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Person-Organization Fit and Teacher Performance: Mediating Roles of Well-Being and Teaching Efficacy

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ABSTRACT

This study aims to analyze the effect of character-value-based Person-Organization Fit (P-O Fit) on teacher performance, considering the mediating roles of psychological well-being and teaching efficacy at SMK Kerta Cendekia Sidoarjo. The problem underlying this study is the alignment of character values between teachers and the school institution, which not only directly drives performance but also operates through psychological pathways in the form of increased well-being and teaching self-confidence. This study employed a quantitative method with an explanatory survey approach. The population and sample consisted of all 40 active teachers, selected using a census (saturated sampling) technique. Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0 and a bootstrapping procedure of 5,000 subsamples. The results show that character-value-based P-O Fit has a significant positive effect on teacher performance, psychological well-being, and teaching efficacy; psychological well-being and teaching efficacy each have a significant positive effect on teacher performance; and both variables act as partial mediators in the relationship between P-O Fit and teacher performance. This study concludes that character-value-based Person-Organization Fit is a key factor that positively and significantly influences teacher performance, both directly and through the strengthening of psychological well-being and teaching efficacy.

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INTRODUCTION

Long-term investment in the education sector is a main pillar for improving the quality and competitiveness of a nation. Under the principles set out in Law No. 20 of 2003 on the National Education System, the essence of education is to develop learners' potential so that they become individuals who are devout, of noble character, healthy, knowledgeable, capable, creative, independent, and responsible. To realize these ideals, teachers are crucial as the primary articulators of curriculum policy in the classroom, because the effectiveness and quality of students' learning are directly correlated with the level of competence and professionalism that educators demonstrate (Mulyasa, 2019; Danim, 2022). The reality of teaching productivity in Indonesia still faces various obstacles. A World Bank (2023) report shows that the efficiency of teaching and learning activities after the Covid-19 pandemic shrank to only about 40 percent. The 2022 PISA results also reveal that 82 percent of 15-year-old students in Indonesia in

mathematics and 75 percent in reading literacy have not reached the international minimum competency standard (Kementerian Pendidikan Dasar dan Menengah [Kemendikdasmen], 2025). At the vocational high school (SMK) level, the student-teacher ratio reached 15.74 in the 2024/2025 academic year (Badan Pusat Statistik [BPS], 2024), compounded by a projected national teacher shortage of up to 1.3 million due to high retirement rates that are not offset by new recruitment (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi [Kemendikbudristek], 2023). A preliminary survey at SMK Kerta Cendekia Sidoarjo also found indications of declining teaching performance, including some teachers' lack of discipline in preparing classroom administration, low participation in competency development, and disparities in teaching quality among educators.

Teacher performance is influenced by the alignment between an individual's values, morals, and personality and the culture and value system of the organization (Person-Organization Fit) (Kristof-Brown et al., 2023). Evidence from teacher samples shows that P-O Fit is positively associated with job satisfaction and teaching self-efficacy (Xing & Wu, 2026) and with lower burnout through higher job satisfaction (Zang & Chen, 2022). A healthy psychological state is associated with the resources teachers need to cope with work demands (Cervellione et al., 2025; Wang, 2024), while teachers' self-efficacy is positively related to classroom quality and teacher well-being (Zee & Koomen, 2016). Although studies of P-O Fit and job outcomes have been widely conducted in global industries, integrated research exploring the dual mediating roles of psychological well-being and teaching efficacy in private vocational high schools in Indonesia remains very limited. This study is therefore important for building a new theoretical model in human resource management (HRM) in vocational education and for providing evidence-based recommendations for school management.

Despite the growing body of evidence on P-O Fit, several research gaps remain. First, most previous studies conceptualize P-O Fit generally as value congruence (Kristof-Brown et al., 2023), although the meaning of value fit has been shown to depend on societal context (Treviño et al., 2020); limited emphasis has been placed on character values (religiosity, nationalism, independence, mutual cooperation, and integrity) that characterize the institutional culture of schools in the Indonesian context. Second, studies on P-O Fit among teachers have mostly examined job satisfaction, self-efficacy, or burnout as outcomes (Xing & Wu, 2026; Zang & Chen, 2022), while evidence on the relationship between teacher well-being and teaching quality remains limited and inconsistent (Hascher & Waber, 2021; Sacré et al., 2023). The simultaneous roles of psychological well-being and teaching efficacy in linking P-O Fit to teacher performance are therefore insufficiently understood. Third, empirical evidence from private vocational high schools (SMK) in Indonesia, a context with distinct teaching demands and institutional values, remains scarce.

Based on these gaps, the research problems of this study are formulated at two levels. Theoretically, the problem lies in the limited explanation of how character-value-based P-O Fit is translated into teacher performance: it is not yet clear whether the effect operates directly, through the fulfillment of teachers' psychological needs (psychological well-being), through teachers' self-belief in their instructional competence (teaching efficacy), or through both parallel paths (Ryan & Deci, 2020; Zee & Koomen, 2016). Practically, the problem is that school management faces indications of declining teaching performance, including lack of discipline in preparing classroom administration, low participation in competency development, and disparities in teaching quality among teachers, without clear empirical guidance on whether strengthening value alignment, well-being, or teaching efficacy should be prioritized to improve performance.

Based on the above, this study aims to analyze and examine: (1) the effect of character-value-based P-O Fit on teacher performance; (2) the effect of P-O Fit on psychological well-being; (3) the effect of P-O Fit on teaching efficacy; (4) the effect of psychological well-being on teacher performance; (5) the effect of teaching efficacy on teacher performance; (6) the mediating role of psychological well-being; and (7) the mediating role of teaching efficacy in the relationship between P-O Fit and teacher performance at SMK Kerta Cendekia Sidoarjo.

The novelty of this study lies in three aspects. First, it operationalizes P-O Fit through character values (religiosity, nationalism, independence, mutual cooperation, and integrity) rather than general value congruence, which fits the institutional culture of schools in Indonesia. Second, it integrates psychological

well-being and teaching efficacy into a single multiple parallel mediation model, so that he affective-psychological path and the cognitive-competence path linking P-O Fit to teacher performance can be compared within the same framework. Third, it provides empirical evidence from a private vocational high school (SMK), a context that remains scarcely examined in the P-O Fit literature.

The urgency of this study is both practical and policy-related. Teaching efficiency and student learning outcomes in Indonesia remain low (World Bank, 2023; Kemendikdasmen, 2025), the teacher workforce faces a projected shortage (Kemendikbudristek, 2023), and the school studied shows signs of declining teaching performance. Under these conditions, schools cannot rely on recruiting more teachers alone; they need evidence on which internal factors can improve the performance of existing teachers. The findings are expected to guide school management in designing value-based teacher selection, well-being support programs, and teaching efficacy development, and to support teacher quality improvement in vocational education.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Character-Value-Based Person-Organization Fit

Person-Organization Fit (P-O Fit) refers to the compatibility between individuals and the organizations in which they work. Kristof-Brown et al. (2023), in a recent review of the field, emphasize that P-O Fit can be defined narrowly or broadly, that it can be assessed through different measurement approaches, and that it is important for employees' attitudes and turnover, although its effects depend on how fit is measured and on national culture. This last point is relevant to the present study. Treviño et al. (2020), using data from business professionals in six countries, found that the congruence between individual and organizational values was consistent in individualistic societies but mixed in collectivistic ones, indicating that the meaning of value fit is contingent on societal values. Therefore, examining P-O Fit through locally grounded values is more appropriate than relying on a generic value-congruence measure.

In the educational context, character-value-based P-O Fit in this study refers to the degree of fit that teachers perceive between their personal moral values and the character values implemented as the school's institutional culture, namely religiosity, nationalism, independence, mutual cooperation (gotong royong), and integrity. Schools are value-laden organizations whose purpose is to shape learners' character; consequently, a teacher who shares the school's character values is likely to experience the daily demands of teaching as meaningful and consistent with personal convictions, rather than as an externally imposed obligation. Recent evidence from teacher education supports the importance of such alignment: Xing and Wu (2026) found that P-O Fit was positively associated with job satisfaction, teaching self-efficacy, and teaching competence among pre-service teachers, and recommended that institutions emphasize value alignment.

Psychological Well-Being

Psychological well-being is understood as a state of optimal psychological functioning rather than merely the absence of distress. Ryff (1989) describes it through six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. In the teaching profession, Hascher and Waber (2021), in a systematic review of teacher well-being research, define teacher well-being as a multidimensional construct that must include at least one positive component and cannot be reduced to low stress or the absence of burnout. They also note that the evidence linking well-being to teaching quality is still limited and mostly cross-sectional, which shows that the well-being–performance relationship deserves further empirical testing.

Self-Determination Theory (SDT) provides a useful explanation of how the work environment shapes well-being: when the satisfaction of the basic needs for autonomy, competence, and relatedness is supported, individuals function more autonomously and experience greater well-being (Ryan & Deci, 2020). Empirical studies on teachers are consistent with this view. Wang (2024) showed in a sample of secondary school teachers that perceived organizational support and work engagement were positively associated with psychological well-being, whereas workload was negatively associated with it, and Zaimoğlu and Dağtaş (2025) found that job satisfaction and resilience positively predicted the well-being of university English language instructors. A recent systematic review also highlights that psychological resources, such as emotional competence and reflective capacity, are associated with lower burnout and

better quality of life among teachers (Cervellione et al., 2025). These findings suggest that well-being is

shaped by the school environment and is a resource that teachers draw on in carrying out their work.

Teaching Efficacy

Teaching efficacy is teachers' belief in their capability to organize and execute the actions required to teach successfully. Tschannen-Moran and Woolfolk Hoy (2001) conceptualize it in three domains: efficacy in instructional strategies, classroom management, and student engagement. Efficacy beliefs are shaped by teachers' experiences and by the support and feedback they receive in the work environment; therefore, a school climate in which colleagues and leaders affirm shared values and teaching practices can strengthen the belief that teachers are able to teach effectively.

A synthesis of 40 years of research by Zee and Koomen (2016) concluded that teacher self-efficacy is positively related to classroom quality, students' academic adjustment, and teacher well-being (personal accomplishment, job satisfaction, and commitment), and negatively related to burnout. Evidence from Indonesia is in line with this: Elfira et al. (2024) found that teacher self-efficacy had a positive effect on teacher performance and mediated the effect of principals' instructional leadership on performance. Shen et al. (2022) further found that teacher self-efficacy significantly predicted teachers' psychological well-being, which suggests that efficacy and well-being are closely connected psychological resources.

Teacher Performance

Teacher performance is the actual behavior teachers display in practicing and achieving their teaching goals (Hao, 2024). It is multidimensional: Hao (2024) distinguishes task performance, relationship performance, and adaptability performance, while the performance appraisal instrument applied to teachers in Indonesia covers planning, implementation, assessment of learning, and professional development (Mulyasa, 2013). In this study, teacher performance is therefore treated as the outcome of how well teachers plan, deliver, and evaluate learning and develop themselves professionally, which is expected to be shaped by the alignment between teachers' values and the school's values and by the psychological resources teachers possess.

Hypothesis Development

The Effect of P-O Fit on Teacher Performance

Teachers who share the school's character values are likely to feel a stronger sense of belonging and identification with the school, which motivates them to contribute beyond formal job requirements. Kristof-Brown et al. (2023) conclude that P-O Fit matters for important employee attitudes and behaviors, and Xing and Wu (2026) show that it is associated with teachers' satisfaction, self-efficacy, and competence, which are conditions for effective teaching. Therefore, the following hypothesis is proposed:

H1: Character-value-based Person-Organization Fit has a positive and significant effect on teacher performance.

The Effect of P-O Fit on Psychological Well-Being

From the SDT perspective, a work environment whose values are consistent with an individual's own values supports autonomy, competence, and relatedness, the needs that underlie well-being (Ryan & Deci, 2020). Li et al. (2021) reported that P-O Fit strengthened the pathway through which employees' future work self was translated into workplace well-being, which indicates that fit works as a resource for well-being. For teachers, working in a school whose character values match their own is expected to reduce value conflict and enhance meaning and purpose in life. Hence:

H2: Character-value-based Person-Organization Fit has a positive and significant effect on teachers' psychological well-being.

The Effect of P-O Fit on Teaching Efficacy

Shared values create a supportive social environment in which colleagues and school leaders affirm teachers' pedagogical approaches, which can strengthen their belief in their own teaching capability. Consistent with this reasoning, Xing and Wu (2026) found a positive association between P-O Fit and teaching self-efficacy. Thus:

H3: Character-value-based Person-Organization Fit has a positive and significant effect on teachers'

teaching efficacy.

The Effect of Psychological Well-Being on Teacher Performance

Teachers with higher psychological well-being have more emotional and cognitive resources for planning, delivering, and reflecting on their teaching. Hascher and Waber (2021) conclude that the available evidence suggests that teacher well-being influences teaching quality, although they call for more research, and Cervellione et al. (2025) link psychological resources to lower burnout among teachers. Accordingly:

H4: Psychological well-being has a positive and significant effect on teacher performance.

The Effect of Teaching Efficacy on Teacher Performance

Teachers who believe in their instructional capability set higher goals, persist in the face of difficulty, and manage classrooms more effectively. Zee and Koomen (2016) show that teacher self-efficacy is positively related to classroom quality and students' academic adjustment, and Elfira et al. (2024) report a positive effect of teacher self-efficacy on teacher performance in Indonesian schools. Therefore:

H5: Teaching efficacy has a positive and significant effect on teacher performance.

The Mediating Roles of Psychological Well-Being and Teaching Efficacy

Integrating the arguments above, P-O Fit is expected to improve performance partly by building teachers' psychological resources. Value alignment fulfills teachers' psychological needs and enhances well-being, and well-being supports performance; value alignment also strengthens teachers' self-belief, and efficacy supports performance. The mediating role of teaching self-efficacy is in line with Xing and Wu (2026), who found that self-efficacy mediated the relationship between P-O Fit and job satisfaction, and with Elfira et al. (2024), who found that it mediated the effect of instructional leadership on teacher performance. Because well-being and efficacy are themselves related (Shen et al., 2022), they are modeled as two parallel mediators. Hence:

H6: Psychological well-being significantly mediates the effect of character-value-based P-O Fit on teacher performance.

H7: Teaching efficacy significantly mediates the effect of character-value-based P-O Fit on teacher performance.

Conceptual Framework

The conceptual framework of this study depicts a multiple parallel mediation model, in which character-value-based P-O Fit (X) affects teacher performance (Y) both directly (H1) and through two independent mediation paths, namely psychological well-being (M1) via H2 and H4, and teaching efficacy (M2) via H3 and H5. The overall mediation paths are represented by H6 (X→M1→Y) and H7 (X→M2→Y). The research framework is presented in Figure 1.

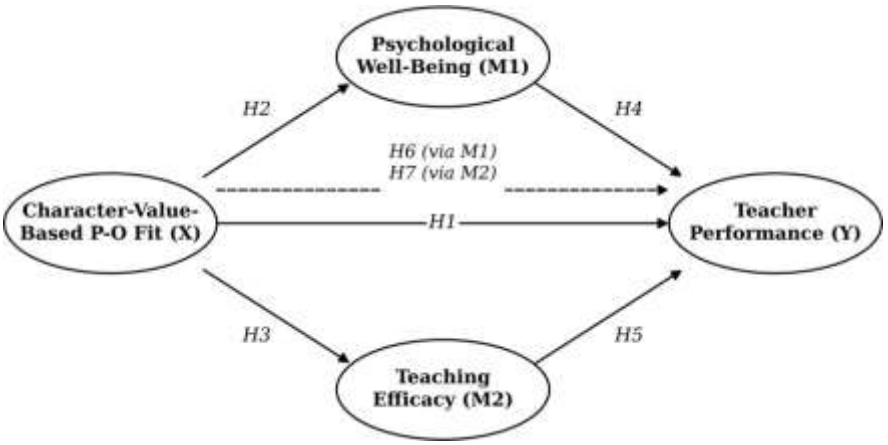


Figure 1. Research Conceptual Framework

RESEARCH METHOD

Research Design and Population

This study uses a quantitative approach with an explanatory research design to explain and verify causal relationships among variables through statistical hypothesis testing (Sugiyono, 2019). The study population is all teachers serving at SMK Kerta Cendekia Sidoarjo, totaling 40 people.

Sampling Technique and Data Collection

The sampling technique used is saturated sampling (census), in which all members of the population (40 teachers) are taken as respondents, given that the population is relatively small (fewer than 100 people), so that a full sample ensures maximum data representativeness (Arikunto, 2014). Data were collected through a questionnaire survey using Likert scales (1–5 for variables X and Y, 1–6 for M1 following the short-form Ryff's PWB Scale format, and 1–9 for M2 following the Teachers' Sense of Efficacy Scale format), supported by a literature study and preliminary observation.

Operational Definitions of Variables

Character-value-based P-O Fit (X) is measured with indicators adapted from Cable & DeRue (2002), covering religiosity, nationalism, independence, mutual cooperation, and integrity. Psychological well-being (M1) is measured using the short-form Ryff's Psychological Well-Being Scale (18 items), covering self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. Teaching efficacy (M2) is measured using the Teachers' Sense of Efficacy Scale of Tschannen-Moran & Hoy (2001), covering efficacy in instructional strategies, classroom management, and student engagement. Teacher performance (Y) is measured using an adaptation of the Teacher Performance Appraisal (PKG) instrument of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), based on Mulyasa (2013), covering planning, implementation, assessment of learning, and professional development.

Data Analysis Technique

Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0 software. The outer model evaluation included convergent validity (loading factor > 0.70 and AVE > 0.50), discriminant validity (Fornell-Larcker criterion and HTMT < 0.85; Hair & Alamer, 2022), and construct reliability (Cronbach's Alpha and Composite Reliability ≥ 0.70). The inner model evaluation included R-Square (R^2), Effect Size (f^2), and Predictive Relevance (Q^2) via the blindfolding procedure. Hypothesis testing used the bootstrapping method with 5,000 subsamples; direct-effect hypotheses were accepted if the t-statistic > 1.96 and the p-value < 0.05, whereas mediation hypotheses were tested through specific indirect effects with the criteria of a p-value < 0.05 and a 95% confidence interval that does not include zero. The type of mediation (partial or full) was determined from the significance of the direct effect after the mediator variables were included in the model.

RESULTS AND DISCUSSION

Respondent Characteristics

Of the 40 teacher respondents at SMK Kerta Cendekia Sidoarjo, the majority were female (57.5%) compared with male (42.5%). By age, the 30–39 year group dominated (37.5%), followed by the 40–49 year group (32.5%). In terms of education, 70.0% held a bachelor's degree (S-1) and 27.5% a master's degree (S-2). By length of service, the 5–10 year group was the largest (35.0%), followed by the 11–20 year group (30.0%), indicating a diverse composition of senior teachers and promising young staff. The distribution of respondents is presented in Table 1.

Table 1. Respondent Demographic Characteristics

Respondent Criteria	Frequency	Percentage
Gender		
Male	17	42.50%
Female	23	57.50%
Age		
30–39 Years	15	37.50%
40–49 Years	13	32.50%
Other age groups 50- 55 Years	12	30.00%
Education Level		
Bachelor Degree (S1)	28	70.00%
Master Degree (S2)	11	27.50%
Other Diploma (D3)	1	2.50%
Length of Service		
5–10 Years	14	35.00%
11–20 Years	12	30.00%
Other length of service 1-4 Years	14	35.00%
Total	40	100.00%

Source: Processed Research Data, 2026

Instrument Validity and Reliability Tests

The validity test using Pearson correlation showed that 85.96% of the questionnaire items were valid (calculated $r \geq$ table $r = 0.444$; $\alpha = 0.05$), while the remainder were removed from the final instrument. The reliability test using Cronbach's Alpha showed values ranging from 0.809 to 0.837, all exceeding the 0.60 threshold, so the instrument was deemed reliable for measuring the research variables.

Measurement Model Assessment

Convergent Validity and Reliability

The convergent validity evaluation showed that all indicators in the four constructs had loading factors above 0.70, with the Average Variance Extracted (AVE) of each construct above 0.50 (Psychological Well-Being = 0.608; Teaching Efficacy = 0.608; Teacher Performance = 0.613), so all indicators met the convergent validity criteria. The construct reliability test using Cronbach's Alpha and Composite Reliability (CR) showed that the four constructs (P-O Fit, Psychological Well-Being, Teaching Efficacy, and Teacher Performance) had Cronbach's Alpha values ranging from 0.754 to 0.841 and CR values ranging from 0.832 to 0.879, all exceeding the 0.70 threshold (Hair et al., 2019), so the research instrument was deemed reliable. The results are presented in Table 2.

Table 2. Convergent Validity and Reliability Assessment Results

Construct	Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability
P-O Fit (X)	x1	0.821	0.621	0.754	0.832
	x2	0.774			
	x3	0.753			
Psychological Well-Being (M1)	M1.1	0.802	0.608	0.841	0.879
	M1.2	0.789			
	M1.3	0.741			
	M1.4	0.763			
	M1.5	0.718			
Teaching Efficacy (M2)	M2.1	0.814	0.608	0.783	0.856
	M2.2	0.756			
	M2.3	0.787			
Teacher Performance (Y)	Y1	0.798	0.613	0.812	0.864
	Y2	0.811			
	Y3	0.763			
	Y4	0.742			

Source: SmartPLS 4.0 output, 2026

Discriminant Validity

Discriminant validity was first assessed using the Heterotrait-Monotrait Ratio (HTMT) (Table 3). Subsequently, the Fornell-Larcker criterion (Table 4) showed that the square root of the AVE of each construct was greater than its correlations with the other constructs, demonstrating the uniqueness of each construct.

Table 3. HTMT Assessment Results

Construct	P-O Fit (X)	Psychological Well-Being (M1)	Teaching Efficacy (M2)	Teacher Performance (Y)
P-O Fit (X)	-	-	-	-
Psychological Well-Being (M1)	0.631	-	-	-
Teaching Efficacy (M2)	0.589	0.612	-	-
Teacher Performance (Y)	0.643	0.658	0.627	-

Source: SmartPLS 4.0 output, 2026

Table 4. Fornell-Larcker Criterion Assessment Results

Construct	P-O Fit (X)	Psychological Well-Being (M1)	Teaching Efficacy (M2)	Teacher Performance (Y)
P-O Fit (X)	0.788	-	-	-
Psychological Well-Being (M1)	0.631	0.771	-	-
Teaching Efficacy (M2)	0.589	0.612	0.780	-
Teacher Performance (Y)	0.643	0.658	0.627	0.783

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

Structural Model Assessment

Coefficient of Determination (R^2)

The R^2 value for teacher performance of 0.681 (strong category according to the guidelines of Hair & Alamer, 2022) indicates that 68.1 percent of the variation in teacher performance can be explained simultaneously by P-O Fit, psychological well-being, and teaching efficacy. The R^2 values of psychological well-being (0.398) and teaching efficacy (0.347) fall into the moderate category (Table 5).

Table 5. Coefficient of Determination (R^2) Results

Dependent Variable	R^2	R^2 Category
Psychological Well-Being (M1)	0.398	Moderate
Teaching Efficacy (M2)	0.347	Moderate
Teacher Performance (Y)	0.681	Strong

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

Effect Size (f^2)

The effect size (f^2) values are presented in Table 6.

Table 6. Effect Size (f^2) Results

Relationship	f^2
P-O Fit (X) → Psychological Well-Being (M1)	0.261
P-O Fit (X) → Teaching Efficacy (M2)	0.212
P-O Fit (X) → Teacher Performance (Y)	0.178

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

Predictive Relevance (Q^2)

Positive Q^2 values for all dependent variables confirm that the model has adequate predictive relevance (Table 7).

Table 7. Predictive Relevance (Q^2) Results

Dependent Variable	Q^2
Psychological Well-Being (M1)	0.231
Teaching Efficacy (M2)	0.198
Teacher Performance (Y)	0.412

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

Model Fit (SRMR)

The model fit assessment using the Standardized Root Mean Square Residual (SRMR) showed a value of 0.045, which is below the 0.08, indicating an acceptable level of model fit.

Hypothesis Testing

Hypothesis testing was conducted through bootstrapping with 5,000 subsamples in SmartPLS 4.0. The structural model estimation, including the path coefficients, is presented in Figure 2, and the results of the direct-effect tests are presented in Table 8.

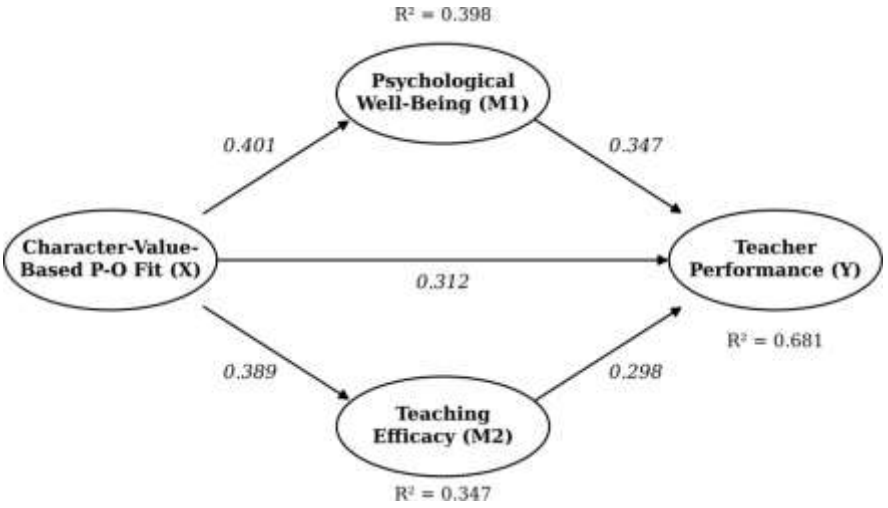


Figure 2. Structural Model Estimation Results

Source: Processed Research Data, 2026

Table 8. Direct Effect Hypothesis Testing

Hypothesis	Structural Relationship	β	t-statistic	p-value	Decision
H1	P-O Fit → Teacher Performance	0.312	3.214	0.001	Supported
H2	P-O Fit → Psychological Well-Being	0.401	4.187	0.000	Supported
H3	P-O Fit → Teaching Efficacy	0.389	3.956	0.000	Supported
H4	Psychological Well-Being → Teacher Performance	0.347	3.518	0.001	Supported
H5	Teaching Efficacy → Teacher Performance	0.298	2.873	0.004	Supported

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

The direct-effect analysis shows that all direct-effect hypotheses (H1–H5) were supported. The results of the indirect-effect (mediation) tests are presented in Table 9. The 95% confidence intervals for both mediation paths do not include zero, confirming the significance of the mediation. Because the direct effect of P-O Fit on teacher performance (H1) remains significant after both mediator variables are included in the model, psychological well-being and teaching efficacy each act as partial mediators.

Table 9. Indirect Effect Hypothesis Testing

Hypothesis	Indirect Relationship	β	t-statistic	p-value	CI 95%	Decision	Mediation
H6	P-O Fit → Psychological Well-Being → Teacher Performance	0.139	2.742	0.006	[0.042; 0.237]	Supported	Partial
H7	P-O Fit → Teaching Efficacy → Teacher Performance	0.116	2.438	0.015	[0.021; 0.211]	Supported	Partial

Source: SmartPLS 4.0 output (bootstrapping with 5,000 subsamples), 2026

Discussion

The Effect of P-O Fit on Teacher Performance

The results of the hypothesis testing are summarized in Table 8 (direct effects) and Table 9 (indirect effects), and the explanatory power of the model is shown in Table 5. Table 8 shows that character-value-based P-O Fit has a positive and significant effect on teacher performance (β = 0.312; t = 3.214; p = 0.001), so H1 is supported. This finding is consistent with Kristof-Brown et al. (2023), who conclude that P-O Fit is important for employees' attitudes and behaviors, and with Xing and Wu (2026), who found that P-O Fit was positively associated with job satisfaction, teaching self-efficacy, and teaching competence among teachers. Zang and Chen (2022) likewise reported that P-O Fit was related to lower burnout among kindergarten teachers through higher job satisfaction. However, these studies examined

attitudinal or well-being outcomes, whereas the present study shows that value alignment is also reflected in the quality of teachers' work performance. The finding also adds to the observation of Treviño et al. (2020) that the effect of value fit depends on societal context: in a school in which character values such as mutual cooperation (gotong royong) and integrity are part of the institutional culture, alignment with these values appears to be meaningful for teachers' work. The implication is that teacher recruitment and induction should consider character-value alignment as well as academic qualifications.

The Effect of P-O Fit on Psychological Well-Being and Teaching Efficacy

The test of H2 produced the strongest direct effect in the model (β = 0.401; t = 4.187; p = 0.000; Table 8), showing that P-O Fit significantly improves teachers' psychological well-being. This is in line with Self-Determination Theory, which holds that environments that support the needs for autonomy, competence, and relatedness promote well-being (Ryan & Deci, 2020), and with Li et al. (2021), who found that P-O Fit strengthened the pathway through which employees' future work self was translated into workplace well-being. It is also consistent with Wang (2024), who showed that supportive conditions at school, namely organizational support, were positively associated with teachers' psychological well-being. Compared with these studies, which treated fit or support as a moderating or contextual resource, the present study shows that P-O Fit itself is a direct antecedent of teachers' well-being. H3 is also supported (β = 0.389; t = 3.956; p = 0.000; Table 8), which agrees with the positive association between P-O Fit and teaching self-efficacy reported by Xing and Wu (2026) for pre-service preschool teachers in China. The present result extends this evidence to in-service teachers in a private vocational school in Indonesia, and suggests that shared values help teachers feel affirmed in applying their pedagogical approaches.

The Effect of Psychological Well-Being and Teaching Efficacy on Teacher Performance

Table 8 also shows that psychological well-being (H4: β = 0.347; t = 3.518; p = 0.001) and teaching efficacy (H5: β = 0.298; t = 2.873; p = 0.004) have positive and significant effects on teacher performance. The effect of well-being agrees with the conclusion of Hascher and Waber (2021) that the available evidence suggests teacher well-being influences teaching quality, although they emphasize that such evidence is still scarce. However, the finding differs from Sacré et al. (2023), who did not find that the decline in teaching quality among teachers during the COVID-19 pandemic was associated with their well-being. Possible explanations are differences in context and measurement: that study was a retrospective study of teaching quality during remote teaching, whereas the present study measured teachers' performance in a regular school setting using a performance appraisal instrument. The effect of teaching efficacy is consistent with Zee and Koomen (2016), who synthesized 40 years of research showing that teacher self-efficacy is positively related to classroom quality and students' academic adjustment, and with Elfira et al. (2024), who also used PLS-SEM in Indonesian schools and reported a positive effect of teacher self-efficacy on teacher performance (β = 0.358). The coefficient in the present study (β = 0.298) is somewhat smaller, which may

be because the model also includes P-O Fit and well-being as competing predictors of performance. In addition, Shen et al. (2022) found that teacher self-efficacy predicted psychological well-being, which suggests that the two mediators in this study are related resources that jointly support performance.

The Mediating Roles of Psychological Well-Being and Teaching Efficacy

The mediation results in Table 9 show that psychological well-being (H6: indirect effect = 0.139; t = 2.742; p = 0.006) and teaching efficacy (H7: indirect effect = 0.116; t = 2.438; p = 0.015) both partially mediate the effect of P-O Fit on teacher performance, because the direct effect of P-O Fit (H1) remains significant after the mediators are included. The mediating role of teaching efficacy is in line with Xing and Wu (2026), who found that teaching self-efficacy mediated the relationship between P-O Fit and job satisfaction, and with Elfira et al. (2024), who found that teacher self-efficacy mediated the effect of principals' instructional leadership on teacher performance (indirect effect = 0.258). Similarly, Zang and Chen (2022) found partial mediation of the P-O Fit–burnout relationship by job satisfaction. The present study differs from these studies in that it tests two parallel psychological mediators and a performance outcome, and the evidence on well-being as a mediator between P-O Fit and teacher performance in the literature reviewed remains limited. The results indicate that character-value alignment between teachers and the school works through two parallel psychological paths: increased well-being and strengthened teaching self-belief, both of which translate into higher teacher performance, while a direct path from value alignment to performance remains.

Descriptive Overview of the Variables

Descriptively, all four research variables are in the high category (P-O Fit = 4.02; Psychological Well-Being = 4.57; Teaching Efficacy = 6.83; Teacher Performance = 4.06), with the integrity dimension of P-O Fit and the professional development dimension of teacher performance recording relatively the lowest scores. These dimensions are therefore priority areas for development by school management, for example through value-reinforcement activities and structured professional development programs, which is consistent with the finding that supportive school conditions and teachers' psychological resources are related to teacher outcomes (Wang, 2024; Zee & Koomen, 2016).

CONCLUSION

Conclusions

Based on the analysis and discussion, it is concluded that: (1) character-value-based P-O Fit has a positive and significant effect on teacher performance; (2) P-O Fit has a positive and significant effect on psychological well-being, the strongest direct effect in the model; (3) P-O Fit has a positive and significant effect on teaching efficacy; (4) psychological well-being has a positive and significant effect on teacher performance; (5) teaching efficacy has a positive and significant effect on teacher performance; (6) psychological well-being partially mediates the effect of P-O Fit on teacher performance; and (7) teaching efficacy partially mediates the effect of P-O Fit on teacher performance. Thus, character-value-based Person-Organization Fit is proven to be a key factor influencing teacher performance, both directly and through the strengthening of psychological well-being and teaching efficacy.

Limitations and Recommendations

This study has limitations, namely a small sample size (40 respondents) and a scope limited to a single institution, the use of self-report instruments that are prone to social desirability bias, a scope of variables limited to four constructs, a cross-sectional design, and the specific context of a character-value-based school. For school management, it is recommended to develop value-based selection instruments, psychological well-being strengthening programs (counseling, peer support groups, work-life balance policies), teaching efficacy training, and the consistent strengthening of a character-value-based school culture. For principals, it is recommended to carry out collegial supervision that builds teachers' self-confidence and creates a work climate that supports psychological well-being. For future researchers, it is recommended to expand the sample and research objects to various schools, use a longitudinal design, add moderating variables (for example, principal leadership or organizational commitment), use multi-source (360°) performance measurement, and adopt a mixed-methods approach to enrich the depth of analysis.

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