



From Meaning to Commitment: How Meaningful Work Shapes Organizational Commitment Attachment among High School Education Teachers

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ABSTRACT

Introduction. Teachers are increasingly confronted with heightened professional demands, which may affect their psychological attachment and commitment to educational institutions. However, empirical evidence on psychological factors that strengthen teachers' organizational commitment across educational levels remains limited. *This study aims* to analyze the influence of meaningful work on organizational commitment among high school education teachers, hereby contributing empirical insights into how psychological resources can strengthen teachers' organizational commitment within school organizations.

Research methods. A quantitative design was employed, with data collected through psychological scales measuring meaningful work and organizational commitment developed by the research team. The respondents consisted of 315 active high school teachers, selected through a convenience sampling technique. Data were analyzed using SPSS, with validity and reliability testing conducted prior to hypothesis testing. The main analyses included correlation and regression techniques, as well as group comparison tests.

Results. The results indicate that meaningful work significantly influences organizational commitment and serves as a strong predictor of the outcome ($R = 0.766$; $R^2 = 0.586$; $p < 0.001$). Correlation analyses indicate strong and significant relationships between meaningful work and all dimensions of organizational commitment ($p < 0.001$). Additionally, significant gender differences were observed, with female teachers reporting higher levels of meaningful work and organizational commitment.

Conclusion. Meaningful work plays a crucial role in strengthening teachers' organizational commitment. These findings underscore the importance of fostering meaningfulness in teachers' work through supportive organizational practices, such as professional recognition, career development, and purposeful job design. Enhancing meaningful work may serve as a strategic approach for improving teacher commitment within educational institutions.

KEYWORDS

meaningful work, organizational commitment, teachers, high school education, school organizations

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INTRODUCTION

At the global level, education is positioned as a central pillar of sustainable development and social equity. International initiatives led by UNESCO, in collaboration with the International Task Force on Teachers for Education 2030, emphasize the critical role of teachers in achieving inclusive and equitable quality education, as articulated in Sustainable Development Goal 4 [<https://doi.org/10.54675/FIGU8035>]. The Global Report on Teachers highlights persistent global challenges related to teacher shortages, professional support, and working conditions, underscoring the need for sustained attention to teachers' roles and experiences within education systems worldwide. Within this global policy context, teachers play a crucial role in translating international education agendas into everyday educational practice.

Teachers play a central and multifaceted role within educational institutions. Previous research indicates that teachers are not only responsible for classroom instruction but also play a key role in curriculum development through the implementation and evaluation of curriculum design, shaping students' learning experiences [1]. In addition, teachers' roles extend beyond classroom boundaries, as they act as implementers of curriculum reform and contributors to broader educational processes shaped by organizational and contextual factors [2]. Beyond pedagogical duties, teachers frequently undertake informal mentoring, extra-curricular supervision, and administrative tasks that sustain school functioning [3]. Because teacher actions directly influence both short-term student learning and longer-term educational trajectories, sustaining a committed and professionally motivated teaching workforce is a priority for school leaders and policy makers alike, particularly given the demonstrated roles of leadership and management practices in shaping teacher motivation and performance [4], the increasing demands placed on teachers' professional roles [5], and the influence of school-level administrative practices on teacher job performance [6].

Organizational commitment is defined as a psychological state that reflects an employee's attachment to the organization [7]. Among teachers, higher organizational commitment is associated with stronger professional attachment and better job performance, particularly when supported by relational factors within schools such as loyalty to school leadership [8]. A positive school climate further strengthens teachers' commitment to the profession and supports their work performance [9]. Conversely, low commitment contributes to absenteeism, attrition, and reduced investment in student outcomes, all of which undermine institutional stability and student learning continuity [10]. Moreover, negative work-related attitudes, most notably low affective commitment have been identified as key predictors of employees' intention to leave educational institutions [11]. Furthermore, employees' commitment to their organization leads to a strong acceptance of organizational goals and values, alongside a willingness to dedicate themselves to the organization and maintain their position [12]. Accordingly, understanding the factors that strengthen teachers' organizational commitment is essential for maintaining institutional stability and ensuring continuity in educational provision.

Previous research has identified various antecedents of organizational commitment in educational settings. A systematic review of empirical studies highlights the importance of leadership practices, working conditions, organizational support, and other contextual factors in shaping teachers' organizational commitment [13]. In addition, empirical evidence indicates that work competence and compensation systems also contribute positively to teachers' commitment to their organizations [14]. While these structural and contextual factors are undoubtedly important, growing attention has been directed toward teachers' internal psychological experiences as more proximal determinants of commitment. One such experience is how teachers perceive the meaningfulness of their work, which may shape their emotional attachment and sense of obligation toward their employing institutions [15].

Meaningful work refers to the subjective conviction that one's work is personally significant, purposeful, and aligned with core values [16]. The construct captures both the immediate sense that tasks matter and the broader perception that one's role contributes to a greater social or moral good [17]. In the educational context, meaningful work is often experienced through observing students' growth, applying pedagogical values, and integrating teaching into one's professional identity [18]. In addition, qualitative evidence shows that teachers derive meaning from integrating teaching into their professional identity and from perceiving their work as contributing to students' lives and the broader social good [19]. These experiences are believed to strengthen teachers' psychological connection to their schools and to enhance their willingness to remain committed despite increasing professional demands.

In addition to organizational and psychological influences, individual characteristics may further shape how teachers derive meaning from their work and develop commitment to their institutions. Gender has been frequently discussed as one such factor. Prior studies have shown that women tend to perceive work as more relational and socially connected, whereas men often emphasize autonomy and personal achievement [20]. Within educational contexts, female teachers often demonstrate stronger organizational commitment due to altruistic values and moral responsibility toward students [21]. However, empirical findings regarding gender differences in meaningful work and organizational commitment remain mixed, suggesting that contextual and cultural factors may play an important moderating role.

Although previous studies have established meaningful work as an important correlate of teachers' attitudes and behaviors, limited attention has been given to its specific role in shaping organizational commitment within the Indonesian educational context. This gap is particularly important given the central role of teachers in sustaining educational quality and institutional continuity. Moreover, despite extensive discussion of gender differences in the literature, evidence regarding their influence on meaningful work and organizational commitment among teachers remains inconclusive, especially in non-Western settings.

Responding to these gaps, the present study investigates the extent to which meaningful work contributes to teachers' organizational commitment and explores whether male and female teachers differ in their experiences of work meaningfulness and organizational attachment. By focusing on these issues, this research seeks to advance understanding of psychological resources in educational organizations and to offer practical insights for strengthening teacher retention and professional sustainability in schools.

Objectives and Hypotheses

Based on the theoretical background and empirical findings discussed above, this study examines the effect of meaningful work on teachers' organizational commitment and explores potential gender differences. Accordingly, the following hypotheses are proposed:

H1: Meaningful work significantly predicts organizational commitment among teachers.

H2: Meaningful work is positively correlated with affective, continuance, and normative commitment.

H3: There is a significant difference in meaningful work between male and female teachers, with female teachers showing higher levels of meaningful work.

H4: There is a significant difference in organizational commitment between male and female teachers, with female teachers showing higher organizational commitment.

MATERIALS AND METHODS

Participants

This study involved High School Education teachers. Participants were selected using a convenience sampling through professional networks and collaborations with schools. This approach was chosen for its flexibility in reaching teachers with diverse educational backgrounds and work experiences, ensuring that the data reflect a wide range of teaching contexts. The sample size of this research is 315, with the parametric statistical analysis assumption test in SPSS that will be used is the regression, Pearson's correlation, and independent samples t-tests [22]. Inclusion criteria required participants to be currently employed as classroom teachers at High School Education, aged at least 24 years, and with a minimum of one year of teaching experience, ensuring that participants had sufficient exposure to meaning-making at work and the development of organizational commitment. Exclusion criteria included school personnel without teaching responsibilities and teachers on extended leave during the survey period.

Instruments

Data were collected via an online questionnaire comprising two primary scales: one assessing meaningful work and the other assessing organizational commitment. Both instruments were

developed by the researchers with reference to the conceptual frameworks of [23] (for meaningful work) and [7] (for organizational commitment). Each item employed a five-level Likert response format, where scores ranged from 1 (indicating strong disagreement) to 5 (indicating strong agreement). Before the main survey, the item pool was reviewed by several experts in educational psychology to verify conceptual coverage and item clarity; a small pilot study was then conducted to inspect item distributions and obtain preliminary reliability estimates.

The meaningful work scale includes items crafted to capture teachers' perceptions of work significance, sense of purpose, and perceived contribution to personal values and to society. Example items (English translations of the original Bahasa Indonesia) include: "My profession as a teacher aligns with my personal values," "Being a teacher helps me keep growing and learning," and "The teaching profession plays an important role in building society." These items were intended to reflect dimensions of positive meaning in work, meaning-making through work, and greater good motivations [16].

The organizational commitment scale was developed in line with Meyer and Allen's three-dimension model (affective, continuance, normative) and contains multiple items for each dimension to ensure adequate construct representation. Sample items are: "I am actively involved in school activities beyond regular working hours" (illustrating affective/participatory orientation), "I work to fulfill my basic living needs" (illustrating continuance considerations), and "I am convinced that remaining at this school is the best decision" (illustrating normative obligation).

Procedure

Data collection took place entirely online using Google Forms. The survey link was disseminated through teacher, and schools. The data collection period lasted approximately three to four weeks, with one or two reminders sent to encourage participation. Prior to completing the questionnaire, all participants reviewed the study information sheet and provided informed consent to participate voluntarily, without any coercion or external pressure.

Data Analysis

SPSS served as the primary tool for all statistical analyses. The dataset was first inspected for completeness, unusual data points, and overall case validity. Validity for individual items was reviewed through their corrected item-total correlation values, and internal consistency for each measurement component was quantified using Cronbach's alpha.

Statistical assumptions for regression were examined prior to hypothesis testing. Normality of residuals was assessed using the Kolmogorov-Smirnov test and normal probability plots; homoscedasticity was evaluated using the Glejser test and residual scatterplots; independence of errors was checked with the Durbin-Watson statistic; and linearity was verified using ANOVA-based tests and graphical inspection.

Simple linear regression was used to determine the predictive contribution of Meaningful Work to Organizational Commitment, and model fit was reported using R , R^2 , and significance values. As the raw data for both variables deviated from normality, non-parametric approaches were applied for correlational and group comparison analyses. Spearman's rank-order correlation was applied to investigate how Meaningful Work relates to the three dimensions of organizational commitment, while gender differences were tested using the Mann-Whitney U test. Effect sizes were calculated to determine the magnitude of group differences. All results are reported transparently with interpretations accordance with established statistical guidelines for educational research [22].

LITERATURE REVIEW

Organizational Commitment

Organizational commitment, teachers' psychological attachment to their employing school is a key predictor of behaviors that matter for school effectiveness [24]. Meyer and Allen define organizational commitment as a psychological state that characterizes the employee-organization relationship and influences decisions regarding continued membership [7]. According to the three-component model proposed by [7], organizational commitment comprises affective commitment (emotional attachment

to the organization), continuance commitment (perceived costs associated with leaving), and normative commitment (a felt obligation to remain). This conceptualization has been widely adopted in educational research to explain teachers' work-related attitudes and behaviors.

In educational institutions, teachers' organizational commitment constitutes a fundamental determinant of instructional effectiveness and exerts a substantial influence on students' learning outcomes [25]. This relationship is grounded in the role of organizational commitment in fostering sustained professional dedication and consistent teaching performance, which ultimately contributes to higher levels of students' academic achievement [26]. Moreover, teachers with strong organizational commitment tend to demonstrate enduring loyalty to their institutions, thereby reinforcing organizational stability and ensuring the continuity of educational services [27]. Consequently, strengthening teachers' organizational commitment is imperative for achieving institutional goals and sustaining the overall quality of education.

Taken together, these findings underscore the strategic importance of organizational commitment in educational settings and highlight the need to identify psychological factors that can strengthen teachers' attachment to their schools.

Meaningful Work

Steger, Dik and Duffy conceptualize meaningful work as the subjective experience that one's work is significant, purposeful, and aligned with personal values [23]. This construct encompasses both the perception that daily tasks are worthwhile and the belief that one's role contributes to a broader social or moral purpose. In this sense, meaningful work functions as a key mechanism through which individuals integrate their professional activities with their broader life goals and value systems. As such, meaningful work represents not merely a cognitive evaluation of job tasks but also an existential appraisal of work as a source of purpose and identity.

Empirical research has consistently demonstrated that meaningful work is positively associated with multiple indicators of work-related well-being, including job satisfaction, career fulfillment, and organizational commitment [28]. Furthermore, recent research demonstrates that meaningful work serves a protective function by buffering against emotional exhaustion and burnout while promoting resilience in demanding work environments [29]. These findings suggest that employees' perceptions of work meaning shape not only their personal well-being but also the quality of their relationship with the organization. When individuals experience their work as meaningful, they are more likely to develop stronger identification with their workplace, which in turn fosters greater loyalty and emotional attachment. In this sense, meaningful work can be understood as a psychological mechanism that links personal fulfillment with organizational commitment.

Meaningful Work and Organizational Commitment among Teachers

Teaching is frequently perceived not merely as a job but as a vocation imbued with moral and social significance. Teachers who perceive their work as socially valuable and personally fulfilling tend to develop a vocational orientation, which makes them less likely to leave their organization [30]. This perception strengthens teachers' dedication to their roles and enhances their ability to manage the emotional and organizational demands of the profession. Moreover, when teachers experience their work as meaningful, they are more likely to sustain high levels of motivation and professional engagement, which in turn reinforces their organizational commitment [31].

Meaningful work also strengthens teachers' organizational commitment through the alignment between personal values and institutional goals. When teachers perceive that their work reflects their moral beliefs and life purpose, they are more likely to internalize the school's mission, which deepens their emotional attachment to the organization [32]. At the same time, meaningful work serves as a psychological resource that supports well-being [33], although excessive dedication may increase the risk of emotional exhaustion when not balanced with adequate organizational support [34]. Overall, these dynamics indicate that meaningful work shapes organizational commitment not only by enhancing motivation and loyalty, but also by highlighting the need for sustainable professional engagement.

A teacher's sense of meaningful work can also influence how they are perceived by students, allowing them to serve not only as educators but as mentors or transformative figures [35]. In this way, meaningful work fulfills both individual needs and organizational objectives by guiding behaviors

that support school goals and enhance organizational effectiveness [33]. Empirical evidence across different occupations has demonstrated that meaningful work as meaningful tends to coincide with increased engagement, reduced burnout, and more favorable job attitudes-outcomes that collectively strengthen organizational commitment [36]. Collectively, these effects highlight the critical role of meaningful work in sustaining teacher engagement, retention, and organizational commitment, beyond the influence of structural or material working conditions alone.

These findings provide strong empirical support for the proposition that meaningful work plays a central role in fostering teachers' organizational commitment, beyond the influence of structural or material working conditions alone.

Gender Differences in Meaningful Work and Organizational Commitment

In addition to organizational and psychological determinants, individual characteristics such as gender may shape how employees experience meaningful work and develop commitment to their organizations. Parimita et al. found that gender differences exist in individual and organizational factors that shape millennials' work attitudes and behaviors in the creative industries [37]. These differences in work orientation may influence how meaningful work translates into emotional attachment and loyalty toward the organization. Consequently, the extent to which meaningful work fosters emotional attachment and organizational loyalty may vary across male and female employees, depending on how closely their work experiences align with these underlying value orientations.

However, empirical findings on gender differences remain inconsistent. Research on meaningful work suggests that gender differences are often minimal and tend to vary according to organizational status rather than gender itself [38]. Other studies indicate that variations in work meaningfulness are more strongly associated with career stage and contextual factors than with gender-based distinctions [39]. Similarly, recent large-scale evidence on organizational commitment shows that differences between men and women are statistically negligible once organizational and job-related factors are taken into account, indicating largely similar commitment patterns across genders [40]. Collectively, these findings suggest that cultural and organizational contexts may play a more influential role than gender alone in shaping meaningful work and organizational commitment.

The inconsistency of prior findings highlights the need for further investigation into whether male and female teachers experience work meaningfulness and organizational commitment differently, particularly in non-Western educational contexts where social expectations surrounding gender roles may shape professional identities in distinct ways.

RESULTS

The descriptive summaries of the main variables are provided in Table 1. Meaningful Work showed a mean score of 84.11 (SD = 10.746), while Organizational Commitment recorded a mean of 69.66 (SD = 8.605). Both variables demonstrated sufficient variability to support subsequent analyses, although the Kolmogorov-Smirnov test indicated that the raw data did not follow a normal distribution.

Table 1 Descriptive statistics for the study variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Meaningful Work	315	57	110	84.11	10.746
Organizational Commitment	315	48	90	69.66	8.605

As shown in Table 2, the simple linear regression analysis demonstrates that Meaningful Work significantly predicts Organizational Commitment. The regression coefficient is positive and significant ($B = 0.613$, $t = 21.068$, $p < 0.001$), showing that teachers who report higher Meaningful Work also tend to exhibit elevated Organizational Commitment.

Table 2 Simple Linear Regression Results

	Unstandardized Coefficients	Standardized Coefficients	t	P-Value	Std. Deviation
	B	Std. Error	Beta		
Constant	18.078	2.468		7.325	0.000
Meaningful Work	0.613	0.029	0.766	21.068	0.000

Table 3 reports the correlation and determination coefficients. The correlation coefficient ($R = 0.766$) indicates a strong positive relationship between the variables, while the coefficient of determination ($R^2 = 0.586$) shows that Meaningful Work explains 58.6% of the variance in Organizational Commitment. The remaining variance is attributable to other factors not included in the model.

Table 3 Correlation and Determination Coefficients

R	R Square
0.766	0.586

Normality testing using the Kolmogorov–Smirnov test (Table 4) indicates that the distributions of Meaningful Work ($p = 0.049$) and Organizational Commitment ($p = 0.000$) do not meet the criteria for normality. Therefore, non-parametric analyses were applied for subsequent correlation and group comparison tests.

Table 4 Kolmogorov–Smirnov Normality Test

	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Meaningful Work	0.051	315	0.049
Organizational Commitment	0.094	315	0.000

The Spearman correlation analysis in Table 5 shows that Meaningful Work is significantly associated with all three dimensions of Organizational Commitment. Strong positive correlations were found with Affective Commitment ($r = 0.726$, $p < 0.001$), Continuance Commitment ($r = 0.636$, $p < 0.001$), and Normative Commitment ($r = 0.643$, $p < 0.001$). These results confirm that higher levels of Meaningful Work are consistently related to stronger commitment across all dimensions.

Table 5 Spearman Correlations Between Meaningful Work and Commitment Dimensions

		Meaningful Work	Affective	Continuance	Normative
Meaningful Work	Correlation Coefficient	1.000	.726**	.636**	.643**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	315	315	315	315
Affective	Correlation Coefficient	.726**	1.000	.681**	.726**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	315	315	315	315

Continuance	Correlation Coefficient	.636**	.681**	1.000	.642**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	315	315	315	315
Normative	Correlation Coefficient	.643**	.726**	.642**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	315	315	315	315

Table 6 summarizes the Mann–Whitney test results, which reveal significant gender differences. Female teachers showed higher levels of Meaningful Work (mean rank = 178.90, $p < 0.001$) compared to male teachers (mean rank = 128.64). Similarly, Organizational Commitment also differed significantly, with female teachers scoring higher (mean rank = 171.75, $p = 0.001$) than male teachers.

Table 6 Mann–Whitney Test for Gender Differences

Variable	Gender	N	Mean Rank	Z	P-Value	Effect Size
Meaningful Work	Male	131	128.64	-4.830	0.000	0.272
	Female	184	178.90			
	Total	315				
Organizational Commitment	Male	131	138.69	-3.178	0.001	0.179
	Female	184	171.75			
	Total	315				

The magnitude of the observed gender differences in Meaningful Work and Organizational Commitment was evaluated using effect size indices. In the context of the Mann–Whitney procedure, effect size is reported as the coefficient r .

Cohen benchmarks suggest that an r of roughly 0.1 denotes a small effect, values near 0.3 correspond to a medium effect, and those around 0.5 or higher signify a large effect [41]. As shown in Table 6, the effect size for Work Meaning is 0.272, which is close to the 0.3 benchmark. This suggests that the difference in Work Meaning between female and male teachers falls within the medium category. In contrast, the effect size for Organizational Commitment is 0.179, a value near 0.1, indicating that the difference in Organizational Commitment between the two groups is small.

In summary, the results indicate that Meaningful Work significantly predicts Organizational Commitment, is strongly correlated with all its dimensions, and shows significant differences across gender groups. These findings align with the proposed hypotheses and highlight the central role of meaningful work experiences in shaping teachers' organizational commitment.

DISCUSSION

The present study found that meaningful work significantly predicts teachers' organizational commitment (H1), and that meaningful work is positively associated with each dimension of commitment; affective, continuance, and normative (H2). In addition, the results indicate gender differences: female teachers showed higher levels of meaningful work (H3) and greater organizational commitment (H4) than male teachers. Although causality cannot be definitively established from the current cross-sectional design, these robust associations point to meaningful work as an important internal resource that supports teachers' commitment to their schools.

The positive link between meaningful work and organizational commitment aligns with theoretical accounts which propose that perceiving one's work as purposeful and congruent with personal

values fosters emotional identification with the employing organization, strengthens perceived obligation, and under some conditions enhances the perceived costs and benefits of staying in organization [42]. In educational settings, meaningful work has been shown to function as a key pathway through which teachers' calling orientation, job design, and social relationships translate into higher work engagement and lower intentions to leave the organization [30]. Practically, when teachers experience their roles as meaningful through witnessing student development, actualizing pedagogical ideals, or contributing to community welfare, they are more likely to invest discretionary effort, endorse organizational goals, and prefer to remain in their posts [43]. These mechanisms are consistent with recent syntheses and teacher-focused studies that position meaning as a proximal antecedent of commitment and work-related well-being [44].

The observed positive effects across affective, continuance, and normative dimensions suggest that meaningful work operates on multiple psychological pathways. It appears to bolster affective commitment via enhanced emotional attachment and job fulfilment; it may increase continuance commitment when teachers evaluate leaving as costly relative to the meaningful rewards they derive; and it can strengthen normative commitment by embedding a sense of obligation rooted in professional responsibility [45]. Reporting dimension-specific effects can help school leaders target interventions (for instance, strengthening affective ties through recognition and collegial activities, or reinforcing continuance through career development and retention policies) [27].

Gender emerged as a differentiating factor in this study, where female participants scored higher on both meaningful work and organizational commitment. This outcome echoes earlier empirical work showing that female teachers often demonstrate stronger relational orientations in their professional roles, including higher levels of care, empathy, and overcommitment, which shape how they experience and invest in their work [46]. Complementary evidence on motivation for entering the teaching profession further suggests that women are more likely to be driven by intrinsic and social utility values, reinforcing the perception of teaching as a value-oriented and service-focused occupation [47]. Such orientation tends to strengthen the affective and normative dimensions of commitment, as female teachers gain satisfaction not only from performing their duties but also from nurturing others and contributing to collective well-being. The higher level of organizational commitment among female teachers is also in line with the findings of [48]. Furthermore, similar patterns have been observed in non-educational contexts, where women display stronger organizational commitment than men, as demonstrated by [49] in the information technology sector and [50] in the public service sector. These cross-contextual findings reinforce the argument that gender influences the depth of affective and normative attachment to organizations. In practical terms, the evidence suggests that school leaders need to design work environments that foster meaningfulness for all teachers; for instance, through participatory decision-making, mentoring initiatives, and equitable systems of professional recognition.

From a theoretical perspective, the study enriches the positive organizational scholarship framework by validating meaningful work as a key psychological resource that underpins long-term organizational attachment in educational settings. Methodologically, the use of SPSS-based statistical analyses strengthens the empirical grounding of the link between meaningful work and organizational commitment, allowing for comprehensive hypothesis testing through linear regression, correlation, and independent samples t-tests. Practically, the findings encourage educational policymakers and school leaders to foster a work culture that emphasizes personal meaning, professional autonomy, and social contribution where there are factors that collectively strengthen teachers' organizational commitment.

CONCLUSION

This research confirms that meaningful work constitutes a pivotal antecedent of teachers' organizational commitment in high school education teachers. The results reveal that educators who attribute meaning to their professional roles tend to demonstrate stronger affective bonds, heightened normative commitment, and an increased intention to remain within their institutions. These findings highlight meaningful work as a core psychological mechanism that reinforces teachers' motivation, persistence, and sustained commitment in the educational context.

In practical terms, the study implies that educational leaders and policymakers should prioritize strategies that cultivate work meaningfulness, including acknowledgment of professional

contributions, opportunities for continuous development, inclusive decision-making processes, and purposeful task design. Strengthening these aspects may help educational institutions maintain a stable and committed teaching workforce amid evolving organizational challenges.

Notwithstanding its contributions, this study is limited by its cross-sectional approach and reliance on convenience sampling, which may constrain causal interpretation and external validity. Future investigations are encouraged to adopt longitudinal or experimental designs, involve more diverse samples, and explore explanatory mechanisms such as work engagement as well as boundary conditions including school level. Additionally, incorporating qualitative methods could enrich understanding of how teachers from different gender backgrounds perceive and construct meaningful work. Further research may also extend this model by examining contextual and personal resources, such as psychological capital, job resources, and leadership support, to clarify how meaningful work fosters enduring organizational commitment.

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