

The Effect Of Perceived Organizational Support (POS) And Work-Life Balance (WLB) On The Performance Of Elementary School Teachers In Sukabumi Regency

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Abstract

This study aims to analyze the influence of Perceived Organizational Support (POS) and Work Life Balance (WLB) on the performance of elementary school teachers in Sukabumi Regency, motivated by the low performance of contract-status teachers and the widespread appointment of acting principals, both of which indicate suboptimal organizational support. A quantitative approach was employed using a survey method with 208 teachers selected through purposive sampling from a population of 9,352 teachers; data were collected via questionnaires adapted from the SPOS instrument, the Work Life Balance Scale, and The Danielson Framework for Teaching, and analyzed using multiple linear regression in SPSS. The results show that POS has a positive and significant effect on teacher performance (sig. = 0.011), while WLB does not have a significant effect (sig. = 0.388); simultaneously, both variables significantly influence teacher performance (sig. = 0.002) with a contribution of 5.1%. It is concluded that organizational support is the dominant factor in improving teacher performance, and schools along with education authorities are recommended to strengthen organizational support through proportional recognition and the provision of adequate work facilities.

Keywords: *Perceived Organizational Support, Work Life Balance, Teacher Performance, Elementary School.*

INTRODUCTION

Education is a fundamental pillar for the development of a nation. The quality of education highly depends on teachers who are at the forefront of teaching and learning activities. Their main duties are regulated under Regulation of the Minister of Primary and Secondary Education No. 11 of 2025, which encompasses guiding, educating, teaching, assessing, and evaluating students (Kemendikdasmen RI, 2025). However, the teaching profession currently faces numerous challenges,

including high workloads, low welfare, and limited organizational support that can reduce teacher performance (Shue, 2025).

According to Mangkunegara in Hartini, (2023), performance is the achievement of an individual's work in terms of quality and quantity in line with their responsibilities. Danielson, (2022) adds that teacher performance reflects the extent to which educators carry out their professional responsibilities in creating effective and meaningful learning. Based on the Regulation of the Minister of

National Education No. 16 of 2007, teacher performance encompasses four competencies: pedagogical, personal, social, and professional (Kemendiknas RI, 2007).

Nationally, teacher quality remains low. The Teacher Competency Test (UKG) score averages only 58.5 out of a standard of 60, while elementary school teachers achieved the lowest score of 54.8 (Nazhid & Iskandar, 2023). A similar condition is

observed in Sukabumi Regency, where approximately 80% of teachers hold honorary status and many principal positions are occupied by acting officials

(PLT), indicating suboptimal organizational support for improving teacher performance (Pasi, 2023)

Empirical studies show that teacher performance is influenced by motivation, principal leadership, work environment, and organizational support (Anggriani et al., 2025). In addition to competence and experience, teacher performance is also influenced by factors such as Perceived Organizational Support (POS), Work Life Balance (WLB), school climate, and organizational commitment (Li et al., 2025; Mailool et al., 2020; Yusof, 2025)

This research focuses on POS and WLB as key variables.

POS refers to teachers' perceptions of the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). Li et al., (2025) found that POS significantly influences sustainable teacher performance where self-efficacy and job satisfaction are

high. Ishfaq et al., (2023) confirmed that POS has a significant correlation with school teacher outcomes, with fairness, supervisory support, recognition, and favorable working conditions contributing positively.

Meanwhile, WLB plays an essential role in harmonizing professional and personal life. Fisher et al., (2009) note that such harmony helps avoid stress and enhances work focus. When teachers can balance professional and personal responsibilities, their productivity and performance improve (Zahara et al., 2024). Research by Rumijati et al., (2025) demonstrated that WLB positively influences teacher performance and can strengthen the impact of POS on work outcomes.

Despite extensive research on POS and WLB separately, few studies have combined both variables in the context of elementary school teacher performance. This research aims to provide a comprehensive understanding and strategic orientation for educational policy makers, schools, and education departments in Sukabumi Regency to improve teacher performance. Specifically, this study analyzes the effect of Perceived Organizational Support and Work Life Balance on the performance of elementary school teachers in Sukabumi Regency.

METHOD

This study employed a quantitative approach with a survey method conducted in Sukabumi Regency, West Java. The population comprised 9,352 elementary school teachers. The sample was determined using the guideline from (Hair et al., 2019), which recommends a

minimum of 10 times the number of indicators or structural paths. Considering this, 208 teachers were selected as respondents through purposive sampling.

The purposive sampling criteria included: (1) active elementary school teachers in Sukabumi Regency; (2) minimum one year of teaching experience, ensuring familiarity with the organizational system; and (3) willingness to participate and complete the questionnaire.

Data were collected through questionnaires adapted from three validated instruments. Teacher performance was measured using The Danielson Framework for Teaching (Danielson, 2022) with a 4-point Likert scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent). POS was measured using the Survey of Perceived Organizational Support (SPOS) by Eisenberger et al., (1986) with a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree). WLB was measured using the Work Life Balance Scale by Fisher et al., (2009) with a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Multiple linear regression analysis was used to analyze the data with SPSS software. Before regression analysis, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was performed through the t-test (partial effect), F-test (simultaneous effect), and coefficient of determination (R^2).

RESULTS AND DISCUSSION

Respondent Demographics

Data were collected from 208 respondents. The majority were female (72.6%), aged

over 35 years (44.75%), and had more than 10 years of teaching experience (45.5%). In terms of employment status, PPPK (Government Employees with Work Agreements) dominated (45.7%), followed by honorary teachers (34.6%) and PNS (19.7%). Monthly income for most respondents ranged from Rp2,000,000 to Rp5,000,000 (49.5%). Respondents were spread across various elementary schools in Sukabumi Regency.

Table 1. Respondent Demographics

Category	Group	Count	Percentage
Gender	Male	57	27.4%
	Female	151	72.6%
Age	20–24 years	34	16.3%
	25–29 years	47	22.6%
	30–34 years	34	16.3%
	>35 years	93	44.75%
Employment Status	PNS	41	19.7%
	PPPK	95	45.7%
	Honorary	72	34.6%
Teaching Experience	1–3 years	41	19.7%
	3–6 years	45	21.6%
	7–9 years	19	9.1%

Category	Group	Count	Percent
	>10 years	103	45.5%

Validity and Reliability Tests

All items in the three questionnaires passed the validity test using Pearson Correlation, with r-count values exceeding r-table (0.136). The POS variable (X1) had 17 items with r-count ranging from 0.141 to 0.736, all above the r-table threshold. The WLB variable (X2) had 17 items with r-count ranging from 0.270 to 0.771. The Teacher Performance variable (Y) had 22 items with r-count ranging from 0.672 to 0.862. All variables also passed the reliability test, with Cronbach's Alpha values of 0.884 (POS), 0.827 (WLB), and 0.967 (Teacher Performance), all exceeding the threshold of 0.70.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Result
Perceived Organizational Support (X1)	0.884	Reliable
Work Life Balance (X2)	0.827	Reliable
Teacher Performance (Y)	0.967	Reliable

Classical Assumption Tests

The normality test using the Kolmogorov-Smirnov method indicated that the raw data did not fully meet the normal distribution assumption (Asymp.Sig < 0.05). However, the Normal P-Plot graph showed that residual data points were

scattered around and followed the diagonal line, indicating that residual normality was fulfilled. Given the large sample size (208 respondents) and applying the Central Limit Theorem principle, the regression analysis remains valid (Ajija et al., 2011; Hair et al., 2019).

The multicollinearity test showed that both independent variables (X1 and X2) had identical VIF values of 1.360 (below 10) and tolerance values of 0.735 (above 0.1), indicating no multicollinearity. The heteroscedasticity test using the Glejser test revealed significance values of 0.481 (X1) and 0.303 (X2), both exceeding 0.05, confirming the absence of heteroscedasticity. The scatter plot also showed random data distribution with no systematic pattern.

Table 3. Multiple Linear Regression Results (Coefficients)

Model	B	Std. Error	Beta	t	Sig.
(Constant)	59.684	5.228		11.417	<.001
POS (X1)	0.134	0.052	0.203	2.576	0.011
WLB (X2)	0.071	0.083	0.068	0.865	0.388

Hypothesis Testing

Table 4. F-Test (Simultaneous Effect)

Model	Sum of Squares	df	Mean Square	F	Sig.
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Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1123.645	2	561.823	6.577	0.002
Residual	17511.311	205	85.421		
Total	18634.957	207			

Table 5. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error
1	0.535	0.286	0.051	3.697

Discussion

Based on statistical testing, Perceived Organizational Support (POS) has a positive and significant effect on teacher performance (sig. = 0.011; t-count = 2.576 > t-table = 1.972; H1 accepted). This finding is consistent with Eisenberger et al. (1986), who stated that when employees feel genuine support from their organization, they feel valued and more committed, ultimately driving sustained performance improvement. In the context of this research, organizational support in the form of fair management, supervisory attention, and recognition of teacher contributions proved to meaningfully contribute to the quality of their performance.

This finding is corroborated by Li et al., (2025) and Ishfaq et al., (2023), who consistently concluded that POS significantly influences teacher performance. Optimal organizational support was shown to foster self-efficacy, increase job satisfaction, and strengthen teacher motivation. The result aligns with Abubakar et al., (2019); Hennyta & Sudibjo, (2024); Rusniati, Yuli; Prijanto, (2024), who found that organizational support positively contributes to teacher performance.

In contrast, Work Life Balance (WLB) did not prove to have a significant effect on teacher performance (sig. = 0.388; t-count = 0.865 < t-table = 1.972; H2 rejected). This does not fully align with Fisher et al.'s (2009) view that WLB is an important factor in driving productivity. The difference may be due to the unique characteristics of the teaching profession in Sukabumi Regency, where most teachers demonstrate high dedication and commitment despite limited work-life balance. Intrinsic factors such as moral responsibility, professional calling, and inherent teaching duties likely sustain their performance even when WLB is not fully achieved.

Additionally, the demographic profile of respondents—predominantly experienced teachers aged over 35 years—suggests that they are more skilled at managing work pressure compared to younger, less experienced colleagues. This finding partially differs from Ahmad Rifa'i et al., (2023); Fitri et al., (2024); Utaminingsih et al., (2024), who found WLB to be a significant predictor of teacher

performance, indicating that context and setting play a crucial role.

Simultaneously, POS and WLB together have a significant effect on teacher performance ($F\text{-count} = 6.577 > F\text{-table} = 3.040$; $\text{sig.} = 0.002$; H3 accepted). However, the Adjusted R^2 value of 0.051 indicates that these two variables only explain 5.1% of the variance in teacher performance, while the remaining 94.9% is influenced by other factors not included in this model, such as work motivation, principal leadership style, work environment conditions, and job satisfaction. This is consistent with Emur & Satriya, (2024) and Lee & Shin, (2023), who found combined effects of POS and WLB on work outcomes.

CONCLUSION

This study provides a comprehensive picture of the dynamics between Perceived Organizational Support and Work Life Balance in relation to elementary school teacher performance in Sukabumi Regency. The findings can be summarized as follows:

- 1) POS has a positive and significant effect on teacher performance—teachers who feel valued, recognized, and supported by their institution perform better.
- 2) WLB does not have a significant direct effect on teacher performance in this context, suggesting that although work-life balance is generally important, it is not the primary determinant of teacher performance in the studied environment.

- 3) Simultaneously, both variables significantly affect teacher performance, albeit with a modest contribution (5.1%), indicating that teacher performance is a complex phenomenon influenced by many other factors beyond these two variables.

SUGGESTIONS

Based on the findings, the following recommendations are proposed:

- 1) Schools and education departments should more seriously provide organizational support to teachers, both materially and non-materially. Forms of support such as leadership attentiveness, fairness in task allocation, and recognition of work achievements should be continuously improved, as these have been proven to directly impact teacher performance.
- 2) Although WLB was not proven to have a direct significant effect, this aspect should not be ignored. Schools should strive to create a more balanced work atmosphere through more proportional workload distribution to maintain teacher health and welfare in the long term.
- 3) Future researchers are encouraged to enrich the research model by adding other relevant variables such as work motivation, job satisfaction, leadership, or organizational commitment to produce more comprehensive analysis.

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