research demonstrating that work motivation strengthens organizational commitment by reinforcing teachers' sense of purpose and professional identity. Ryan & Deci (2017); Anwar et al. (2021), found that motivated teachers exhibit higher affective commitment and stronger willingness to remain in their organizations, while Chomarindariyana & Suyoto (2021); Xie (2022), reported that work motivation significantly predicts teachers' loyalty and organizational involvement in religious-based schools in Indonesia. These studies suggest that motivation operates not merely as an antecedent of performance, but as a psychological foundation for sustained organizational attachment.

From a psychological perspective, motivation influences commitment by shaping how teachers interpret their professional roles. Motivated teachers tend to perceive their work as meaningful and aligned with personal values, which strengthens affective and normative commitment (Meyer & Allen, 1997). In educational settings, especially within faith-based institutions, motivation is often closely linked to a sense of vocation and service. Teaching is perceived not only as an occupation, but as a calling that carries moral and spiritual significance.

Recent international studies further reinforce this perspective. [Hallinger et al. \(2025\)](#), demonstrate that teachers' intrinsic motivation significantly enhances organizational commitment by fostering resilience and sustained engagement, even under conditions of high workload and limited resources. Similarly, [Ryan and Deci \(2017\)](#) argue that autonomous motivation, driven by internalized values and personal meaning, produces deeper and more enduring forms of commitment than externally regulated motivation.

In Catholic educational contexts, work motivation is frequently rooted in spiritual values, altruism, and a commitment to service. This value-based motivation amplifies normative commitment, in which teachers remain committed due to a sense of moral obligation and responsibility toward students and the institution's educational mission. Such motivation strengthens teachers' resilience and willingness to contribute beyond formal job requirements, reinforcing long-term organizational stability. Taken together, these findings indicate that work motivation functions as both a psychological and moral force in shaping organizational commitment. Strengthening teachers' motivation through recognition, professional development, and opportunities for meaningful contribution is therefore essential for sustaining organizational commitment, particularly in faith-based educational institutions where motivation and values are deeply intertwined. This finding supports existing motivational theories while extending them by showing that work motivation in Catholic educational settings is not only driven by intrinsic factors but also by spiritual values and a sense of vocation, which strengthen long-term organizational commitment.

Simultaneous Effects of School Leadership Perception, Job Satisfaction, and Work Motivation on Organizational Commitment

The simultaneous analysis indicates that school leadership perception, job satisfaction, and work motivation jointly have a statistically significant effect on organizational commitment. Together, these variables explain a substantial proportion of variance in teachers' organizational commitment.

Table 4. Simultaneous Effects of School Leadership Perception, Job Satisfaction, and Work Motivation on Organizational Commitment

Model Statistics	Value
F-value	42.317
p-value	0.000
R ²	0.642

The coefficient of determination ($R^2 = 0.642$) indicates that 64.2% of the variance in organizational commitment is collectively explained by school leadership perception, job satisfaction, and work motivation. This result demonstrates the strong explanatory power of the integrated model.

The simultaneous findings confirm that organizational commitment among Catholic Religious Education teachers is shaped by an integrated psychological and managerial ecosystem, rather than by isolated factors. School leadership provides direction, meaning, and organizational climate; job satisfaction fosters emotional attachment and positive attitudes toward work; and work motivation sustains long-term engagement and dedication. Together, these elements form a reinforcing cycle that strengthens teachers' loyalty and commitment to their institutions.

This integrated model aligns closely with the three-component theory of organizational commitment proposed by [Meyer and Allen \(1997\)](#). Within this framework, perceptions of leadership and job satisfaction primarily contribute to affective commitment by fostering emotional attachment and identification with the organization. Work motivation, particularly when rooted in intrinsic and value-based drivers, reinforces normative commitment, where teachers remain committed due to a sense of moral responsibility and professional obligation ([Widana et al., 2019](#)).

Supportive organizational conditions further contribute to continuance commitment by fostering a stable, meaningful work environment.

The findings are consistent with contemporary organizational research emphasizing the interdependence of leadership, satisfaction, and motivation in shaping commitment. Meta-analytic and large-scale studies have demonstrated that leadership effectiveness alone is insufficient to sustain commitment unless accompanied by positive work experiences and strong motivational drivers (Akdemir, 2025; Woehler et al., 2021). Similarly, Self-Determination Theory suggests that commitment is strongest when organizational contexts support autonomy, competence, and relatedness conditions that emerge through supportive leadership, satisfying work environments, and meaningful motivation (Deci & Ryan, 2017).

In the context of Catholic educational institutions, the integration of these factors acquires an additional moral and spiritual dimension. Leadership rooted in service and ethical responsibility, satisfaction derived from meaningful, value-congruent work, and motivation grounded in a sense of vocation collectively produce a commitment that transcends contractual obligations. This form of commitment reflects not only professional loyalty but also moral responsibility toward students and the Church's educational mission (Papaioannou, 2022; Sumenggar, 2023; Muslim et al., 2024).

Recent studies conducted in faith-based and value-driven organizations support this interpretation. Research by Rego and Cunha (2008); Nguyen et al. (2022), demonstrates that value-based leadership and meaningful work significantly strengthen organizational commitment through internalization of organizational values. In educational settings, Kim (2023), further shows that the combined influence of leadership support, job satisfaction, and intrinsic motivation is a stronger predictor of commitment than any single factor alone.

By integrating leadership perception, job satisfaction, and work motivation into a single explanatory model, this study extends existing organizational commitment frameworks by highlighting the synergistic and reinforcing nature of these variables within faith-based educational contexts. The findings suggest that efforts to strengthen teacher commitment should move beyond isolated interventions and instead adopt holistic strategies that simultaneously enhance leadership quality, work satisfaction, and motivational climate.

Overall, the simultaneous analysis underscores that organizational commitment among Catholic Religious Education teachers is best understood through a multidimensional, value-oriented framework in which psychological mechanisms and moral values intersect. This perspective not only enriches the theoretical discourse on organizational commitment but also provides a robust empirical foundation for strengthening educational leadership and organizational sustainability in faith-based schools.

Conclusion

This study concludes that perceptions of school leadership, job satisfaction, and work motivation collectively play a vital role in strengthening the organizational commitment of Catholic Religious Education teachers. While leadership sets the organizational direction and climate, job satisfaction and work motivation function as key psychological drivers that foster teachers' emotional attachment, loyalty, and long-term dedication to their institutions. This study contributes to the literature by providing empirical evidence on the integrated role of psychological and value-based factors in shaping organizational commitment within faith-based educational contexts. In practice, school leaders are encouraged to implement supportive, value-based leadership practices that enhance teachers' job satisfaction and work motivation. Policymakers should also design

professional development programs that strengthen intrinsic motivation and value alignment among teachers. Future research is recommended to employ longitudinal or experimental designs to further examine causal relationships among these variables.

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