The Effects of Proactive Personality, Work–Life Balance, And Perceived Organizational Support On Teachers' Adaptive Performance: The Mediating Role of Role Breadth Self-Efficacy and Job Satisfaction

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Abstract.
This study examines the effects of Proactive Personality, Work-Life Balance (WLB), and Perceived Organizational Support (POS) on teachers' Adaptive Performance by investigating the mediating roles of Role Breadth Self-Efficacy (RBSE) and Job Satisfaction. A quantitative approach based on the positivist paradigm was employed. Data were collected from 262 senior high school and vocational high school teachers in Tangerang Regency using purposive sampling and a validated questionnaire. The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The findings indicate that Proactive Personality, Work-Life Balance, and Perceived Organizational Support have positive and significant effects on Role Breadth Self-Efficacy and Job Satisfaction. Furthermore, Role Breadth Self-Efficacy and Job Satisfaction significantly enhance teachers' Adaptive Performance, supporting the proposed structural model. The study highlights the importance of integrating individual characteristics, work-life balance, and organizational support in strengthening teachers' adaptability to changing work demands. These findings contribute to the human resource management literature in the education sector by providing empirical evidence on the mechanisms through which psychological and organizational factors improve Adaptive Performance.
Keywords: Adaptive Performance; Proactive Personality; Work-Life Balance; Perceived Organizational Support; Role Breadth Self-Efficacy and Job Satisfaction.

I. INTRODUCTION

Rapid changes driven by globalization, digital transformation, artificial intelligence (AI), policy reforms, and economic uncertainty have increased the need for employees who can adapt effectively to dynamic work environments. Organizations increasingly recognize Adaptive Performance as a critical competency because it enables employees to modify their behaviors, work strategies, and skills in response to changing job demands while maintaining performance. Consequently, improving Adaptive Performance has become a strategic priority across various sectors, including education (Meria *et al*., 2023).

The importance of Adaptive Performance became particularly evident during the COVID-19 pandemic, when teachers were required to rapidly transition to online learning, adopt digital technologies, and redesign instructional and assessment practices. In the post-pandemic era, teachers continue to face increasing demands arising from the implementation of the Merdeka Curriculum, accelerated digital transformation, the integration of AI into education, and continuous policy reforms. These changes require teachers to continuously learn, adapt, and respond effectively to evolving educational challenges in order to maintain teaching quality and school effectiveness (Bhat *et al*., 2023).

Within the perspective of the Job Demands–Resources (JD-R) theory and Organizational Support Theory (OST), teachers' Adaptive Performance is influenced by both personal and organizational resources. Proactive Personality encourages individuals to take initiative and actively respond to workplace changes, whereas Work-Life Balance enables teachers to maintain psychological well-being while coping with increasing work demands. Perceived Organizational Support strengthens employees' motivation and adaptability by providing recognition, resources, and organizational care. Previous studies consistently report that these factors contribute to employees' adaptive behaviors across different organizational settings (Stephan *et al*., 2024).

Although previous studies have confirmed the importance of Proactive Personality, Work-Life Balance, and Perceived Organizational Support in improving Adaptive Performance, most have examined these relationships independently or focused only on their direct effects. Limited research has investigated how these antecedents simultaneously enhance Adaptive Performance through the mediating roles of Role

Breadth Self-Efficacy and Job Satisfaction, particularly among senior high school and vocational high school teachers in Indonesia. This limitation restricts a comprehensive understanding of the psychological mechanisms through which individual and organizational resources improve teachers' adaptive capabilities.

Therefore, this study develops and tests an integrated structural model examining the effects of Proactive Personality, Work-Life Balance, and Perceived Organizational Support on teachers' Adaptive Performance through the mediating roles of Role Breadth Self-Efficacy and Job Satisfaction. The novelty of this study lies in integrating individual characteristics and organizational resources into a single model to explain the psychological mechanisms underlying teachers' Adaptive Performance. The findings are expected to extend the application of JD-R Theory and Organizational Support Theory in the educational context while providing practical implications for school management in strengthening teachers' adaptability to continuous educational change.
(Eisenberger *et al.,* 2020).

II. LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Role Breadth Self-Efficacy

Role Breadth Self-Efficacy (RBSE) refers to employees' confidence in performing broader and more proactive work responsibilities beyond their formal job requirements (Parker, 1998). Based on Job Demands–Resources (JD-R) Theory and Organizational Support Theory (OST), RBSE is strengthened by both personal resources and organizational resources. Personal resources, such as Proactive Personality and Work-Life Balance, enhance individuals' confidence in managing broader work roles, whereas organizational resources, particularly Perceived Organizational Support (POS), provide recognition, fairness, and developmental opportunities that reinforce employees' beliefs in their capabilities (Sridadi *et al*., 2024). Previous studies consistently demonstrate that proactive individuals are more willing to initiate change and develop new competencies, thereby strengthening RBSE (Stephan *et al*., 2024)**.** Likewise, employees who achieve a healthy Work-Life Balance experience better psychological well-being and are more confident in undertaking additional responsibilities (Zhang *et al*., 2024a).Furthermore, Perceived Organizational Support has been identified as one of the strongest organizational resources for enhancing RBSE because supportive work environments foster self-confidence, proactive behavior, and adaptability Therefore, the following hypotheses are proposed:

H1: Proactive Personality positively influences Role Breadth Self-Efficacy.
H3: Work-Life Balance positively influences Role Breadth Self-Efficacy.
H5: Perceived Organizational Support positively influences Role Breadth Self-Efficacy.

Job Satisfaction

Job Satisfaction reflects employees' positive evaluation of their work resulting from the fulfillment of work expectations and psychological needs. According to Organizational Support Theory (OST) and the Job Demands–Resources (JD-R) framework, job satisfaction is influenced by both individual characteristics and organizational resources. Employees who possess proactive personalities, maintain a healthy Work-Life Balance, and perceive strong organizational support are more likely to experience higher levels of job satisfaction because these resources reduce work-related strain while enhancing motivation, well-being, and professional fulfillment.

Empirical evidence consistently supports these relationships. Proactive Personality encourages employees to actively improve their work environment, leading to greater satisfaction with their jobs (Stephan *et al.,* 2024).Work-Life Balance enables employees to effectively manage work and personal responsibilities, improving well-being and overall job satisfaction (Zhang *et al*., 2024). In addition, Perceived Organizational Support strengthens employees' feelings of appreciation, fairness, and professional development, which significantly increase job satisfaction (Emur & Satrya, 2024). Accordingly, the following hypotheses are proposed:

H2: Proactive Personality positively influences Job Satisfaction.
H4: Work-Life Balance positively influences Job Satisfaction.

H6: Perceived Organizational Support positively influences Job Satisfaction.

Adaptive Performance

Adaptive Performance

Adaptive Performance refers to an employee's ability to modify behaviors, skills, and work strategies in response to changing job demands and dynamic work environments According to the Job Demands–Resources (JD-R) Theory and Conservation of Resources (COR) Theory, adaptive performance is influenced by both personal and organizational resources. Employees who possess adequate psychological resources and experience supportive working conditions are more capable of responding effectively to change and maintaining high levels of performance.

Previous studies consistently demonstrate that Work-Life Balance, Role Breadth Self-Efficacy, and Job Satisfaction are important antecedents of Adaptive Performance. Employees who maintain a healthy Work-Life Balance experience greater psychological well-being and emotional stability, enabling them to respond more effectively to changing work demands(Emur & Satrya, 2024). Likewise, individuals with high Role Breadth Self-Efficacy are more confident in undertaking broader responsibilities, initiating change, and adapting to new situations, thereby enhancing adaptive behavior(Haris *et al*., 2023; Li *et al*., 2022).Furthermore,Job Satisfaction strengthens employees' motivation, organizational commitment, and willingness to embrace change, which ultimately contributes to higher Adaptive Performance (Duarte & Silva, 2023; Liu et al., 2025; Yu & Santos, 2025). Based on these theoretical and empirical findings, the following hypotheses are proposed:

H7: Work-Life Balance positively influences Adaptive Performance.
H8: Role Breadth Self-Efficacy positively influences Adaptive Performance.
H9: Job Satisfaction positively influences Adaptive Performance.

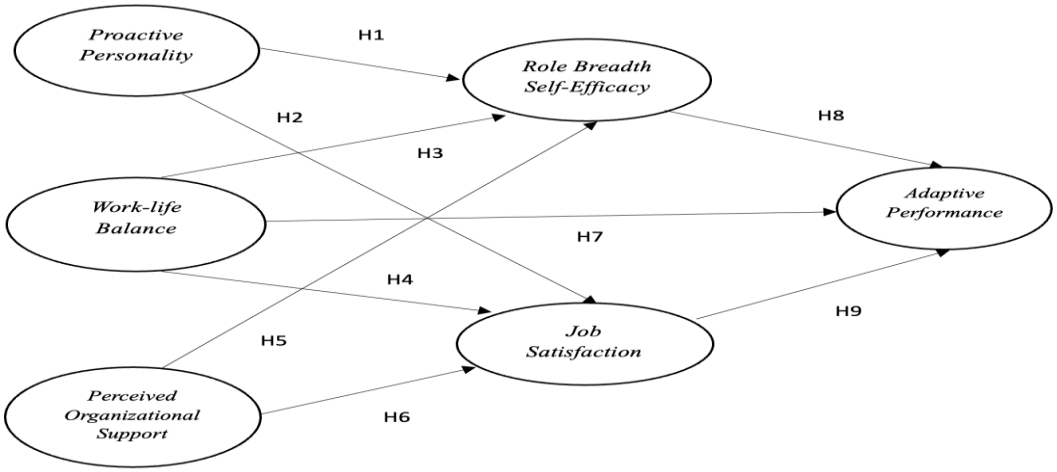


Fig. 1. Research Model

Conceptually, this study proposes that Proactive Personality, Work-Life Balance, and Perceived Organizational Support positively influence Role Breadth Self-Efficacy (H1, H3, and H5) as well as Job Satisfaction (H2, H4, and H6). In addition, Work-Life Balance is hypothesized to have a direct positive effect on Adaptive Performance (H7). Furthermore, Role Breadth Self-Efficacy (H8) and Job Satisfaction (H9) are expected to positively influence Adaptive Performance. By positioning Role Breadth Self-Efficacy and Job Satisfaction as mediating variables, the proposed model provides a more comprehensive understanding of the psychological mechanisms through which personal resources and job resources contribute to enhancing teachers' Adaptive Performance, consistent with the Job Demands–Resources (JD-R) Theory.

III. RESEARCH METHODS

This study adopted a positivist paradigm using a deductive approach and employed a quantitative research design to examine the causal relationships among the proposed variables. Data were collected using

a structured questionnaire adapted from previously validated instruments and measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The measurement instrument consisted of 46 items representing six constructs: Proactive Personality (10 items), Work-Life Balance (8 items), Perceived Organizational Support (8 items), Role Breadth Self-Efficacy (7 items), Job Satisfaction (5 items), and Adaptive Performance (8 items). The questionnaire was translated and culturally adapted to ensure its suitability for the Indonesian educational context.

The target population comprised senior high school and vocational high school teachers in Tangerang Regency, Indonesia. A purposive sampling technique was employed, with respondents required to be permanent or non-permanent teachers with at least two years of teaching experience. A total of 262 valid responses were collected through an online questionnaire distributed via Google Forms.

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The measurement model was evaluated through convergent validity, discriminant validity, and internal consistency reliability, while the structural model was assessed using the coefficient of determination (R^2), path coefficients, and bootstrapping to examine the proposed hypotheses.

IV. RESULTS

The findings of this study are presented in this section, beginning with descriptive statistics that provide an overview of the respondents' characteristics and their perceptions of the main variables examined. The descriptive analysis highlights general patterns across each research construct, offering an initial understanding of the distribution and response tendencies of the participants.

presents the demographic characteristics of the respondents, including gender, age, educational level, teaching experience, employment status, and school type. A total of 262 valid responses were obtained from senior high school and vocational high school teachers in Tangerang Regency. The respondent profile indicates that the sample adequately represents the target population of this study.

A total of 262 respondents participated in this study. Based on gender, 119 respondents (45.4%) were male and 143 respondents (54.6%) were female, indicating that the sample was slightly dominated by female respondents. Regarding age, the majority of respondents (94 individuals; 35.9%) were between 24 and 35 years old, suggesting that most participants were within the productive working-age group.

In terms of marital status, 231 respondents (88.2%) were married, indicating that most participants had family responsibilities. Based on years of service, the largest proportion of respondents (73 individuals; 27.9%) had more than 20 years of teaching experience, reflecting substantial professional experience relevant to the variables investigated. Regarding educational attainment, the majority of respondents (195 individuals; 74.4%) held a bachelor's degree (S1). Furthermore, most respondents (191 individuals; 72.9%) were employed at public schools. A more detailed description of the respondents' demographic characteristics is presented in Appendix 4.

Before testing the research hypotheses, the measurement model was evaluated to ensure that the research instrument satisfied the requirements for construct validity and reliability (Hair *et al*., 2018). Convergent validity was assessed by examining the outer loading values of each indicator to determine their ability to adequately represent the corresponding latent constructs. Following the recommended threshold proposed (Hair *et al*., 2018).Indicators with outer loading values of 0.70 or higher were considered acceptable.

The analysis identified three indicators that did not meet the required threshold, namely PP9, RBSE6, and WLB1, as their outer loading values were below 0.70. Consequently, these indicators were removed from the measurement model. After eliminating the invalid indicators, 43 indicators were retained and used in the subsequent analyses.

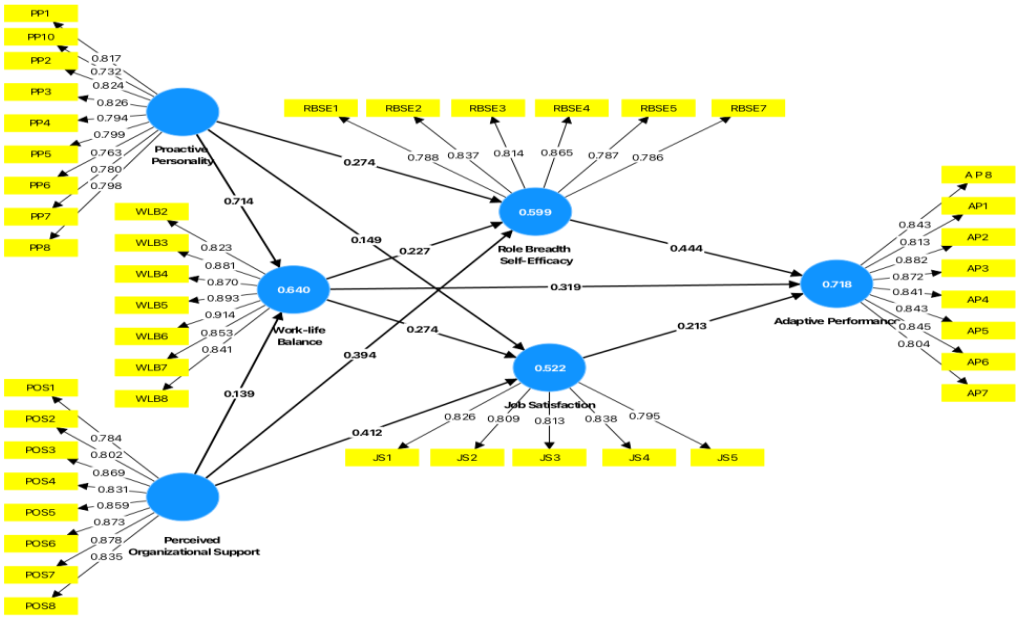


Fig. 2. Outer Loading

Figure 2 presents the outer loading values of all measurement indicators. All indicators exceeded the recommended threshold of 0.70, with values ranging from 0.732 to 0.914. The highest outer loading was observed for WLB6 (0.914), while the lowest was PP10 (0.732). These results indicate that all indicators demonstrated satisfactory convergent validity and were retained for subsequent analysis.

Table 2. Construct Outer Loadings, Validity, and Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Adaptive Performance	0,942	0,943	0,952	0,711
Job Satisfaction	0,875	0,877	0,909	0,667
Perceived Organizational Support	0,941	0,944	0,951	0,709
Proactive Personality	0,926	0,927	0,938	0,629
Role Breadth Self-Efficacy	0,897	0,898	0,921	0,662
Work-life Balance	0,945	0,946	0,955	0,754

Figure 2 and Table 2 show that the second stage showed that all latent constructs had indicators with outer loadings construct are above 0.70, thus meeting the convergent validity criteria. A construct is considered to have achieved convergent validity when its AVE value is at least 0.50, indicating that the construct explains more than 50% of the variance in its indicators. (Hair *et al.*, 2018).

Tablee 3. HTMT Results

	Adaptive Performance	Job Satisfaction	Perceived Organizational Support	Proactive Personality	Role Breadth Self-Efficacy	Work-life Balance
Adaptive Performance	0,843					

Job Satisfaction	0,654	0,816				
Perceived Organizational Support	0,647	0,644	0,842			
Proactive Personality	0,725	0,598	0,563	0,793		
Role Breadth Self-Efficacy	0,771	0,552	0,671	0,676	0,813	
Work-life Balance	0,741	0,615	0,541	0,792	0,657	0,868

The HTMT results in Table 3 indicate that all research constructs satisfy the criterion for discriminant validity, demonstrating that each construct is empirically distinct from the others. Specifically, the results show that all diagonal AVE values (ranging from 0.793 to 0.868) are consistently higher than the corresponding inter-construct correlations, confirming that each construct shares more variance with its own indicators than with other constructs.

Table 4. VIF and F-Square

	f-square	VIF
Job Satisfaction -> Adaptive Performance	0.094	1.738
Perceived Organizational Support -> Job Satisfaction	0.234	1.531
Perceived Organizational Support -> Role Breadth Self-Efficacy	0.255	1.531
Perceived Organizational Support -> Work-life Balance	0.037	2.954
Proactive Personality -> Job Satisfaction	0.016	2.954
Proactive Personality -> Role Breadth Self-Efficacy	0.065	1.863
Proactive Personality -> Work-life Balance	0.966	2.080
Role Breadth Self-Efficacy -> Adaptive Performance	0.373	2.855
Work-life Balance -> Adaptive Performance	0.172	2.855
Work-life Balance -> Job Satisfaction	0.057	1.738
Work-life Balance -> Role Breadth Self-Efficacy	0.046	1.531

Table 3 presents the effect size (f^2) and Variance Inflation Factor (VIF) values. The results indicate that all VIF values ranged from 1.531 to 2.954, which are below the recommended threshold of 5.00, suggesting that multicollinearity was not a concern. Regarding effect size, Role Breadth Self-Efficacy showed the largest effect on Adaptive Performance ($f^2 = 0.373$), followed by Perceived Organizational Support on Role Breadth Self-Efficacy ($f^2 = 0.255$) and Job Satisfaction ($f^2 = 0.234$). Overall, the effect sizes ranged from small to large, indicating varying contributions of the predictor constructs to the endogenous variables.

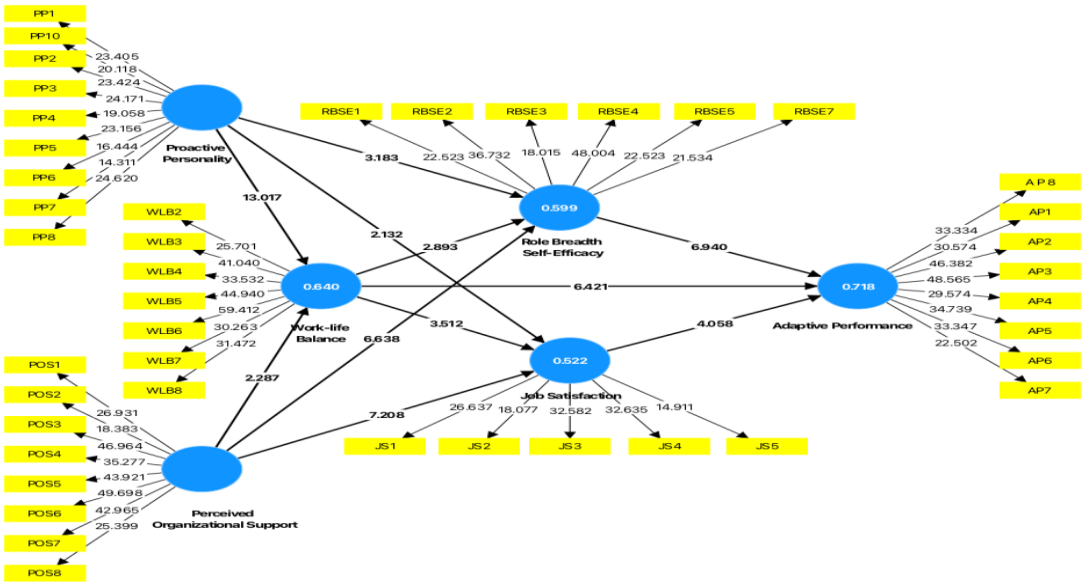


Fig. 3

Table 5. R Square and Q Square

	R-square	R-square adjusted	Q² (=1-SSE/SSO)
Adaptive Performance	0,718	0,715	0,501
Job Satisfaction	0,522	0,517	0,341
Role Breadth Self-Efficacy	0,599	0,594	0,386
Work-life Balance	0,640	0,637	0,471

Table 5 presents the coefficient of determination (R^2) and predictive relevance (Q^2) values for the endogenous constructs. The results indicate that the proposed model explains 71.8% of the variance in Adaptive Performance, 64.0% in Work-Life Balance, 59.9% in Role Breadth Self-Efficacy, and 52.2% in Job Satisfaction. Furthermore, all Q^2 values are greater than zero, ranging from 0.341 to 0.501, demonstrating that the structural model has satisfactory predictive relevance for all endogenous constructs.

Table 6. Hypothesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Job Satisfaction -> Adaptive Performance	0,213	0,213	0,052	4,058	0,000
Perceived Organizational Support -> Job Satisfaction	0,412	0,413	0,057	7,208	0,000
Perceived Organizational Support -> Role Breadth Self-Efficacy	0,394	0,390	0,059	6,638	0,000
Perceived Organizational Support -> Work-life Balance	0,139	0,135	0,061	2,287	0,011
Proactive Personality -> Job Satisfaction	0,149	0,152	0,070	2,132	0,017
Proactive Personality -> Role Breadth Self-Efficacy	0,274	0,285	0,086	3,183	0,001

Proactive Personality -> Work-life Balance	0,714	0,716	0,055	13,017	0,000
Role Breadth Self-Efficacy -> Adaptive Performance	0,444	0,448	0,064	6,940	0,000
Work-life Balance -> Adaptive Performance	0,319	0,314	0,050	6,421	0,000
Work-life Balance -> Job Satisfaction	0,274	0,270	0,078	3,512	0,000
Work-life Balance -> Role Breadth Self-Efficacy	0,227	0,217	0,079	2,893	0,002

Thet table 6 results indicate that all hypothesized structural paths are statistically significant ($p < 0.05$). The path coefficients range from the lowest value of 0.149 for the relationship between Proactive Personality and Job Satisfaction to the highest value of 0.444 for the relationship between Role Breadth Self-Efficacy and Adaptive Performance. The remaining structural paths exhibit moderate to strong positive effects. Since all path coefficients are statistically significant, with p-values below the 0.05 threshold, all research hypotheses are empirically supported. These findings provide strong evidence for the direct relationships among the constructs in the proposed structural model.

V. DISCUSSION

Role Breadth Self-Efficacy

Role Breadth Self-Efficacy (RBSE) is one of the endogenous variables influenced by Proactive Personality, Work-Life Balance, and Perceived Organizational Support. The findings indicate that these three variables positively contribute to enhancing teachers' confidence in performing broader roles beyond their primary teaching responsibilities. This suggests that the development of RBSE is determined not only by individual characteristics but also by workplace conditions and organizational support.

Among the antecedent variables, Perceived Organizational Support (POS) emerged as the strongest determinant of RBSE. This finding indicates that when teachers perceive that their organization values their contributions, provides recognition, offers professional development opportunities, and supports their well-being, they become more confident in taking initiative, assuming additional responsibilities, and responding effectively to changes within the school environment. This result is consistent with Organizational Support Theory, which argues that organizational support fosters employees' feelings of being valued and strengthens their confidence in making meaningful contributions to the organization (Eisenberger et al., 1986).

In addition, Proactive Personality significantly contributes to strengthening RBSE. Teachers with proactive personalities tend to actively seek opportunities for self-development, initiate problem-solving efforts, and demonstrate greater confidence in undertaking new responsibilities. Such characteristics enable teachers to adapt more effectively to curriculum reforms, technological advancements in education, and continuously evolving professional demands.

Work-Life Balance also contributes positively to the development of RBSE. Maintaining a healthy balance between professional responsibilities and personal life helps teachers preserve their physical and psychological well-being, thereby enhancing their energy, motivation, and confidence to perform multiple roles within the school. Teachers who successfully balance these two domains are generally more prepared to embrace new challenges and undertake responsibilities beyond their routine duties.

Overall, these findings demonstrate that the development of Role Breadth Self-Efficacy results from the interaction between individual characteristics, work-life balance, and organizational support. Organizational support strengthens teachers' confidence in their capabilities, proactive personality encourages initiative-taking behavior, while work-life balance maintains teachers' physical and psychological readiness. Together, these factors cultivate teachers who are more confident in performing broader roles and adapting successfully to changes in the educational environment (Abouelenein *et al*., 2025).

Job Satisfaction

Job Satisfaction is another endogenous variable influenced by Proactive Personality, Work-Life Balance, and Perceived Organizational Support. The findings reveal that all three variables contribute positively to improving teachers' job satisfaction. This indicates that job satisfaction is shaped not only by individual characteristics but also by work-life balance and the quality of organizational support.

Among these determinants, Perceived Organizational Support represents the most influential factor affecting Job Satisfaction. When organizations provide recognition, career development opportunities, supportive leadership, and a positive working environment, teachers feel appreciated and experience greater satisfaction with their work. These conditions foster comfort, organizational commitment, and positive work experiences. This finding supports Organizational Support Theory, which suggests that organizational support creates reciprocal relationships between employees and organizations, ultimately enhancing job satisfaction.

Furthermore, Work-Life Balance significantly contributes to Job Satisfaction. Teachers who successfully balance their professional and personal lives generally experience lower levels of work-related stress, better psychological well-being, and greater comfort in performing their duties. Such balance enables teachers to sustain work enthusiasm while minimizing the risk of burnout caused by excessive job demands.
Meanwhile, Proactive Personality also positively influences Job Satisfaction. Proactive teachers tend to identify solutions to workplace challenges, demonstrate greater openness toward change, and actively seek opportunities to improve their competencies. Nevertheless, the positive impact of proactive personality

becomes stronger when supported by an organizational environment that values employee contributions and provides opportunities for growth and professional development.

Overall, these findings indicate that teachers' job satisfaction is jointly shaped by organizational support, work-life balance, and proactive personality. Organizational support enhances employees' feelings of appreciation, work-life balance creates a more comfortable working environment, and proactive personality enables teachers to manage workplace challenges constructively. Together, these factors complement one another in fostering higher levels of job satisfaction (Haris *et al*., 2023).

Adaptive Performance

Adaptive Performance represents the primary endogenous variable in this study and is influenced by Work-Life Balance, Role Breadth Self-Efficacy, and Job Satisfaction. The findings demonstrate that these three variables positively contribute to improving teachers' ability to adapt to changes in the educational environment.

The results reveal that Role Breadth Self-Efficacy is the most influential determinant of Adaptive Performance. Teachers with strong confidence in their abilities are more willing to embrace change, acquire new skills, solve complex problems, and perform responsibilities beyond their formal teaching roles. Consequently, they become better prepared to adapt to curriculum reforms, technological innovations in education, and evolving educational policies. This finding is consistent with Self-Efficacy Theory, which argues that individuals' beliefs in their own capabilities form the foundation for adaptive behavior when facing new and challenging situations.

In addition, Work-Life Balance positively contributes to Adaptive Performance. Teachers who maintain a healthy balance between work and personal life are more likely to experience stable physical and psychological conditions, enabling them to respond effectively to workplace changes and increasing job demands. This balance allows teachers to sustain their motivation, concentration, and energy while managing multiple responsibilities efficiently.

Job Satisfaction also supports the development of Adaptive Performance. Teachers who are satisfied with their jobs generally exhibit more positive attitudes, stronger organizational commitment, and greater willingness to support organizational change initiatives. Nevertheless, job satisfaction primarily functions as a psychological resource that strengthens teachers' readiness to cope with change rather than serving as the primary determinant of adaptive capability.

Overall, the findings demonstrate that teachers' Adaptive Performance develops through an interconnected mechanism. Work-Life Balance maintains teachers' physical and psychological readiness, Role Breadth Self-Efficacy strengthens their confidence to face challenges and perform broader roles, while Job Satisfaction reinforces positive attitudes toward both the job and the organization. The interaction of these three factors enables teachers to adapt more effectively to educational changes, respond constructively to dynamic working conditions, and sustain high levels of performance despite continuous environmental changes (Liu *et al*., 2025).

VI. CONCLUSION

This study aimed to examine the effects of Proactive Personality, Work-Life Balance (WLB), and Perceived Organizational Support (POS) on teachers' Adaptive Performance, with Role Breadth Self-Efficacy (RBSE) and Job Satisfaction (JS) serving as explanatory variables that describe the underlying mechanisms linking these constructs. Based on the results of the Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis, the findings demonstrate that Proactive Personality, Work-Life Balance, and Perceived Organizational Support are significant antecedents of both Role Breadth Self-Efficacy and Job Satisfaction. Higher levels of teachers' confidence in performing broader work roles (Role Breadth Self-Efficacy) and greater Job Satisfaction subsequently enhance teachers' Adaptive Performance, enabling them to respond more effectively to changes in the workplace.

The findings further reveal that Perceived Organizational Support exerts the strongest influence on both Role Breadth Self-Efficacy and Job Satisfaction. Meanwhile, Work-Life Balance not only improves

these two variables but also has a direct positive effect on Adaptive Performance. Proactive Personality contributes to strengthening teachers' confidence in undertaking broader responsibilities and enhances Job Satisfaction, although its influence on Job Satisfaction is relatively weaker than that of the other antecedent variables. Furthermore, Role Breadth Self-Efficacy emerged as the most influential predictor of Adaptive Performance, as indicated by the largest effect size (f^2) among all structural relationships. This finding suggests that teachers who possess stronger confidence in their ability to perform responsibilities beyond their formal roles are better equipped to adapt to organizational changes, workplace challenges, and evolving job demands. In addition, Job Satisfaction also contributes positively to Adaptive Performance, indicating that teachers who are satisfied with their jobs are more capable of adjusting effectively to changes within the educational environment.

Overall, the proposed research model demonstrates that Proactive Personality, Work-Life Balance, and Perceived Organizational Support influence teachers' Adaptive Performance both directly and indirectly through the enhancement of Role Breadth Self-Efficacy and Job Satisfaction. These findings emphasize that improving teachers' adaptive capabilities requires not only supportive organizational practices but also a balanced work-life environment and proactive individual characteristics that continuously strengthen self-confidence and job satisfaction.

This study has several limitations. First, the sample consisted of only 262 senior high school and vocational high school teachers in Tangerang Regency, limiting the generalizability of the findings to broader educational contexts. Second, the data were collected using self-reported questionnaires, which may introduce common method bias despite the implementation of established measurement procedures. Third, other variables outside the proposed research model may also influence teachers' Adaptive Performance. Therefore, future research is recommended to include a larger and more diverse sample from different geographical regions, employ longitudinal research designs to capture causal relationships more comprehensively, and incorporate additional relevant variables that may further explain the determinants of Adaptive Performance.

From a practical perspective, schools should foster a work environment that encourages proactive behavior, promotes a healthy balance between teachers' professional and personal lives, and strengthens Perceived Organizational Support by providing continuous professional development opportunities, implementing fair and consistent reward systems, promoting supportive and effective school leadership, and cultivating a collaborative organizational culture. These initiatives are expected to enhance teachers' Role Breadth Self-Efficacy and Job Satisfaction, which in turn will improve their Adaptive Performance. In addition, teachers are encouraged to continuously develop their professional competencies, maintain a healthy work-life balance, and cultivate proactive attitudes in order to adapt effectively and sustainably to the dynamic challenges and ongoing changes in the educational sector.

The authors received no financial support for the research, authorship, and/or publication of this article.

FUNDING STATEMENT: This research did not receive any specific grant from funding agencies in the public, commercial, or not - for - profit sectors.

CONFLICTS OF INTEREST: The author declares no conflict of interest.

DECLARATION OF GENERATIVE AI STATEMENT: During the preparation of this work, the author(s) used ChatGPT, Grammarly, and Turnitin in order to assist with language refinement, grammar checking, and originality verification. After using this tool/service, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

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