

Supervisor support, workplace spirituality, and organizational commitment among millennial teachers: An investigation of the mediating role of well-being

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Abstract: This study aims to investigate the impact of supervisor support (SS) and workplace spirituality (WS) on organizational commitment (OC) among millennial teachers in Indonesia, with well-being (WB) as a mediating factor. Organizational commitment consists of three primary dimensions: affective commitment (AC) indicating an individual's emotional connection to the organization, continuance commitment (CC) referring to the decision to stay based on the costs of leaving, and normative commitment (NC) indicating a moral duty to remain with the organization. The research was conducted in Jakarta and Tangerang with 302 respondents using the PLS-SEM method. The results indicate that social support (SS) has a low influence on affective commitment (AC) and normative commitment (NC), but it significantly impacts continuance commitment (CC) and well-being. Conversely, work satisfaction (WS) has a significant impact on well-being and the three dimensions of organizational commitment. Another finding reveals that well-being acts as a crucial mediator in the relationship between WS and OC, as well as SS and OC. This highlights the significance of well-being in enhancing the influence of SS and WS on the organizational commitment of millennial teachers. This study makes a theoretical contribution by enhancing our understanding of the significance of well-being in bolstering organizational commitment. It offers valuable insights for crafting management strategies that can improve employee loyalty and engagement.

Keywords: Millennial teachers, Organizational commitment, PLS-SEM, Supervisor support, Well-being, Workplace spirituality.

1. Introduction

Organizational commitment (OC) has gained substantial attention in various studies, particularly in human resource management and organizational psychology. This commitment generally indicates how emotionally, continuously, and normatively connected employees feel to the organization they work for, as defined by [1]. Prior studies have demonstrated that elements like supervisor support (SS) and organizational culture play pivotal roles in reinforcing this dedication [2]. Supervisor support helps establish a sense of security and comfort among employees, enhances their well-being, and nurtures loyalty to the organization [3]. Nonetheless, there is still a considerable amount unknown regarding how servant leadership (SL) and workplace spirituality (WS) jointly impact millennial teachers, especially concerning well-being (WB) as a mediating factor.

Millennial teachers, born between 1981 and 1996, face different challenges compared to previous generations. This generation has grown up in the digital era and places a high priority on work-life balance while seeking meaningful and supportive work environments. Research shows that millennial teachers often experience burnout and turnover more quickly because their expectations for an ideal work environment are often not met. [4] [5]. Although the support of supervisors has been recognized

as an important element that can enhance their well-being and attachment to the organization, the role of spirituality in the workplace in improving their well-being and commitment is still underexplored.

Workplace spirituality (WS) is a concept that holds increasing significance in contemporary management research. WS not only cultivates an environment that imbues employees' work with greater meaning but also strengthens their emotional bond with the organization. According to [6], WS can improve interpersonal relationships in the workplace, elevate morale, and nurture a sense of gratitude among employees. Additionally, other studies indicate that spirituality in the workplace has the potential to enhance employees' affective commitment and well-being, as they perceive their work to have a greater significance beyond routine tasks [7].

However, there is an important research gap in this area. While numerous studies focus on supervisor support and workplace spirituality individually, there is a lack of research that integrates both to assess their combined influence on well-being and organizational commitment, especially among millennial teachers. A comprehensive study has not been conducted to examine how supervisor support and workplace spirituality can synergistically impact the well-being of millennial teachers, subsequently affecting organizational commitment in terms of affective commitment (AC), continuance commitment (CC), and normative commitment (NC).

This research aims to bridge the gap by investigating the impact of well-being as a mediator in the relationship between supervisor support, workplace spirituality, and organizational commitment (OC) among millennial teachers in Indonesia. The study's significance lies in its focus on the millennial teacher population, which encounters distinct challenges concerning well-being and organizational commitment. By employing the PLS-SEM method, this study will thoroughly examine how Supervisor Support and Workplace Spirituality affect different facets of teachers' organizational commitment, with well-being playing a crucial mediating role.

Thus, this research is expected to provide new insights into how the combination of supervisor support (SS) and spirituality in the workplace (WS) can be utilized to enhance the well-being of millennial teachers, thereby strengthening their organizational commitment. These findings are also anticipated to offer practical implications for managers and leaders in the education sector in designing more effective strategies to improve the engagement and loyalty of millennial teachers, who are the backbone of the future teaching generation.

2. Review of Literature

2.1. Definition and Dimensions of Organizational Commitment (OC)

OC is a concept that denotes the degree to which an employee feels connected and engaged with the organization that they are employed in. According to [1], OC comprises three key components:

1. AC: this component pertains to an employee's emotional bond to the organization [8]. Employees with high AC experience a feeling of inclusion and are driven to accomplish the organization's objectives [9].

2. CC: this component is associated with the understanding of the advantages and disadvantages of staying in the organization [10]. Employees with CC weigh the significant costs of leaving, like losing benefits or encountering challenges in finding a new job [11].

3. NC: this component represents a sense of ethical duty to persist in the organization. Employees believe they have a responsibility to exhibit loyalty to the organization as they have gained numerous benefits from it [12].

[13] enhanced the comprehension of the three dimensions of commitment. Their study revealed that employees with high AC demonstrate strong loyalty and dedication. In contrast, CC keeps employees with the organization due to limited alternatives or high costs associated with leaving. NC, on the other hand, stems from positive experiences within the organization, creating a sense of obligation in employees to reciprocate the kindness they have experienced.

2.2. Factors Influencing Organizational Commitment (OC)

1. Supportive Supervisor: Having support from supervisors plays a significant role in fostering organizational commitment [14]. Supervisors who offer guidance, recognition, and aid to employees can enhance their job satisfaction and well-being, leading to increased commitment towards the organization.
2. Organizational Culture: A welcoming and upbeat culture within an organization can help workers feel like they belong. Fostering an atmosphere that prioritizes transparency, cooperation, and originality can encourage dedication among staff members.
3. Healthy Work Environment: Employee engagement to the company can be increased in a supportive work environment that encourages work-life balance and offers sufficient resources [15].
4. Career Growth Opportunities: Providing avenues for professional development and sufficient training can boost organizational commitment. Employees who believe in their potential for growth and advancement within the organization are likely to be more committed and driven to contribute [16].
5. Recognition and Rewards: Offering incentives that align with employees' expectations and requirements, such as bonuses, accolades, and salary increments, can bolster their commitment to the organization [17].

2.3. Organizational Commitment (OC) among Millennial Teachers

Millennial teachers, born between 1981 and 1996, have a distinct approach and perspective on work compared to previous generations [18]. Coming of age during a period of rapid technological advancement, they prioritize work-life balance and seek a supportive and dynamic work environment [19]. Despite these expectations, many millennial teachers face challenges, with low levels of organizational commitment leading to high turnover rates among this group.

Some factors contributing to low organizational commitment among millennial teachers are as follows:

1. Insufficient Support from Supervisors [20] Millennial teachers often sense a lack of necessary support from their superiors, impacting their dedication and commitment.
2. Limited Opportunities for Professional Development: Young teachers require chances to enhance their skills and advance their careers. A lack of such opportunities can diminish their commitment to the organization [21].
3. Inadequate Incentives: Incentives that fail to meet the expectations or requirements of millennial teachers may result in decreased organizational commitment [4].

2.4. The Influence of Supervisor support (SS) and Workplace Spirituality (WS)

SS and WS play crucial roles in shaping employees' commitment to the organization. [22] suggested that strong support from supervisors can make employees feel valued and supported, while incorporating spirituality in the workplace can foster a more meaningful and inspiring work environment. This article will delve into how these two factors specifically affect organizational commitment.

SS refers to the assistance provided by supervisors to employees, encompassing guidance, recognition of performance, and help in various work-related aspects. According to [3], receiving this type of support can enhance job satisfaction and employee well-being. Research by [23] also indicates that employees' perceptions of organizational support, including support from supervisors, are positively associated with AC to the organization. Additionally, findings by [24] suggest that SS plays a crucial role in fostering employees' emotional connection with the organization, thereby boosting job satisfaction and well-being. When employees receive adequate support, they feel more appreciated and valued, leading to increased commitment to the organization. In light of these findings, the following hypothesis is put out in this paper::

H₁: Supervisor Support (SS) significantly affects Affective Commitment (AC).

H₂: Supervisor Support (SS) significantly affects Continuance Commitment (CC)

H₃: Supervisor Support (SS) significantly affects Normative Commitment (NC)

H₄: Supervisor Support (SS) significantly affects Well-being (WB)

Spirituality in the workplace has a significant impact on different types of organizational commitment. Studies indicate that organizations fostering a spiritual environment enable employees to find deeper significance in their work, subsequently enhancing their commitment to the organization. Research from [6] supports this idea by showing how WS can improve connections with coworkers, morale, and gratitude.

When employees perceive that their work holds greater significance and that the workplace aligns with their spiritual beliefs, they tend to develop stronger emotional connections to the organization, known as AC. This idea is reinforced by the findings of [7], who emphasized that WS can enhance employees' emotional well-being and motivation, ultimately fostering their loyalty to the organization. Based on these observations, this paper proposes a hypothesis:

H₅: Workplace spirituality (WS) significantly affects Affective commitment (AC)

H₆: Workplace spirituality (WS) significantly affects Continuance commitment (CC)

H₇: Workplace spirituality (WS) significantly affects Normative commitment (NC)

H₈: Workplace spirituality (WS) significantly affects Well-being (WB)

2.5. The Role of Well-Being (WB) as a Mediator

Employee well-being holds a significant role in connecting SS, WS, and organizational commitment. It encompasses physical, emotional, and mental aspects of an individual. At the workplace, well-being can be gauged by factors like job satisfaction, work-life balance, and feeling valued in the organization.

Studies have indicated that employee well-being is greatly impacted by supervisor assistance. Employees are more likely to report better mental health and increased job satisfaction when they feel that their managers are supporting them. Their AC, or emotional attachment, to the organization is subsequently strengthened by this positive well-being. Workers who are happy and feel valued in their positions are more likely to have deeper emotional bonds with the company, which increases their dedication [25].

H₁₂: Well-being (WB) mediates the relationship between SS and AC significantly.

The association between CC and SS may be mediated by well-being. Employees who experience well-being are more inclined to contemplate remaining in the organization, as they worry that leaving might adversely affect the sense of well-being established through SS. This indicates that employee well-being has the potential to reinforce their resolve to continue working at the organization [26].

H₁₃: Well-being (WB) mediates the relationship between SS and CC significantly.

In terms of NC, well-being serves as a connection between SS and the sense of moral obligation to stay committed to the organization. When employees experience good well-being due to the support provided by their supervisors, they might feel more inclined to return this support by remaining dedicated to the organization. This implies that well-being could enhance the sense of normative obligation experienced by employees [25].

H₁₄: Well-being (WB) mediates the relationship between Supervisor Support (SS) and Normative Commitment (NC) significantly.

The inclusion of spirituality in the workplace can uplift employees' well-being by providing their work with a more profound sense of meaning and purpose. When employees believe their work aligns with their spiritual values, they often experience an improved emotional well-being. This well-being acts as a moderator in the relationship between AC and WS, strengthening the emotional bonds between staff members and the company [7].

H₁₅: Well-being (WB) mediates the relationship between Workplace Spirituality (WS) and Affective Commitment (AC) significantly.

A supportive WS can cultivate a stable and fulfilling work setting, boosting employee well-being. Employees experiencing good well-being might fear that leaving the organization will disrupt the spiritual and emotional harmony they have found. Consequently, it deepens their dedication to the organization, influenced by their perceived well-being as discussed by [6].

H₁₆: Well-being (WB) mediates the relationship between WS and CC significantly.

Well-being (WB) also acts as a mediator in the connection between WS and NC. Employees who derive well-being from a spiritual work environment tend to feel a greater sense of moral responsibility to stay loyal to the organization. Well-being derived from WS can further enhance these feelings of normative responsibility, leading employees to feel a stronger obligation to commit to the organization [7].

H₁₇: Well-being (WB) mediates the relationship between WS and NC significantly.

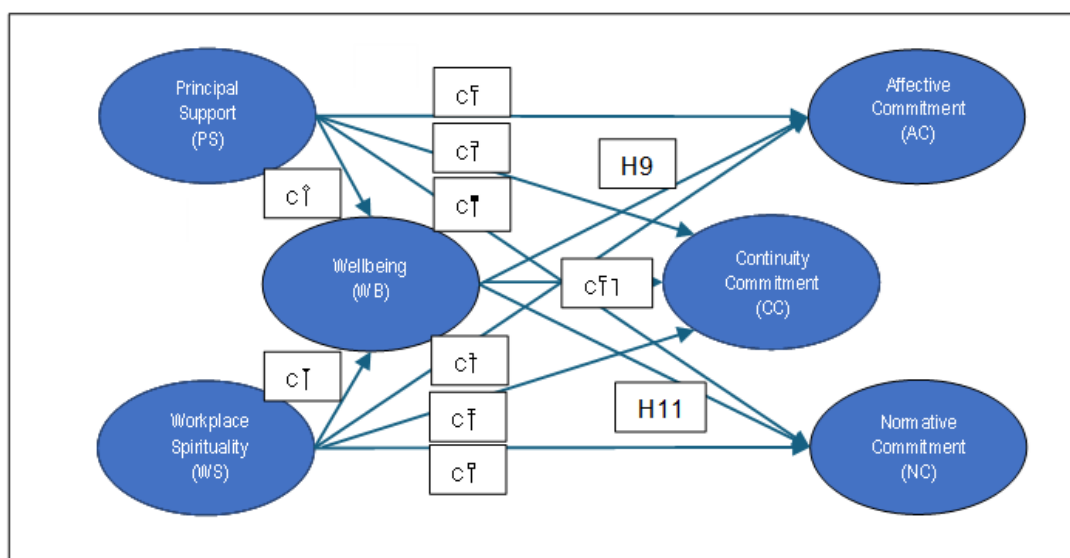


Figure 1.
The model of research.

3. Methods

In order to better understand the relationship between SS and WS and millennial teachers' commitment in private schools located in Tangerang and Jakarta, this study will examine the mediating role of well-being.

3.1. Data Collection

The primary data used in this study was collected from respondents through questionnaires. The unit of analysis is Millennial teachers working at private schools in the cities of Jakarta and Tangerang, while the unit of observation is the individual teachers in these schools. According to [27], the recommended number of samples for Structural Equation Modeling (SEM) analysis requires five to ten times the number of indicator variables, or at least 100 samples. In this study, as there were 30 indicators, a minimum of 300 respondents were required. However, after the initial screening process, only 302 responses were deemed suitable for analysis.

3.2. Measurement

Since measuring attitudes is the goal of this study, A set of closed-ended questions was created utilizing a Likert scale. This way, respondents would only need to select 1 for strongly disagreeing and 5 for strongly agreeing with each question. This study's variable indicators were modified from earlier

research.

3.3. Data Analysis

The PLS-SEM method was used to evaluate the data; this method does not rely on the assumption of normal distribution in the data [27]. Every indicator variable underwent a validity test to make sure the loading factor value was more than 0.7. Certain criteria are used to evaluate variable variance; in this example, the value of the AVE should be more than 0.5. To verify the precision, consistency, and reliability of the instrument in measuring constructs, a reliability test is conducted using the Cronbach's Alpha score and the Composite Reliability score. Each score should be higher than 0.7 [27].

The R-Square test is used to evaluate the effect of exogenous variables on endogenous variables; the R2 value ranges from 0 to 1. A higher R2 value signifies a stronger effect. For instance, an R2 value of 0.75 indicates a robust model, 0.5 denotes a model that is rather strong, whereas 0.25 denotes a weak model [27].

4. Result

4.1. Respondent Profile

The profile of the respondents was created based on demographic factors such as education level and gender. that 58.3% of responders were female, making up the majority. Additionally, the information showed that 69.9% of respondents had earned a bachelor's degree.

4.2. Measurement Model

Outside model assessment is conducted using discriminant and convergent validity. Convergent validity is demonstrated by standardized factor loadings, indicating the correlation between each indicator and its construct. In order to assess convergent validity, it is optimal for the loading factor value to surpass 0.7 for all factors according to the rule of thumb.

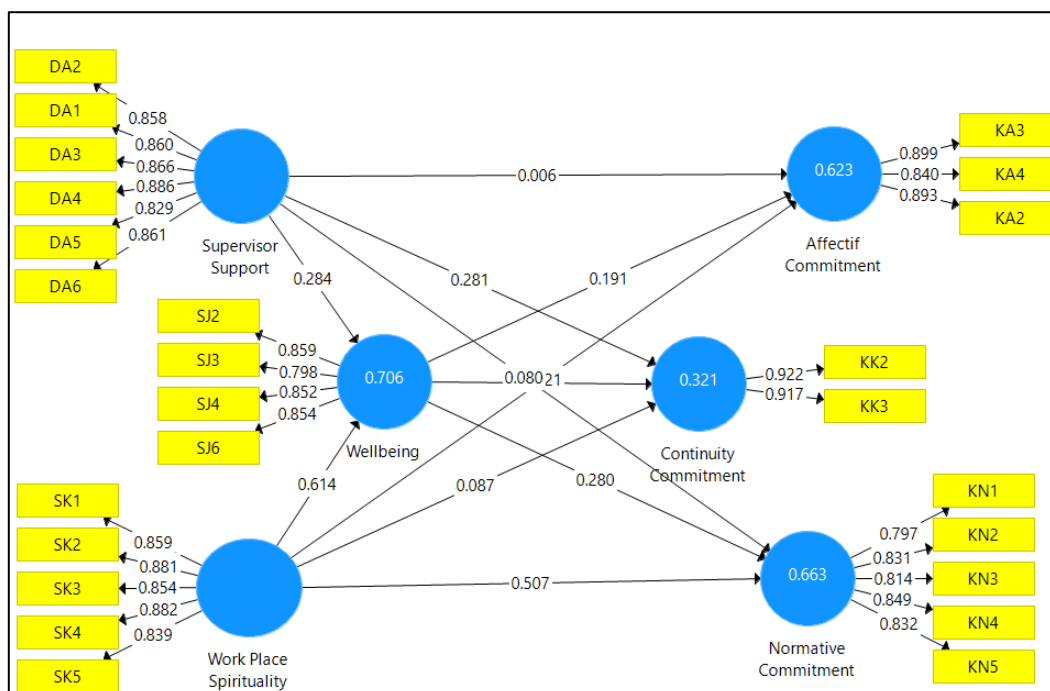


Figure 2.
Smart PLS's display of output.

Table three illustrates that the combined variance of the variables is not greater than the square root of the mean variance explained, indicating that the measurement model demonstrates discriminant validity. This result confirms the suitability of the measurement instruments for the study. The validity test conducted assesses the reliability and coherence of the study instrument using Cronbach's Alpha, with a threshold value above 0.6 denoting acceptable reliability. Analysis from Table 3 reveals that the lowest Cronbach's Alpha value is 0.817, signifying good reliability of the measurement instrument. Furthermore, for each variable to be considered reliable, the loading factor should be above 0.7 [28]. In this research, the lowest loading factor obtained was 0.796, indicating the reliability of all measurement indicators.

Additionally, the study's composite reliability (CR) is higher than the suggested cutoff of 0.6 (see Table 3), which is supported by [27] and indicates a satisfactory degree of internal consistency and dependability. Lastly, the AVE value is more than 0.50, indicating convergent validity.

Table 3. Measurement Model Testing

Variables	Loading Factor	AVE	Composite Reliability	Cronbach's Alpha
Affective Commitment		0.771	0.91	0.851
This institution holds great significance for me.	0.893			
I am dedicated to remaining within this organization because I feel accountable for its members.	0.899			
Every day, I am eager to get to work.	0.840			
Continuity Commitment		0.845	0.916	0.817
Leaving this organization will disrupt many aspects of my life.	0.922			
I was unsure about my prospects if I decided to leave the organization.	0.917			
Normative Commitment		0.68	0.914	0.882
I feel strongly motivated to keep working in this organization	0.796			
I am concerned about the achievements of this organization.	0.831			
I am confident that I will have a long-term career in this organization.	0.813			
I am committed to taking whatever actions are needed for the organization to succeed.	0.850			
This organization deserves my loyalty	0.833			
Supervisor Support		0.740	0.945	0.930
My supervisors helped me learn from my mistakes.	0.857			
My Supervisor has given me the authority to carry out my duties effectively.	0.856			
My supervisor provides full support for my success and accomplishments.	0.869			
My supervisors always give me the opportunity to share ideas to improve the organization.	0.886			
My supervisors acknowledge my good performance.	0.828			
My supervisor consistently offers feedback to help enhance my performance.	0.863			
Workplace Spirituality		0.745	0.936	0.914
I am deeply passionate about my job.	0.858			
Through my work, I feel like a meaningful individual.	0.880			
I am thankful to be engaged in this kind of work	0.856			
I feel content with my current workplace.	0.881			
Sometimes, I feel a surge of enthusiasm while working.	0.840			
Wellbeing		0.708	0.906	0.863
I am satisfied with my job.	0.853			
I believe that I have a purpose and direction in my life.	0.809			
I often feel happy.	0.849			
My accomplishments frequently serve as motivation for me.	0.852			

The heterotrait-monotrait ratio (HTMT) is a metric used to assess the disparities between indicator correlations across various constructs (Heterotrait-Heteromethod correlation) and within the same construct (Monotrait-Heteromethod correlation). Research has determined that the critical HTMT value should be lower than 0.9 [27]. When the HTMT value exceeds this threshold, it indicates inadequate discriminant validity.

Table 4. Table of Fornel-larcker Criterion Score

	Affectif Commitment	Continuity Commitment	Normative Commitment	Principal Support	Wellbeing	Work Place Spirituality
Affectif Commitment	0.878					
Continuity Commitment	0.562	0.919				
Normative Commitment	0.807	0.536	0.825			
Supervisor Support	0.586	0.523	0.643	0.86		
Wellbeing	0.702	0.524	0.751	0.722	0.841	
Work Place Spirituality	0.781	0.491	0.792	0.712	0.816	0.863

Considering Table 4, the AVE value for the AC construct is 0.878, exceeding its correlations with other variables. Similar results are observed for other variables, each displaying a higher construct value compared to their correlations with other variables. Therefore, it is evident that all constructs exhibit strong discriminant validity.

The value of R-Square, which shows the model's goodness of fit, is one of the metrics used to evaluate the structural model. Table 5 indicates that the relationship between AC (AC) and WS (WS), wellness (WB), and SS (SS) yields an R-Square value of 0.623. This indicates that the variance in the SS, WS, and WB constructs may explain 62.3% of the variance in the AC construct, with the remaining 37.7% being attributable to variables outside the purview of this investigation.

Similarly, for Continuance Commitment (CC), 32.1% of the variance can be explained by the SS, WS, and WB constructs, with 58.9% being influenced by external variables. In the case of NC (NC), 66.3% of the variance can be clarified by the SS, WS, and WB constructs, with 23.7% impacted by external variables.

Lastly, for the welfare construct (WB), 70.6% of the variance can be understood through the SS and WS constructs, with 29.4% influenced by external variables.

Table 5. The R Square-Test

Variables	R Square	R Square Adjusted
Affectif Commitment	0.623	0.619
Continuity Commitment	0.321	0.314
Normative Commitment	0.663	0.66
Wellbeing	0.706	0.704

To evaluate the overall effect of exogenous variables on endogenous variables, the Effect Size (f^2) test is utilized (Hair et al., 2019). For example, a f^2 value of 0.02, 0.3, or 0.35 is regarded as low, medium, or strong. Table 6 shows that WS has the largest exogenous variable effect on WB, with a value of 0.634, indicating a considerable influence. On the other hand, with a value of 0.000, the least amount of influence is seen in SS on AC.

Table 6. Effect size (f^2) test

	Affectif Commitment	Continuity Commitment	Normative Commitment	Wellbeing	Principal Support	Work Place Spirituality
Affectif Commitment						
Continuity Commitment						
Normative Commitment						
Wellbeing	0.029	0.027	0.096			
Supervisor Support	0.000	0.051	0.008	0.136		
Work Place Spirituality	0.309	0.003	0.283	0.634		

Based on the findings in Table 7, this study reveals that H1, H3, and H6, with a T-Stat value < 1.6449, are rejected. Consequently, based on this, it can be inferred that SS does not affect AC and NC, and thus WS does not impact CC.

The study demonstrates that WS exerts the greatest influence on WB, AC, and NC, with T-stat values of 12.983, 8.808, and 7.378, respectively. The corresponding regression coefficients (β) are 0.614, 0.621, and 0.507. This suggests that a one-unit increase in activity will lead to an increase in WB by 0.614 units, highlighting WS as the key predictor in this research.

Table 7. Reaserch Hypothesis Testing

	β	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Notes
H1 : Supervisor Support -> Affectif Commitment	0.006	0.007	0.053	0.116	0.908	Not Supported
H2 : Supervisor Support -> Continuity Commitment	0.281	0.278	0.087	3.212	0.001	Supported
H3 : Supervisor Support -> Normative Commitment	0.080	0.082	0.056	1.428	0.154	Not Supported
H4 : Supervisor Support -> Wellbeing	0.284	0.286	0.046	6.139	0.000	Supported
H5 : Work Place Spirituality -> Affectif Commitment	0.621	0.615	0.070	8.808	0.000	Supported
H6 : Work Place Spirituality -> Continuity Commitment	0.087	0.087	0.119	0.732	0.465	Not Supported
H7 : Work Place Spirituality -> Normative Commitment	0.507	0.505	0.069	7.387	0.000	Supported
H8 : Work Place Spirituality -> Wellbeing	0.614	0.611	0.047	12.983	0.000	Supported
H9 : Wellbeing -> Affectif Commitment	0.191	0.195	0.081	2.366	0.018	Supported
H10 : Wellbeing -> Continuity Commitment	0.250	0.252	0.082	3.060	0.002	Supported
H11 : Wellbeing -> Normative Commitment	0.280	0.279	0.067	4.148	0.000	Supported

In this research, besides examining the direct influence of SS and WS, the indirect influence (Mediation Effect) of WB on SS and WS was also assessed. Hypothesis 12 suggests that WB support indirectly impacts the correlation between SS and AC, while Hypothesis 13 implies that WB support indirectly influences the connection between SS and CC.

Table 8. Reaserch Hypothesis Testing (Specific Indirect testing)

	β	Sample Mean (M)	Standard Deviation (STDEV)	TStatistics (O/STDEV)	PValues	Notes
H12 : Supervisor Support -> Wellbeing -> Affectif Commitment	0.054	0.056	0.027	2.035	0.042	Supported
H13 : Supervisor Support -> Wellbeing -> Continuity Commitment	0.071	0.072	0.026	2.758	0.006	Supported
H14 : Supervisor Support -> Wellbeing -> Normative Commitment	0.08	0.081	0.024	3.264	0.001	Supported
H15 : Work Place Spirituality -> Wellbeing -> Affectif Commitment	0.117	0.118	0.048	2.433	0.015	Supported
H16 : Work Place Spirituality -> Wellbeing -> Continuity Commitment	0.154	0.154	0.052	2.943	0.003	Supported
H17 : Work Place Spirituality -> Wellbeing -> Normative Commitment	0.172	0.17	0.043	4.021	0.000	Supported

According to Table 8, it is evident that H14, H15, H16, and H17 are supported in this study, as the T-stat value is > 1.6446 . This suggests that WB effectively mediates the relationship between SS and WS.

5. Discussion and Conclusion

5.1. Discussion

The study's findings offer valuable insights into organizational commitment (OC), especially among millennial teachers in Indonesia. The research underscores the crucial influence of supervisor support (SS) and workplace spirituality (WS) on well-being and organizational commitment across three key dimensions: affective commitment (AC), continuance commitment (CC), and normative commitment (NC). Additionally, the study sheds light on the significant role of well-being (WB) as a mediator, enhancing the association between SS and WS with organizational commitment.

One important finding from this research is that supervisor support (SS) has a significant influence on continuous commitment (CC) and well-being. This indicates that millennial teachers tend to remain in organizations due to practical considerations, such as job stability and the perceived well-being resulting from support from their superiors. However, supervisor support does not have a significant impact on affective commitment (AC) and normative commitment (NC).

The results can be explained by looking at the traits of millennial teachers who focus more on achieving a balance between work and personal life, and their self-improvement. Although support from supervisors plays a crucial role in improving well-being and providing a sense of security, it may not

always result in an increase in emotional attachment or a feeling of moral responsibility towards the organization. This is because millennial teachers often have high expectations about the significance of their work. Simply receiving practical and instructional guidance from supervisors is insufficient to establish a profound emotional bond with the organization. They might be more swayed by intrinsic factors like spirituality in the workplace, which has been proven to significantly affect all aspects of organizational commitment.

This finding highlights the central role of workplace spirituality (WS) in enhancing affective commitment (AC) and normative commitment (NC). When millennial teachers feel that their work has a deep spiritual value and aligns with their personal beliefs, they tend to be more emotionally attached to the organization. This is in line with previous research that shows that WS creates a meaningful work environment, which in turn enhances emotional well-being and attachment to the organization. (Singh, 2022). In addition, WS also enhances the sense of moral obligation (NC), where teachers feel a greater responsibility to remain loyal to the organization because they believe that their workplace contributes positively to their spiritual growth and overall well-being.

However, there are several hypotheses that are not supported in this study, such as supervisor support (SS) not having a significant influence on affective commitment (AC). This may be caused by the nature of the support provided by the supervisor, which may be more operational and technical rather than fostering the emotional engagement of teachers with the organization. The practical implication is that educational organizations need to develop support programs that are not only instructional or administrative but also address the emotional and intrinsic aspects of teachers. For example, developing mentoring or coaching programs that are more personal and based on fostering deeper relationships between supervisors and teachers.

Well-being (WB) has also been shown to play a crucial role as a mediator. Research findings demonstrate a significant enhancement in the relationship between job satisfaction and organizational commitment when well-being is considered. This suggests that millennial teachers who experience well-being within the workplace, both physically and emotionally, are more likely to show a deeper commitment to the organization. This becomes especially significant in the perspective of continuous commitment (CC), where well-being fosters individuals' reluctance to leave the organization due to the perceived loss of well-being benefits. Additionally, well-being also amplifies affective commitment (AC), as teachers who feel content and joyful at work are more inclined to form a strong emotional bond with the organization.

In addition, the spirituality in the workplace found to have a significant impact on all dimensions of commitment indicates that organizations need to pay more attention to the aspect of spirituality in creating a supportive work environment. The application of spiritual values in educational management, such as fostering gratitude, togetherness, and meaning in work, can strengthen the loyalty and attachment of millennial teachers. This can also be one of the strategies to address the high turnover rates among millennial teachers, as workplace spirituality has been shown to enhance emotional well-being and a sense of responsibility towards the organization.

5.2. Conclusion

This study findings indicate that SS and WS are crucial factors in enhancing organizational commitment and well-being among millennial teachers in Indonesia. SS has a considerable impact on continuance commitment and well-being, while WS influences all aspects of organizational commitment and well-being. Moreover, teacher well-being serves as a crucial mediator in this connection, underscoring the significance of enhancing well-being to reinforce organizational commitment.

This study offers several significant theoretical implications in the fields of human resource management and education, specifically concerning organizational commitment and the well-being of millennial teachers. The following are some of the theoretical implications of this research:

1. **Enhancing Organizational Commitment Theory:** The study further contributes for the enhancement of Organizational Commitment theory (Allen and Meyer, 1990) by

demonstrating that WS has a significant effect on all dimensions commitment i.e., affective, continuance, normative. It also showed that the role played by spirituality among employees related to feeling an emotional connection, ongoing commitment and duty in the work-place.

2. **The Role of Well-being as a Mediator:** The discovery of the mediating role for well-being strengthens this line of research since it adds to existing knowledge regarding the importance that employee WB plays in organizational interactions —is required; furthermore, our study showed a high relevance especially on workistenance and its effect with support from supervisor. Well-being as an arbitrator suggests that the well-being of employees is not just a function of support and positive working environment, so it also reinforces the relationship between those variables with organizational commitment.
3. **Contribution to SS Theory:** While the study revealed that SS did not have a significant impact on affective and NC, it suggests that SS may primarily focus on practical aspects and employee well-being. This indicates that to enhance employees' emotional connection and sense of responsibility, a comprehensive approach may be required rather than depending solely on SS.
4. **Integration of the Concept of WS in Management Theory :** This study provides valuable insight into the significance of WS in management and organizational theory. The findings show that WS greatly impacts organizational commitment and well-being, supporting the idea that spiritual values and a sense of purpose at work are essential components in fostering a positive and productive work environment.
5. **This Study Focuses on the Millennial Generation:** Finally, this particular study is an important contribution to explain dynamics of organizational commitment and well-being paying attention specifically for millennial generation. These findings have implications for managing different generations, specifically in relation to the value of work-life balance and a supportive working environment that millennial employees hope their managers will recognize. Therefore, the current study contributes to them by providing a strong theoretical basis for future research on management practices that can foster high levels of employee commitment and healthy working environments. A practical implication revealed by the study is for educational institutions to ensure that supervisors are supporting and a nurturing organizational culture of spirituality.

Suggestions for future research include expanding this study through the incorporation of qualitative or mixed methods. Furthermore, researchers could explore additional factors that could impact the organizational commitment and well-being of millennial teachers. Testing this research model on diverse populations and contexts may help in obtaining a more comprehensive understanding of the subject.

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