



FROM SATISFACTION TO COMMITMENT: INVESTIGATING THE EFFECTS OF WORK ENVIRONMENT AND TRAINING ON SENIOR HIGH SCHOOL TEACHERS IN WEST SUMBA

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ABSTRACT

Introduction: This study examines how the work environment and training influence job satisfaction and organizational commitment among senior high school teachers in West Sumba, addressing gaps in previous research by analyzing job satisfaction as a mediating variable.

Methods: This study employed a quantitative approach using Structural Equation Modeling–Partial Least Squares (SEM-PLS) to analyze the relationships among work environment, training, job satisfaction, and organizational commitment. Data were collected through a structured questionnaire administered to 84 senior high school teachers in West Sumba Regency, selected using a proportional stratified random sampling method.

Results: The findings show that both the work environment and training have positive and significant effects on job satisfaction and organizational commitment. Training emerged as the strongest predictor of job satisfaction, and job satisfaction significantly mediated the effects of both the work environment and training on organizational commitment. All seven hypotheses were supported based on the SEM-PLS analysis.

Conclusion and suggestion: The study concludes that improving the work environment and providing effective training are essential strategies for increasing teacher job satisfaction and strengthening organizational commitment. Job satisfaction plays a key mediating role in transforming these improvements into higher levels of teacher loyalty and dedication. It is suggested that schools prioritize professional development and create supportive working conditions to enhance teacher well-being and commitment.

INTRODUCTION

Teacher job satisfaction is one of the key pillars in improving educational quality and school effectiveness. Education plays a strategic role in developing a high-quality human resources base, particularly in regions facing various limitations, such as West Sumba Regency. Senior high school teachers in this area encounter increasing workloads, administrative demands, and the need for continuous professional development. These conditions make understanding the factors that influence teacher job satisfaction an essential issue in efforts to enhance the overall quality of education (Ker et al., 2022). Psychologically, job satisfaction refers to educators' emotional responses to various facets of their profession that affect their motivation, performance, and involvement in the learning process. Teachers who are thrilled with their jobs tend to do better work, have better relationships with their students, and be

more dedicated to their professional duties (Klassen & Chiu, 2010; Lismeida & Meilani, 2017). These findings emphasize that job satisfaction is a crucial foundation for maintaining the quality of instructional practices.

The work environment is one of the primary determinants of job satisfaction. Research has shown that a safe, comfortable, and collaborative work environment can enhance teachers' psychological well-being and motivation (Skaalvik & Skaalvik, 2011). Adequate facilities and positive interpersonal relationships contribute to a conducive atmosphere for teaching and learning. Conversely, an unsupportive work environment can increase stress, reduce satisfaction, and ultimately trigger intentions to leave the profession (Rokeman & Kob, 2023). Professional training also plays an important role in increasing job satisfaction. Through training, teachers acquire new skills, broader pedagogical understanding, and greater confidence in performing their tasks. Research indicates that relevant and effective training enhances competence and strengthens the perception that the organization values teachers' contributions, thereby improving job satisfaction (Muntazeri & Indrayanto, 2018; Sesen & Ertan, 2022). Organizational investment in training is often interpreted as institutional support, which, in turn, strengthens teachers' emotional attachment to their schools (Hanaysha, 2016).

Regarding organizational commitment, teachers who feel appreciated and supported by their educational institutions tend to develop stronger emotional and moral attachments. Training, managerial support, and a positive work environment contribute to the formation of such commitment (Dinham & Scott, 2000; Ingersoll, 2001). Highly committed teachers demonstrate loyalty, professional stability, and active involvement in school improvement initiatives. Although direct relationships between work environments, training, job satisfaction, and organizational commitment have been widely examined, significant research gaps remain regarding the mediating role of job satisfaction. While previous studies highlight the influence of the work environment on job satisfaction and the influence of satisfaction on commitment, empirical evidence explaining how job satisfaction bridges the effect of the work environment on organizational commitment remains limited. Hsu et al. (2024) showed that workplace sustainability practices can improve employees' satisfaction and commitment; however, this research does not directly explain the causal mechanism linking favorable environments, increased satisfaction, and higher commitment. Thus, further studies are needed to understand how job satisfaction functions as a psychological mechanism connecting the work environment and organizational commitment within specific organizational cultures.

A similar gap is evident in the relationship between training and organizational commitment. Although numerous studies confirm the positive impact of training on commitment, the mediating role of job satisfaction in this relationship remains insufficiently explored. Research by Mohamed et al. (2024) suggests that training can enhance commitment when accompanied by increased job satisfaction; however, the existing literature largely focuses on the direct effects of training without addressing the underlying psychological mechanisms. Therefore, further investigation is needed to examine how job satisfaction shapes the impact of training on stronger organizational commitment (Hsu et al., 2024).

Additionally, the lack of research conducted in island regions and under-resourced educational contexts further strengthens the urgency of this study. Work dynamics and professional development processes in areas such as West Sumba frequently differ from those in urban contexts that dominate previous research. This geographical gap limits the generalizability of earlier findings, underscoring the need for empirical studies in local contexts. Based on these theoretical and empirical gaps, this study seeks to comprehensively examine the relationships among work environments, training, job satisfaction, and organizational commitment among senior high school teachers in West Sumba. By incorporating job satisfaction as a mediating variable, this study contributes to explaining indirect pathways of influence that have not been adequately explored. This approach is expected to strengthen theoretical understanding while providing practical recommendations for stakeholders aiming to improve teacher satisfaction and commitment.

The purpose of this study is to analyze the influence of work environments and training on job satisfaction, assess the direct effects of both variables on organizational commitment, and evaluate the extent to which job satisfaction mediates these relationships. The results are anticipated to yield academic contributions to advancing organizational behavior theories in the educational sphere and to establish a foundation for devising strategies to enhance teacher quality in analogous regions.

LITERATURE REVIEW

Training

Training in human resource management is a planned process designed to enhance employees' knowledge, skills, and competencies so they can meet current and future organizational needs. Training serves not only to improve technical performance but also to help employees adapt to new technologies, understand their strategic role within the organization, and strengthen engagement and loyalty (Talwar & Thakur, 2016). Previous research demonstrates that organizations that consistently invest in training tend to be more innovative, productive, and competitive compared to those with limited training initiatives, positioning training as a long-term strategic investment (Bhat, 2013).

An effective training process typically includes needs analysis, program planning, implementation, and evaluation. Needs analysis identifies gaps between actual and required competencies, which then inform the formulation of training objectives, methods, and materials (Flegl et al., 2022). Training may be technical, focused on the use of tools or technologies, or behavioral, which emphasizes soft skills such as communication, leadership, and teamwork (Rehman et al., 2020). Program design quality, trainer competence, participant engagement, and post-training follow-up all influence training success. Proper training execution enhances individual and organizational performance, reduces work errors, and fosters continuous learning and motivation (Arulsamy et al., 2023).

Work Environment

The work environment encompasses all physical and non-physical conditions in the workplace that influence employees' comfort, effectiveness, and productivity. Physical aspects include workspace layout, lighting, noise levels, temperature, ergonomics, and air quality, while non-physical aspects involve interpersonal relations, leadership style, organizational culture, and the quality of supervisor-subordinate interactions (Arbyan & Riyanto, 2024; Mathews & Khann, 2016). A supportive work environment characterized by adequate resources, technological support, flexible policies, and a collaborative climate enhances motivation, sense of belonging, and organizational commitment (Saidi et al., 2019; Setyawati et al., 2023).

Conversely, an unhealthy work environment, such as excessive noise, inadequate facilities, or poor interpersonal dynamics, can lead to stress, reduced performance quality, and increased turnover (Sitohang, 2020). Inclusive work environments that value diversity and equity promote psychological safety and contribute to better decision-making and creativity (Elsa & Syarvina, 2022). Physical elements such as workspace design, proper lighting, and ergonomic seating have been shown to affect employee well-being and productivity directly (Augutyte-Kvedaraviciene & Kazlauskait, 2018), while natural elements and external environmental conditions may also increase job satisfaction (Yusnita et al., 2023). Therefore, Suryaputra (2023) considers improving the work environment as a strategic component of human resource management to enhance productivity and organizational competitiveness.

Job Satisfaction

Job satisfaction is a central concept in human resource management and reflects a positive emotional state resulting from an employee's evaluation of their work. It is determined by the extent to which expectations about work are fulfilled by actual job experiences (Mallillin, 2021). (Amissah et al., 2022) define job satisfaction as an emotional response to various aspects of one's job based on comparisons between expectations and reality. Factors influencing job satisfaction include extrinsic elements such as salary, working conditions, promotion opportunities, and interpersonal relationships, as well as intrinsic aspects such as achievement and recognition (Birkan & Akgen, 2022). In education, teacher job satisfaction plays an important role in school effectiveness and student achievement because satisfied teachers tend to show stronger commitment and higher instructional quality (Nuryanti & Putri, 2020).

Teacher job satisfaction is influenced by intrinsic factors such as professional autonomy and a sense of accomplishment, as well as extrinsic factors such as school infrastructure, administrative support, and collegial relationships (Zembylas & Papanastasiou, 2005). Teachers who are happy with their jobs are more dedicated, better at managing their classrooms, and less stressed, which makes them feel better emotionally (Demirtas, 2010) (Demirel, 2014). Job satisfaction also contributes to teacher retention, as satisfied teachers tend to remain longer and exhibit

lower absenteeism, whereas dissatisfaction increases the likelihood of turnover or withdrawal from the profession (Kapa & Gimbert, 2018). Demographic factors, such as age and work experience, also impact job satisfaction, although gender and school location effects are not always consistent (Demirtas, 2010). Recognition, professional development opportunities, effective communication, and facilities that support work–life balance often enhance teacher job satisfaction (Baluyos et al., 2019).

Organizational Commitment

Organizational commitment refers to the degree of emotional, psychological, and rational attachment an employee has to their organization, reflected in their desire to remain and contribute to organizational goals. (Meyer & Allen, 1991) introduced a three-component model comprising affective commitment (emotional attachment and a sense of belonging), normative commitment (a moral obligation to remain), and continuance commitment (the perceived cost of leaving). Affective commitment develops through positive work experiences and value alignment (Meyer et al., 2002), whereas normative commitment arises from social norms, organizational culture, or investments such as employer-sponsored training (González & Guillén, 2008). Continuance commitment involves economic dependence and considerations of benefits lost if one leaves the organization (Meyer et al., 2002).

These components have distinct behavioral implications. Affective commitment is associated with higher job satisfaction and better performance; normative commitment contributes to attendance stability; and continuance commitment helps reduce turnover, even if it does not always enhance performance (Iverson & Buttigieg, 1999). Effective management of organizational commitment requires an integrated approach, including supportive work environments to strengthen affective commitment, training and development to enhance normative commitment, and competitive incentives to maintain continuance commitment (Khan et al., 2021). Cultural context also shapes commitment patterns: normative commitment tends to be stronger in collectivist cultures, whereas affective commitment is more dominant in individualistic societies (Dunger, 2023). Employees typically exhibit a combination of these commitment types simultaneously (Devece et al., 2016).

Hypothesis

The work environment has been widely recognized as an important factor influencing job satisfaction. A safe, comfortable, and supportive environment significantly enhances employees' motivation and positive affect (Zhenjing et al., 2022). In the educational context, teachers working in an uncondusive environment tend to experience lower job satisfaction. This hypothesis is consistent with attribution theory, which states that individual behavior is shaped by external factors, including workplace conditions (Pitoyo & Handayani, 2022). Empirical studies further demonstrate that the work environment significantly affects job satisfaction among both teachers and lecturers (Agbozo et al., 2017; Pangarso, 2015; Purnamasari, 2018).

Hypothesis 1: The work environment has a positive effect on job satisfaction.

Training plays a crucial role in improving teachers' skills, knowledge, and self-confidence. The more effective the training provided, the higher the employees' job satisfaction (Siswanto, 2023). Training also enhances communication, productivity, and the ability to complete tasks effectively, thereby strengthening positive perceptions of one's job (Yang et al., 2024).

Hypothesis 2: Training has a positive effect on job satisfaction.

Research demonstrates that teachers' organizational commitment increases in a fair, safe, and psychologically supportive work environment. Teachers who experience positive relationships with colleagues, strong support from school leaders, and an inclusive work culture tend to exhibit higher levels of commitment (Hanaysha, 2016). Numerous studies validate that the work environment plays a crucial role in fostering organizational commitment (España-Rivadeneyra et al., 2025; Zhenjing et al., 2022).

Hypothesis 3: The work environment has a positive effect on organizational commitment.

Effective training not only improves technical competencies but also enhances teachers' emotional attachment to the organization. Training perceived as relevant and beneficial fosters feelings of value, which, in turn, increase organizational commitment (Rahayu et al., 2019; Rawashdeh & Tamimi, 2020). Other empirical findings

show that high-quality training directly contributes to higher levels of commitment (Hosen et al., 2024).

Hypothesis 4: Training has a positive effect on organizational commitment.

Job satisfaction is a strong predictor of organizational commitment. Teachers who are satisfied with their work tend to develop stronger emotional and moral attachments to their schools (Toala-Mendoza et al., 2025). Supportive work environments and opportunities for career development have been shown to enhance both job satisfaction and commitment (Arbyan & Riyanto, 2024; Ennida & Allouani, 2023). Other studies confirm that stress management and job satisfaction positively contribute to higher organizational commitment (Kurnianto, 2022).

Hypothesis 5: Job satisfaction has a positive effect on organizational commitment.

Several studies identify job satisfaction as a mediating mechanism linking the work environment to organizational commitment. A favorable work environment enhances job satisfaction, thereby strengthening teacher commitment (Bernarto & Herjany, 2018; Yunitasari et al., 2023). Conversely, inadequate working conditions may reduce satisfaction and weaken commitment (Dewi et al., 2023). Thus, understanding the mediating role of job satisfaction is essential.

Hypothesis 6: Job satisfaction mediates the effect of the work environment on organizational commitment.

Relevant and effective training has been shown to improve job satisfaction, which in turn fosters higher organizational commitment (Suci et al., 2022). Training boosts teachers' confidence and professional worth, leading to greater satisfaction and loyalty. Other studies indicate that only training aligned with actual needs produces a mediating effect on commitment (Hosen et al., 2024).

Hypothesis 7: Job satisfaction mediates the effect of training on organizational commitment.

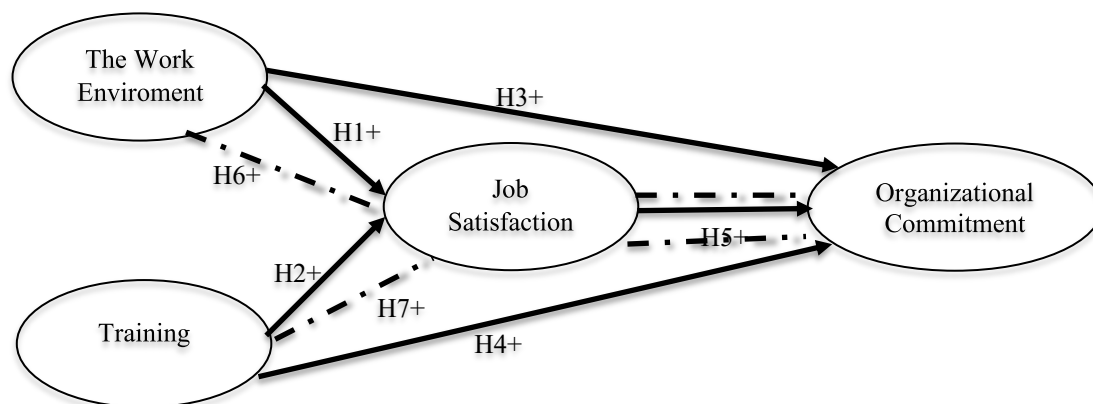


Figure 1. Research Model

RESEARCH METHODS

This study employed a quantitative research design and used a survey to test a series of hypotheses regarding the interrelationships among work environments, training, job satisfaction, and organizational commitment. The approach is explanatory and causal, investigating the impact of independent variables (work environment and training) on job satisfaction and organizational commitment, while accounting for the mediating effect of job satisfaction. The research was conducted in all senior high schools (SMA/MA/SMK, theological and Catholic equivalents) in West Sumba Regency, East Nusa Tenggara Province, Indonesia, with data collected from March to June 2025. The population comprised all educators employed at 15 senior high schools in West Sumba, amounting to 486 teachers. A probability sampling technique was used, and Slovin's formula was used to find the minimum sample size with a 10% margin of error. This yielded an estimated sample size of 83.94, rounded up to 84 teachers. The sample was then

divided among schools using proportional stratified random sampling, ensuring that teachers from all schools were represented in proportion to their population sizes. For analysis, only fully filled-out questionnaires were kept in the final dataset.

A structured questionnaire, completed by participants, was used to gather primary data. A five-point Likert scale (1 = strongly disagree to 5 = agree) was used to measure all variables. To measure the work environment, three factors were used: how well the facilities worked, how comfortable the school climate was, and how strong the relationships with school leaders were. Three questions were used to measure training: how useful the training was for completing tasks, how well it aligned with the training goals, and how motivating it was. Three questions about recognition, chances for self-improvement, and satisfaction with current work were used to measure job satisfaction. Three questions about emotional attachment, how hard it was to leave the school, and how much they felt they owed the school were used to measure organizational commitment. We used Partial Least Squares Structural Equation Modeling (PLS-SEM) to look at the data. This method is good for predictive, variance-based modeling and for studies with small to medium sample sizes (Hair Jr et al., 2017). The analysis adhered to the conventional two-step methodology. The measurement (outer) model was initially assessed to determine the reliability and validity of the constructs, encompassing indicator reliability, internal consistency reliability, convergent validity, and discriminant validity (Hair et al., 2019). Second, the structural (inner) model was analyzed to evaluate the proposed relationships among constructs, encompassing direct effects and the mediating influence of job satisfaction. We used bootstrapping to estimate the importance of path coefficients and indirect effects.

RESULT AND ANALYSIS

Description of Respondents

A total of 84 teachers from Senior High Schools (SMA) in West Sumba Regency, East Nusa Tenggara Province, participated in this study. The respondent profile includes demographic attributes such as gender, rank/position, and place of residence. A detailed description of the respondents is presented in Table 1.

Table 1.
Description of Respondents

Characteristics	Category	Freq	Percentage %
Jenis Kelamin	Men	38	45,24
	Women	46	54,76
Rank/Grade	III/a	7	8,33
	III/b	7	8,33
	III/c	9	10,71
	III/d	20	23,81
	IV/a	14	16,67
	IV/b	3	3,57
	PPPK	5	5,95
	The Others	19	22,62
School of Origin	SMAN 1 Waikabubak		
	SMA Swasta Kristen Waikabubak	11	13,10
	SMA Swata Karanu	8	9,52
	MAN Sumba Barat	8	9,52
	SMAN 1 Loli	4	4,76
	SMA Swasta Kristen Wee Karou	4	4,76
	SMA Swasta Katolik Sint Pieter	4	4,76
	SMAN 1 Lamboya	6	7,14
	SMAN 1 Laboya Barat	11	13,10
	SMAN 1 Wanokaka	3	3,57
	SMAN 1 Tana Righu	7	8,33

Characteristics	Category	Freq	Percentage %
	SMA Swasta Kristen Karekanduku	7	8,33
	SMA Swasta Katolik Sint John	3	3,57
	SMTK Bethel	3	3,57
	SMAK Malata	3	3,57
		2	2,38

Source: Research Data (2025)

Measurement Model

Table 2 presents the results of the measurement model evaluation assessing indicator reliability, internal consistency, and convergent validity for all latent constructs. All indicator loadings ranged from 0.789 to 0.862, exceeding the recommended minimum threshold of 0.70, indicating that each item adequately represents its respective construct. The Cronbach's alpha values for the work environment (0.764), training (0.758), job satisfaction (0.801), and organizational commitment (0.745) exceeded the acceptable cutoff of 0.60, demonstrating good internal consistency. Similarly, composite reliability (CR) values ranged from 0.745 to 0.864, meeting the criterion of >0.70 and confirming satisfactory construct reliability. Convergent validity was supported, as all average variance extracted (AVE) values ranged from 0.660 to 0.715, exceeding the required minimum of 0.50. This indicates that each construct accounts for more than 50% of the variance in its indicators. Overall, the results confirm that all constructs in the model possess adequate reliability and convergent validity and are therefore suitable for inclusion in the structural analysis.

Table 2.
Measurement Model

Variable	Indicator	Loading Factor	Cronbach Alpha	CR	AVE
The work environment	LK1	0.794	0.764	0.864	0.679
	LK2	0.815			
	LK3	0.862			
Training	PEL1	0.841	0.758	0.758	0.674
	PEL2	0.791			
	PEL3	0.830			
Job Satisfaction	KEP1	0.846	0.801	0.801	0.715
	KEP2	0.838			
	KEP3	0.853			
Organizational Commitment.	KO1	0.832	0.745	0.745	0.660
	KO2	0.789			
	KO3	0.816			

Source: Research Data (2025)

Discriminant validity was further assessed using the Fornell–Larcker criterion, as shown in Table 3. The square roots of the AVE values (displayed on the diagonal) were higher than the correlations between each construct and other constructs in the model. For instance, the square root of AVE for job satisfaction (0.846) exceeded its correlations with organizational commitment (0.696), the work environment (0.518), and training (0.613). A similar pattern is observed across all constructs. These results indicate that each construct accounts for more variance among its indicators than among indicators of other latent variables, thereby satisfying the Fornell–Larcker criterion for discriminant validity.

Table 3.
Fornell-Larcker

	Job Satisfaction	Organizational Commitment	The work environment	Training
Job Satisfaction	0.846			
Organizational Commitment	0.696	0.812		
The work environment	0.518	0.552	0.824	
Training	0.613	0.592	0.531	0.821

Source: Research Data (2025)

The heterotrait–monotrait ratio (HTMT) was also calculated to establish discriminant validity further further. As shown in Table 4, all HTMT values ranged from 0.656 to 0.892, remaining below the commonly accepted threshold of 0.90. For example, the HTMT value between job satisfaction and organizational commitment was 0.892, while that between the work environment and training was 0.700—all within acceptable limits. These findings provide additional evidence that the constructs are empirically distinct, reinforcing the conclusions drawn from the Fornell–Larcker analysis.

Table 4.
Heterotrait – Monotrait Ratio (HTMT)

	Job Satisfaction	Organizational Commitment	The work environment	Training
Job Satisfaction				
Organizational Commitment	0.892			
The work environment	0.656	0.704		
Training	0.786	0.780	0.700	

Source: Research Data (2025)

Hypothesis Testing

The hypotheses were tested using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method. The complete results of the hypothesis testing are presented in Table 5 and Figure 2.

Table 5.
Hypothesis Testing

Hypothesis	<i>path</i>	β	t-values	<i>p-Values</i>	Hypothesis Supported
H1	TWE – Job Satisfaction	0.269	3.339	0.001	Yes
H2	Training – Job Satisfaction	0.471	6.283	0.000	Yes
H3	TWE – Org Commitment	0.205	2.531	0.011	Yes
H4	Training – Org Commitment	0.194	2.401	0.016	Yes
H5	Job Satisfaction – Org Commitment	0.471	5.277	0.000	Yes
H5	TWE – J.Satis – Org Commitment	0.126	3.103	0.002	Yes
H7	Training – J.Satis – Org Commitment	0.221	3.770	0.000	Yes

Source: Research Data (2025)

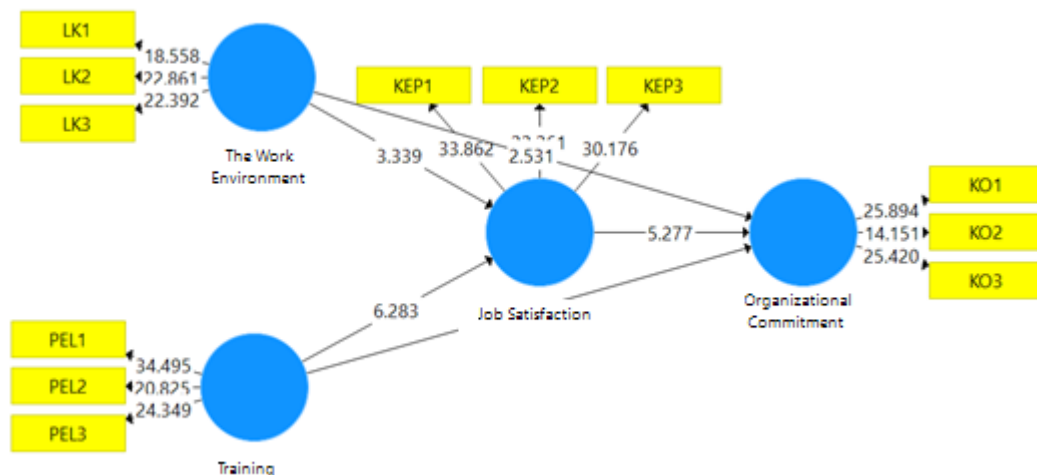


Figure 2. Structural Model

The results for Hypothesis 1 (H1) indicate that the work environment has a positive and significant effect on job satisfaction ($\beta = 0.269$; $p = 0.001$). This finding suggests that physical comfort, supportive relationships, and conducive school conditions enhance teachers' satisfaction with their work. It is consistent with Salakory et al. (2022), who showed that a supportive work environment improves satisfaction and performance, and with Putra et al. (2023), who emphasize that improvements in the work environment increase job satisfaction and, in turn, teaching quality. Thus, even relatively low-cost interventions—such as better communication, collaborative culture, and a more supportive atmosphere—can meaningfully increase teachers' job satisfaction.

Hypothesis 2 (H2) is also supported, showing that training exerts a strong positive influence on job satisfaction ($\beta = 0.471$; $p = 0.000$) and emerges as the most dominant predictor. Effective, relevant training enhances teachers' competencies, confidence, and motivation, which in turn raises their satisfaction. This result aligns with Nuryanti and Putri (2020), who found that continuous professional development significantly boosts employees' confidence and attitudes toward work, as well as Rahman et al. (2021), who underline the central role of training in increasing satisfaction across organizational settings. Consequently, schools should prioritize teacher training programs such as pedagogical workshops and curriculum-related training—even when financial resources are limited.

The evidence for Hypothesis 3 (H3) shows that the work environment positively influences organizational commitment ($\beta = 0.205$; $p = 0.011$). A comfortable and supportive workplace strengthens teachers' emotional attachment and sense of belonging to the school. This accords with Putra et al. (2023) and Rasyid & Tanjung (2020), who report that supportive working conditions enhance commitment through better collegial relations and reduced stress, and with Jeffry and Handayani (2024), who highlight that psychological comfort and autonomy foster stronger organizational attachment. Although the magnitude of this effect is smaller than that of other variables, the work environment remains a crucial foundation for building long-term teacher commitment.

Hypothesis 4 (H4) is supported by the finding that training has a positive and significant effect on organizational commitment ($\beta = 0.194$; $p = 0.016$). Teachers who receive adequate training feel valued, more competent, and more optimistic about their career prospects, which increases their willingness to remain in and contribute to the school. This result aligns with Bakotić (2021); (Erdogan & Cavli, 2019), who found that professional training strengthens employees' attachment to their organizations, and with Halimah et al. (2023), who showed that training can reduce job stress and enhance commitment. Although its direct effect on commitment is more modest than on satisfaction, equitable and continuous access to training is still essential for sustaining teacher loyalty.

Hypothesis 5 (H5) reveals that job satisfaction has a strong positive effect on organizational commitment ($\beta = 0.471$; $p = 0.000$). Satisfied teachers tend to show higher levels of loyalty, emotional attachment, and willingness to contribute beyond their formal duties. These findings corroborate Reni et al. (2025), who report that satisfaction enhances perceptions of organizational justice and commitment. Bodroastuti and Rulijaji (2016) show that satisfied employees are more likely to display organizational citizenship behavior. Thus, job satisfaction emerges as a key driver of commitment, suggesting that schools must prioritize fairness in supervision, recognition systems, transparent communication, and adequate work facilities to maintain high levels of teacher satisfaction and retention.

The results for Hypothesis 6 (H6) indicate that job satisfaction significantly mediates the relationship between the work environment and organizational commitment ($\beta = 0.126$; $p = 0.002$). This means that a positive work environment increases commitment not only directly but also indirectly by raising teachers' satisfaction. The finding is consistent with Zunizar et al. (2023), who emphasize job satisfaction as a key mediator linking work conditions to organizational outcomes. Arifiani et al. (2020) show that supportive organizational culture enhances satisfaction and, consequently, commitment. Therefore, efforts to improve the work environment, such as fostering respectful relationships, reasonable workloads, and a culture of mutual support, are strategically important because they simultaneously enhance satisfaction and strengthen teachers' organizational commitment. Theoretically, this finding aligns with Social Exchange Theory, which posits that when an organization provides a positive work environment, employees feel valued and are motivated to reciprocate by increasing their commitment to the organization (Jawaad et al., 2019).

Finally, Hypothesis 7 (H7) is supported, showing that job satisfaction mediates the effect of training on organizational commitment ($\beta = 0.221$; $p = 0.000$), and this mediation path is the strongest among the indirect effects. Training enhances teachers' skills and confidence, increasing their satisfaction and, in turn, reinforcing their commitment to the school. This result aligns with Adisaksana et al. (2015), and Solikhah & Pramesti (2024) highlight the central role of satisfaction in translating the benefits of training into higher levels of commitment. Accordingly, if schools aim to achieve the greatest impact on teachers' commitment, the most effective strategy is to invest in relevant, high-quality, and cost-efficient training programs, such as in-house workshops, cross-school MGMP activities, or online training that not only build competence but also strengthen job satisfaction and long-term loyalty. The Social Exchange Theory supports this finding by asserting that the reciprocal relationship between the organization and its employees fosters stronger commitment when employees feel they are treated fairly and valued through well-designed training programs, which in turn enhance job satisfaction (Na-Nan et al., 2020). Practically, this result indicates that organizations investing in employee training not only improve competencies but also cultivate job satisfaction, which subsequently strengthens organizational commitment, thereby reinforcing employees' loyalty and dedication in the long term.

CONCLUSION

The findings of this study indicate that the work environment and training are key determinants of teacher job satisfaction and organizational commitment. A comfortable, supportive work environment, reinforced by positive interpersonal relationships, is shown to enhance teacher satisfaction, which, in turn, strengthens their commitment to the school. Training emerges as the most dominant factor influencing satisfaction, as relevant and continuous professional development programs improve teachers' competence, confidence, and sense of being valued. Beyond the direct effects, the study also demonstrates that job satisfaction serves as a mediator, reinforcing the influence of both the work environment and training on organizational commitment, suggesting that teachers become more loyal and dedicated when they feel competent, appreciated, and supported in their workplaces. Thus, improving the work environment and providing effective training programs are essential strategies for developing satisfied, loyal, and committed educators who support the institution's goals.

This study has several limitations that should be acknowledged. The sample was limited to high school teachers in West Sumba Regency, which restricts the generalizability of the findings to other regions or educational levels. Additionally, the research model included only four main variables: work environment, training, job satisfaction, and organizational commitment, while other factors such as managerial support, leadership style, intrinsic motivation, and organizational culture may also significantly influence outcomes. Future research is recommended to

employ longitudinal designs to observe changes in satisfaction and commitment over time, incorporate contextual factors such as cultural norms and local wisdom, and explore additional mediators or moderators. Comparative studies across different educational levels or between public and private schools would also provide broader insights into the consistency or variability of relationships among these variables in diverse educational contexts.

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