



Leveraging Teacher Development Program through Organizational Support to Foster Teacher's Thriving at Work

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Abstract: This study aims to empirically examine the effect of a teacher development program on educators' psychological well-being, which is dichotomously conceptualized through the variables of thriving at work and emotional exhaustion. This study employed a quantitative method analysis. A total of 225 teachers who participated in the Teachers' Transformation Program in Central Java Province, Indonesia, were asked to complete the survey developed using a purposive sampling technique. The data were analyzed using the Structural Equation Modeling with Partial Least Squares (SEM-PLS) method. The teacher's development program is significantly and positively associated with psychological meaningfulness and thriving at work. In contrast, the efficacy of the teacher's development program on role overload and psychological exhaustion is not statistically supported. In addition, perceived organizational support significantly moderates the effect of teachers' development program on role overload and emotional exhaustion, while the moderating effect of school support on the relationship between teachers' development program, psychological meaningfulness, and thriving at work is not significantly supported. This study contributes to the literature on teacher professional development, particularly in how the national teacher development program could potentially influence teachers' wellbeing (both positively and negatively). Policy makers should not only focus on improving competencies but also on managing teachers' workload to prevent burnout in implementing the teacher development program.

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Introduction

The Ministry of Primary and Secondary Education of the Republic of Indonesia was running a national development program, known as the Transformation Teacher Program, from 2021 to 2024. This development program aims to enhance the quality of teaching and leadership among teachers as a resource for improving education quality in Indonesia. The development program adopted a high-performance training approach, comprising five stages: comprehensive training needs analysis, competence-based training, sustainable training design, evidence-based evaluation, and a continuous learning organization (Kemendikbudristek, 2022). This program is designed to enable teachers to demonstrate excellence in pedagogical and leadership skills, enhancing their commitment and engagement in school transformation, and fostering a collaborative work environment that promotes innovation (Yarmanetti et al., 2024). To this end, this study examines the impact of teachers' development programs and their interaction with school support on teachers' well-being, which in turn affects their work behavior.



This study is timely for some reasons. First, the Transformation Teacher Program was an emerging national program in Indonesia back then in 2021 - 2024; therefore, this study will be one of the earliest investigations to present an evidence-based evaluation of its impact on teachers' wellbeing variables. Second, this study also contributes to the debate on whether the high-performance HRM practices in the education sector have two opposing effects on teachers' performance and well-being (Kaushik & Mukherjee, 2022; Ko & Smith-Walter, 2013). According to Özer & Beycioglu (2010), the impact of teacher professional development could be positive or negative on teacher wellbeing. A teacher who perceives professional development as positive is likely to achieve personal accomplishment, while a teacher who perceives it negatively is likely to experience depersonalization. Lastly, this study also fills the literature gap on the dearth of high performance HRM research in the public sector, especially in education (Xia et al., 2020), as well as representing the emerging and developing country context of which under explored (Muduli et al., 2016; Ramdani et al., 2014; Singh et al., 2020), particularly in Southeast Asia.

According to JDR theory, the enhancement of employees' positive behavior is determined by how effectively an organization allocates job resources to its employees (Bakker et al., 2023). Employee personal development is one of the key job resources that can be an enabling factor in employee retention and performance (Fletcher, 2019; Jacobs, 2013). Employees who have opportunities to undertake personal development programs perceive that the organization values them as a significant factor in organizational success (Lee & Bruvold, 2003). In addition, some studies underline the interaction between employee development and psychological meaningfulness. According to Fletcher (2019), psychological meaningfulness mediates the relationship between perceived opportunities for employee development and job engagement. The more frequent discussion of career development among employees will lead to increased engagement by enabling psychological meaningfulness (Egli, 2019). In the context of education management, it is relevant to the discussion above that there is a strong relationship between teachers' development programs and psychological meaningfulness, as it serves as a reservoir of resources for employees to find purpose in their work.

Thriving at work is a positive psychological experience that employees in an organization can have and is positively correlated with both physical and mental health (Kleine et al., 2023). Employees will thrive at work when they can achieve high levels of engagement and well-being (Bhatnagar & Aggarwal, 2020; Pathak & Srivastava, 2020; Porath et al., 2022). Although not many studies have looked at the effect of teacher development programs on thriving at work, there is a significant literature underlines a strong relationship between high performance management system and employees' thriving at work (Cao et al., 2022, 2024; Wang et al., 2022). Thriving at work is also a significant intervening variable for the impact of task performance and OCB (J. Zhang et al., 2019).

Teachers with higher psychological meaningfulness could increase their competencies and energize their motivation to execute their tasks, which we later refer to as thriving at work (Lu et al., 2025). Employees with a sense of meaningfulness are more likely to exhibit greater resilience, creativity, and energy (Panda, 2018; Xiongtao et al., 2021). In addition, meaningfulness encourages employees to align with organizational goals and values, fosters increased commitment to their work, and facilitates personal growth and professional development (Fletcher & Schofield, 2021).

Although the relationship between teacher development programs and role overload is underlooked, consistent empirical evidence presents a robust positive association between high-performance HRM practices and burnout, highlighting the deteriorating impact of



teacher development programs as one of the HRM practices in particular (Kim et al., 2023; Liu et al., 2020; Ong & Johnson, 2023). Haar & Harris (2023) emphasize the importance of perceived support in moderating the effect of HRM practices on job burnout, an outcome closely related to role overload. Furthermore, Kloutsiniotis & Mihail (2020) highlighted that HRM practices may cause employees to perceive intensified work pressures due to over expectations and responsibilities. According to the JDR model, excessive job demands lead to strain and role overload when sufficient resources are not in place. According to Zysberg & Maskit (2017), teacher development program involves emotional experience, which, if it is more negative than positive, will cause burnout. The Indonesian teacher transformation program required teachers to participate intensively in the program while simultaneously fulfilling their teaching responsibilities and administrative duties. With this abundance demand, it may cause role overload, which can later increase the possibility of emotional exhaustion.

Emotional exhaustion is a negative psychological factor that can lead to lower-quality educational outcomes for the student (Arens & Morin, 2016). The relationship between HR practices and emotional exhaustion remains a debate. On one hand, many studies found that high performance work systems increase the possibility of emotional exhaustion (Zhang et al., 2013). On the other side, Van Ruysseveldt et al. (2011) found that workload frustration is not significantly related to learning opportunities. Moreover, (Mansour, 2023) found that each HR bundle, which includes employee development, is negatively linked to emotional exhaustion.

Role overload is a primary stressor that can deplete an individual's emotional and physical resources, leading to emotional exhaustion (Adebusuyi, 2023). Role overload is significantly associated with emotional exhaustion because it increases stress levels and reduces one's ability to recover and cope effectively (Vullings et al., 2040). Moreover, role overload compromises emotional well-being by pushing individuals beyond their emotional and cognitive capacities, thereby heightening exhaustion (Rotenstein et al., 2023). According to the JDR model, when teachers are overwhelmed by their workload, they experience a decline in energy and motivation, resulting in emotional exhaustion.

Grounded in COR theory (Hobfoll et al., 2018), individuals who possess resources for pursuing their goals are more likely to experience motivation and well-being. According to COR theory, such school-based support serves as a vital resource that amplifies the psychological benefits of High-performance training. The teachers' engagement in the development program is more likely to lead to deeper meaningfulness toward their job when they are working in a supportive, full environment through the principal's encouragement, team collaboration, learning resource access, and acknowledgment of their effort (Guan & Frenkel, 2021; Zhao et al., 2021). Conversely, a similar High-performance training initiative could be perceived as burdensome when school support is not available. This supports the hypothesis that school support is essential in translating the teacher development program into personally meaningful professional experiences for TTP participants (Sudibjo & Manihuruk, 2022).

A comprehensive, high-quality HRM practice in the workplace can enhance employees' perceptions of organizational support, which in turn reduces perceived work overload (Liu et al., 2020). Based on COR theory, individuals are motivated to protect and accumulate resources that help them cope with stress. For TTP participants, school support may include providing time allowances, constructive feedback, peer collaboration opportunities, and moral encouragement. According to COR theory, when these resources are available, teachers are less likely to feel depleted or overwhelmed, even as demands increase.



Thus, perceived organizational support—operationalized as school support—functions as a moderating factor that softens the relationship between High-performance training and role overload. Teachers who feel well-supported are more resilient and capable of managing their expanded roles, reinforcing the hypothesis that perceived school support significantly moderates the negative effect of teacher development programs on role overload among TPP teachers.

As per JDR theory, the implementation of a teacher development program has a double-edged sword, where the teacher who perceives it as positive would be likely to experience job resources, and likewise, a teacher with a negative perception would experience it as a job demand. Therefore, as a result teacher will experience a dichotomous emotional experience. This situation leads to the contrary teacher's wellbeing pathways: thriving as a growth pathway and exhaustion as a strain pathway. This study contributes to the high-performance HRM debate (Ho & Kuvaas, 2020). On one hand, the implementation of comprehensive HRM practices can enhance the positive work behavior, in the other hand, it may lead to adverse employee's well-being (Kaushik & Mukherjee, 2022). The implementation of HPWS significantly contributes to the enhancement of innovative behavior (Bhatti et al., 2020; Mehralian et al., 2022; Ogbonnaya & Messersmith, 2019; Shahzad et al., 2019) and organizational performance (Ashiru et al., 2022; Hong et al., 2017; Huang et al., 2023; Van Esch et al., 2018). However, as discussed above, instead of the benefit to the organization, the dark side of HPWS have to be paid at the cost of the employee (Heffernan & Dundon, 2016; Jensen et al., 2013).

Research Method

This study employs a quantitative research design utilizing survey data to investigate the relationships between teacher development programs and teachers' mental states, specifically focusing on thriving at work and emotional exhaustion. A purposive sampling technique was implemented to ensure that the participants selected were those who had actively participated in the transformation programs, thereby providing data that is highly relevant to the research objectives (Creswell & Creswell, 2017).

The data were collected from participants in the teacher transformation program at the Educators Professional Development Centre in Central Java, Indonesia, from September to October 2024. By using a convenience sampling method – a non-probability sampling technique based on the respondent accessibility (Etikan et al., 2016) – 225 respondents have completed the survey. The participants consisted of a group of respondents with diverse backgrounds, as follows: 71.11% of participants were female, while males accounted for approximately 28.89%. The respondents were classified into four age groups, including the 31 – 40 years old age group (52.89%), followed by those aged 41 – 50 years old (40.89%), the 20 – 30 years range (3,56%), and the 51 – 60 years group (2.66%). The majority of respondents (60.44%) have worked between 10 and 20 years, 24.89% have worked for less than 10 years, while 14.67% have over 20 years of experience. Most respondents (88.89%) work at public schools, while 11.11% work at private schools. Among those who work in public schools, almost half of the respondents (46.22%) are permanent civil servants, 40.89% are under the contract system, and the rest 12.89% are non-government employees. Around 61.33% respondents work at the elementary school level, 24.44% junior high school teachers, 8.89% are senior high/vocational teachers, and 5.33% work at kindergarten/preschool levels.

The instruments were translated into Bahasa and contextualized to suit the context of HPWS in the teacher training program. A ten-point Likert scale was utilized for the questionnaire to enhance data granularity and statistical sensitivity, as larger scales have been

shown to produce higher variance and more closely approximate a normal distribution compared to 5 or 7-point scales (Dawes, 2008). This format optimizes the balance between discriminating power and respondent reliability, aligning with the cognitive processing limits 7 ± 2 categories (Coleman, 1994; Preston & Colman, 2000). Consequently, the 10-point scale ensures robust data for parametric analysis while minimizing measurement bias. Based on the HTMT ratio, the discriminant validity between latent constructs for all combination variables is relatively achieved, with ratios for each below .85. The following Table 1 exhibits the HTMT ratio for every combination.

We adopted the scale developed by Sun et al. (2007) for the High Performance Work System (HPWS) in training as the measurement of the teacher development program, which consisted of 9 items across six dimensions. Psychological meaningfulness was measured using items adopted from (May et al., 2004), while thriving at work was measured using the items developed by (Russo et al., 2018). Role overload was measured based on the item developed by Bolino & Turnley (2005). Emotional exhaustion was measured using the established items by Maslach & Jackson (1984). Perceived organizational support as the moderating variable was measured using items developed by Eisenberger et al. (1986). Overall, the value of Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) shows good validity and reliability of the measures with the threshold values of $AVE < 0.5$ and $Cronbach's\ Alpha > 0.7$.

This study employed the Structural Equation Modelling-Partial Least Squares (SEM-PLS) method. SEM-PLS is a robust statistical tool for analyzing complex associations among multiple variables by testing theoretical models, even with relatively small sample sizes.

Results and Discussion

We conducted a goodness-of-fit test, a robustness test, and a heterogeneity test to ensure the quality of the proposed conceptual model. We used the standardized Root Mean Square Residual (SRMR), Chi-Square, and Normed Fit Index (NFI) to measure the Goodness of fit. The value of SRMR for the saturated model was 0.055 less than the commonly accepted threshold of 0.08, indicating a theoretically good fit. In contrast, the estimated model shows a higher SRMR of 0.140, suggesting a hypothetically less optimal fit. The Chi-Square value for the saturated model is 1792.758, while for the estimated model is 1895.930. In addition, the NFI values indicate moderate fit levels (0.804 and 0.793).

Table 1. SRMR (Standardized Root Mean Square Residual)

	Saturated Model	Estimated Model
SRMR	0.055	0.140
d_ ULS	2.125	13.797
d_ G	1.537	1.649
Chi-Square	1792.758	1895.930
NFI	0.804	0.793

Several information criteria, including AIC, BIC, CAIC, and HQ, were used to examine the model's robustness. Results indicate the 2-segment model consistently yielded lower values across all criteria, suggesting better model parsimony and fit. The Log-Likelihood (LnL) value also improved in the 2-segment model, reinforcing its superior performance. Additionally, entropy-based measures support the appropriateness of the segmentation, indicating relatively clear classification quality.



Table 2. Robust Test

	1 segmen	2 segmen
AIC (Akaike's Information Criterion)	2215.199	2093.891
AIC3 (Modified AIC with Factor 3)	2227.199	2118.891
AIC4 (Modified AIC with Factor 4)	2239.199	2143.891
BIC (Bayesian Information Criteria)	2256.193	2179.293
CAIC (Consistent AIC)	2268.193	2204.293
HQ (Hannan Quinn Criterion)	2231.744	2128.359
MDL5 (Minimum Description Length with Factor 5)	2516.165	2720.903
LnL (LogLikelihood)	-1095.600	-1021.945
EN (Entropy Statistic (Normed))		0.697
NFI (Non-Fuzzy Index)		0.741
NEC (Normalized Entropy Criterion)		68.103

Finally, the heterogeneity test further confirms that the 2-segment model provides a better fit. The reduction in AIC and BIC values in the 2-segment model compared to the 1-segment model reflects better overall model performance. The entropy value of 0.201, although lower than ideal, still suggests some level of classification usefulness. Together, these fit statistics validate the structural model and support the decision to apply a segmentation approach in the analysis.

Table 3. Heterogeneity Test

Fit Indices	1 segment	2 segment
AIC (Akaike's Information Criterion)	593.923	582.229
AIC3 (Modified AIC with Factor 3)	598.923	593.229
AIC4 (Modified AIC with Factor 4)	603.923	604.229
BIC (Bayesian Information Criteria)	612.442	622.971
CAIC (Consistent AIC)	617.442	633.971
HQ (Hannan Quinn Criterion)	601.335	598.534
MDL5 (Minimum Description Length with Factor 5)	726.518	873.937
LnL (LogLikelihood)	-291.962	-280.115
EN (Entropy Statistic (Normed))		0.201
NFI (Non-Fuzzy Index)		0.229
NEC (Normalized Entropy Criterion)		239.672

Table 4 illustrates the findings of this study, indicating a series of positive impacts and statistically significant associations among the variables under investigation. First, we started by analyzing the relationship between the teacher development program and thriving at work, moderated by psychological meaningfulness. The analysis showed that the teacher development program is positively and significantly associated with thriving at work. We test hypothesis 2 to measure the relationship between psychological meaningfulness and thriving at work. The results indicate a statistically significant and positive correlation between the variables. The result of hypothesis 4 showed that psychological meaningfulness significantly mediates the effect of High-performance training on thriving at work.

To conclude, the findings of this study are in line with some previous research, such as (Agarwal, 2022; Beltrán-Martín et al., 2023; Cao et al., 2024), who found that High-performance training is positively related to psychological meaningfulness. When employees feel that they have an abundance of resources at their disposal, they are likely to experience greater meaningfulness in their work existence. This study is also in line with the finding that

psychological meaningfulness positively and significantly influences the greater feeling of thriving at work. Lu et al. (2025) found that teachers with high psychological meaningfulness are more likely to thrive in their teaching professional activities. In addition, this research supports Panda (2018) and Xiongtao et al. (2021), who found that employees exhibit greater resilience, creativity, and energy when their work is psychologically meaningful. These statements also support the JDR theory, which posits that job resources can lead to a significant positive change in employees' attitudes and behavior.

Next, we examined the association between the teacher development program and emotional exhaustion mediated by role overload. Hypothesis 5 showed no significant effect of teacher development program on role overload; thus, hypotheses 5 are rejected. In contrast, hypothesis 6 demonstrated a positive and significant correlation between role overload and emotional exhaustion. The mediating effect of role overload on the relationship between teacher development program and emotional exhaustion, as hypothesized in Hypothesis 8, is not significantly proven. Therefore, hypothesis 8 is rejected.

Table 4. Structural Model Assessment

		Original	Sample	Standard	T	Statistics	P
		Sample (O)	Mean (M)	Deviation	(O/STDEV)		Values
H1	TDP -> PM	0.374	0.383	0.081	4.601		0.000
H2	TDP -> TW	0.275	0.283	0.062	4.449		0.000
H3	PM -> TW	0.735	0.738	0.042	17.414		0.000
H4	TDP -> PM -> TW	0.275	0.283	0.062	4.449		0.000
H5	TDP -> RO	-0.051	-0.048	0.094	0.545		0.586
H6	TDP -> EE	-0.027	-0.025	0.051	0.541		0.589
H7	RO -> EE	0.535	0.538	0.050	10.666		0.000
H8	TDP -> RO -> EE	-0.027	-0.025	0.051	0.541		0.589
H9	Moderating Effect 1 -> PM	0.041	0.041	0.063	0.642		0.521
H10	Moderating Effect 2 -> RO	-0.181	-0.187	0.065	2.768		0.006

Contrary to the first to third hypothesis testing, we found that our findings in hypotheses five and six differ from those of other research. For example, according to the result of this analysis, job demand is not related to role overload and emotional exhaustion, which is different from the findings of Kim et al. (2023), Liu et al. (2020), and Ong & Johnson (2023), stating that High-performance training is positively and significantly related to role overload and fatigue. This study finding also does not align with the study done by Adebusuyi (2023) and Vullings et al. (2020), who explain that Role overload is the primary stressor of emotional exhaustion. Regarding the JDR theory, this research is also paradoxical to the concept, which posits that job demand is linearly related to mental depletion and retardation. This study presents an opposing result, indicating that job demand does not significantly correlate with role overload or emotional exhaustion.

Lastly, we measured the moderating effect of perceived organizational support on the model. Hypothesis 9 tested the moderating effect of perceived organizational support on the association between employee development program and psychological meaningfulness. The statistical analysis showed no significant effect. On the other hand, hypothesis 10. Perceived organizational support significantly reduces the negative effect of High-performance training on role overload. Therefore, Hypothesis 9 is rejected, and Hypothesis 10 is accepted.

Teachers participating in TTP are often exposed to High-performance training through increased expectations, additional responsibilities, and new pedagogical demands designed to drive educational transformation. While such systems aim to develop teacher



leadership and improve student outcomes, they can unintentionally contribute to role overload as teachers must manage both regular teaching duties and the additional workload associated with the program. In this context, perceived organizational support—reflected in the form of support from school leaders, colleagues, and the broader school environment—becomes a critical resource. When teachers feel that their schools value their contributions, understand their challenges, and provide tangible and emotional support, the negative impact of role overload can be significantly reduced.

To conclude, the interaction between teacher development program, organizational support, and work-related well-being is unique and paradoxical. This study, to some extent, supports the JDR theory that job resource is a significant factor in increasing employees' psychological well-being. However, this study paradoxically contradicts the JDR concept's postulates, which suggest that job demand is positively related to work overload. Rather than an imposition, the Teacher Development Program (TDP) is perceived as a prestigious professional milestone by participants in Central Java. This sense of pride and social recognition effectively offsets the increased workload, as being selected for the program validates their competence and elevates their status within the academic community.

Pertaining to the moderating function of organizational support, it uniquely and significantly eliminates the effect of the teacher development program on role overload and work exhaustion. Contrarily, the moderating effect of organizational support on the relationship between teacher development program, work overload, and psychological exhaustion is statistically not significant. These findings align with COR principle 3 (gain paradox), which states that “*resource gain increases in salience in the context of resource loss.*” It means that resource gain becomes increasingly important and valuable when the circumstances of resource loss are high. A teacher with overload experience will need more organizational support, rather than a teacher who experiences a positive emotional condition.

Conclusion

This research presents strong empirical evidence on the efficacy of the teacher's transformational program on teachers' work wellbeing. By implementing HPWS in the teacher development program, the Ministry of Education can reinforce meaning and purpose in teaching roles. When the teacher feels a greater sense of meaningfulness in their role as educators, the more they will act effectively in their duties. The impact of the teacher's transformation program can be beneficial if and only if the program can implement significant HRM practices through the teacher development program, including a merit-based recruitment and selection system, high-quality training and development programs, and a prospective career track setting. In addition, educational policymakers and school administrators should integrate school-supportive practices to support the program. Schools should empower organizational communication, recognition programs, teacher voice in decision-making, and fair performance appraisals. The role of the school principal is vital to enhance the support climate at school, highlighting the importance of enforcing the role of resource enabler for school leaders. The leader's ability to empower a supportive climate can reduce the negative impact of the teacher's transformation program on teachers' role overload and emotional exhaustion.

Recommendation

Although this study makes significant contributions to the literature, we have identified areas for improvement that warrant attention for future studies. The moderating variable is not limited to perceived organizational support; many other individual, team, and



organizational resources can be used as moderating and mediating variables to treat the relationship between teacher development programs and work-related well-being. Future studies should also look for another moderating variable to maximize the effect of the development program, such as inclusive climate, psychological safety climate, positive organizational factor and leadership.

At the practical level, the Ministry of Education should continuously improve the quality of the teacher development program. Based on the analysis, we conclude that the teacher development program is able to enhance teachers' positive feelings about working and does not relate to emotional exhaustion. However, monitoring and evaluation activities should be the priority to manage the quality of the program. In addition, schools should fully support teachers' careers and development, as this could help decrease the level of emotional exhaustion among teachers. Inclusive leadership, psychological safety climate, strong leader-member exchange, and knowledge-sharing culture are timely important school supports to enhance the effect of the teacher development program held by the government on positive emotions at work.

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