Is Motivation Really Important? Exploring Teachers' Need Satisfaction and Work Motivation through Organizational Climate and Psychological Capital

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Abstract

The teaching profession is a critical cornerstone for the success of education in Indonesia. However, maintaining teachers' work motivation poses a significant challenge, particularly in rural areas. This study examines the influence of organizational climate and psychological capital on teachers' work motivation, with need satisfaction serving as a mediating factor. Data were collected from 210 teachers in rural schools using a self-report survey and a convenience sampling technique. Participants completed scales measuring organizational climate, psychological capital, need satisfaction, and intrinsic motivation (interest/pleasure subscale). The study employed quantitative methods, including descriptive analysis of respondent profiles, measurement model analysis, and structural model analysis. Findings from structural equation modeling revealed that both organizational climate and psychological capital significantly influence teachers' work motivation, with need satisfaction acting as a crucial mediator. Organizational climate, as an external factor, significantly impacts need satisfaction and work motivation. Meanwhile, psychological capital, an internal factor, serves as a primary source of need satisfaction, which, in turn, plays a pivotal role in fostering work motivation. These findings underscore the importance of cultivating a supportive work climate and fostering psychological capital to enhance teachers' sense of responsibility and resilience in addressing the complexities of teaching in rural settings. The study highlights the need for a self-determination-oriented teacher culture in rural schools to sustain motivation and improve educational outcomes.

Keywords: *Needs satisfaction, psychological capital, teacher work motivation, organizational climate.*

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Introduction

The foundation of educational success in Indonesia heavily relies on investment in educational resources, particularly teachers. The teaching profession plays a pivotal role in the learning process,

significantly influencing student achievement (Billingsley & Bettini, 2019). The quality of teaching is shaped by the type and effectiveness of training teachers receive and the opportunities for continuous professional development (Suprayitno, 2019). According to Barber and Mourshed (2007), policy priorities for teachers should focus on increasing public interest in the profession, enhancing teacher competence, and retaining effective, innovative educators. However, teachers face various challenges and demands that affect their motivation, welfare, and creativity in designing engaging lessons for students (Chaudhuri et al., 2022; Zakaria et al., 2021).

A significant issue in Indonesia's education system is the unequal distribution of teachers, which stems from geographical disparities between rural and urban areas (Afryansyah et al., 2022). Research by Sindelar et al. (2018) indicates that schools in rural areas struggle to recruit qualified teachers. Similarly, Barter (2008) highlights the lack of interest among well-qualified educators in teaching in rural areas, as urban areas are often more appealing. On the other hand, Cuervo and Acquaro (2018) found that teachers from rural backgrounds are more likely to seek teaching opportunities in rural areas compared to those from urban settings. Nevertheless, research also reveals that merely placing teachers in remote areas does not necessarily address the teacher shortage in these regions.

A survey by the World Bank, reported by Susanti et al. (2020), involving 270 schools, identified connectivity challenges as a major barrier for teachers working in remote areas. Additionally, schools far from urban centers often face issues such as teachers' low qualifications, the burden of teaching multiple classes, and a high teacher absenteeism rate of nearly 20 percent. The lack of supervision by school principals exacerbates absenteeism, which adversely affects teacher performance and organizational progress. As Utami and Vioreza (2021) note, lower absenteeism correlates with higher productivity. Rahmadi (2020) also points out that teaching in remote areas is perceived as highly challenging, leading to low teacher motivation to serve in these regions. To address these issues, it is essential to provide psychological support that enhances teachers' capabilities and motivation, with a particular focus on improving their work environment and professional satisfaction in rural settings.

Qualified learning enhances both intrinsic and extrinsic motivation when supported by an environment that fulfills the basic psychological needs for autonomy, competence, and relatedness, as influenced by institutional pressures and leadership styles (Ryan & Deci, 2017, 2020). Intrinsic motivation in learning drives teachers to derive pleasure and develop interest, while extrinsic motivation prompts them to achieve outcomes separate from the learning process itself (Vansteenkiste et al., 2006). Tian et al. (2014) emphasize that meeting these three basic psychological needs within the school environment can foster positive behaviors, such as academic achievement, student well-being, and motivation. Teachers with a strong self-concept, motivation, and positive personality traits exhibit sincerity in fulfilling their duties and responsibilities, which, in turn, fuels their enthusiasm and commitment to teaching with the aim of excelling (Tasfirani, 2015).

Motivation is essential in the educational environment (Mulang, 2021; Peng & Fu, 2021). Teachers exhibit intrinsic motivation when they effectively manage and condition their classrooms, positively influencing their involvement in teaching, professional development, feelings of satisfaction at school, collaboration with colleagues, and teaching effectiveness (Collie & Martin, 2017; Jin et al., 2022; Liu et al., 2019; Perlman, 2013; Schieb & Karabenick, 2011). Conversely, extrinsically motivated behaviors occur when actions are driven by external consequences, such as maximizing rewards or avoiding punishment (Deci & Ryan, 2000; Morris et al., 2022). In the millennial era, teachers' intrinsic work motivation can improve with a balanced work-life dynamic and an ideal lifestyle (Tang et al., 2020). However, sustaining intrinsic motivation among teachers remains a significant challenge today (Richardson et al., 2014). This underscores the need to examine factors that enhance teacher motivation, particularly in rural areas.

Intrinsic motivation is closely linked to the satisfaction of internal needs (Koka et al., 2021; Loopers et al., 2023; Vergara-Morales & Del Valle, 2021). Research indicates a positive correlation between need satisfaction and intrinsic motivation (Pulyaeva & Nevryuev, 2020; Walker et al., 2020). When intrinsically motivated, teachers experience interest, enjoyment, and fulfillment in their school activities, engaging in tasks because they find them inherently rewarding (Di Domenico & Ryan, 2017; Wang et al., 2019). The satisfaction of autonomy, competence, and relatedness needs forms the foundation of this motivation (Ryan & Deci, 2017). According to self-determination theory,

intrinsic motivation predicts enhanced learning, performance, creativity, personal development, and psychological well-being (Ryan & Deci, 2017).

Work motivation and need satisfaction among teachers are crucial factors influencing the effectiveness of teaching, learning processes, and overall teacher performance in schools. Motivation, in particular, serves as a driving force capable of facilitating substantial improvements in educational outcomes (Gómez-Trigueros et al., 2024). When teachers experience high levels of motivation and need satisfaction, they contribute positively to the quality of education, demonstrate greater engagement (Abós et al., 2018; Zhang et al., 2021), and exhibit increased enthusiasm for effective teaching (Shao, 2023). Conversely, low levels of motivation and satisfaction can lead to negative consequences such as absenteeism (Filippello et al., 2019; Utami & Vioreza, 2021) and diminished teaching quality, ultimately hindering student learning.

An important internal factor influencing motivation is psychological capital, which plays a predictive role in fostering intrinsic motivation (Ali et al., 2021; Diarta & Saluy, 2022). Research highlights that psychological capital enhances individual performance by promoting positive attitudes and behaviors (Ali & Qazi, 2018; Herdem, 2019). Among its dimensions, self-efficacy stands out for its strong correlation with teaching quality and positive emotions. Teachers with higher self-efficacy are more motivated in their roles, leading to improved teaching performance and better student learning outcomes (Burić & Kim, 2020).

Organizational climate, an external factor, also significantly impacts teachers' work motivation. According to self-determination theory (Ryan & Deci, 2017), environments fostering active learning and providing opportunities for autonomy, competence, and meaningful choices enhance intrinsic motivation. Such motivation drives adaptive behaviors and positively influences teachers' and students' cognitive and emotional outcomes (Bechter et al., 2023). Conversely, when school climates impose excessive pressure on teachers, intrinsic motivation declines, despite their perceived competency (Ryan & Deci, 2000).

This discussion frames the central focus of the research: examining the work motivation of teachers in rural areas and its relationship with organizational climate, psychological capital, and need satisfaction. The urgency of this study lies in developing strategies to foster effective work motivation, thereby enabling teachers to be more energized, productive, and committed to their profession.

Research on teacher work motivation has predominantly focused on urban areas or educational institutions with relatively adequate resource support. For instance, studies in Vietnam have emphasized good salaries and job security for teachers (Hung, 2020), while research in China highlights the role of salary increases, opportunities for further study, and promotional prospects in enhancing motivation (Zang & Feng, 2023). However, research on teachers in rural areas, who often face limited resources, geographical isolation, and inadequate support systems, remains comparatively underexplored. Rural schools face numerous challenges that significantly impact educational quality. For example, in South Africa, inadequate infrastructure such as poorly maintained classrooms, laboratories, and sanitation facilities hampers education delivery (Bashir et al., 2018; du Plessis & Mestry, 2019). Similarly, studies in Indonesia reveal that many teachers in remote areas do not meet adequate competency standards and often work in schools with severely deficient infrastructure (Rafsanjani & Rozaq, 2024).

These disparities create a knowledge gap regarding how factors like organizational climate and psychological capital influence teacher work motivation in rural areas, which have unique challenges compared to urban settings. This study seeks to address this gap by introducing a novel perspective: examining the mediating role of need satisfaction in the relationship between organizational climate, psychological capital, and work motivation. This approach offers fresh insights into the interconnectedness of organizational and psychological factors in shaping work motivation, especially in resource-constrained rural environments. Understanding these dynamics is crucial for developing strategies to improve teacher welfare and performance, ultimately enhancing the quality of education in rural schools.

To address this critical issue, the research aims to investigate the influence of organizational climate and psychological capital on teachers' work motivation in rural areas, with need satisfaction as a mediating variable. Although prior studies have linked need satisfaction to teacher work motivation (Moè & Katz, 2022; Orsini & Rodrigues, 2020; Tack & Vanderlinde, 2019; Utomo, 2018), the role of need satisfaction as a mediator between organizational climate, psychological capital, and work motivation remains underexplored, particularly in rural contexts.

The study proposes seven hypotheses:

- Organizational climate has a direct and significant influence on work motivation.
- Organizational climate has a direct and significant influence on need satisfaction.
- Psychological capital has a direct and significant influence on work motivation.
- Psychological capital has a direct and significant influence on need satisfaction.
- Need satisfaction has a direct and significant influence on work motivation.
- Organizational climate indirectly influences work motivation through need satisfaction as a mediator.
- Psychological capital indirectly influences work motivation through need satisfaction as a mediator.

By exploring these hypotheses, the study aims to contribute to the broader understanding of motivational dynamics in rural teaching environments and inform targeted interventions to improve teacher motivation and educational outcomes in these settings.

Method

Participants

This study involved 210 teachers working in rural areas of East Java. Using a quantitative research approach, data were collected through self-report surveys administered via convenience sampling. Respondents completed scales measuring organizational climate, psychological capital, need satisfaction, and interest/pleasure from the intrinsic motivation inventory. The survey was created using Google Forms (accessible via https://s.id/TeacherIMS-2) and distributed to participants via WhatsApp or email. The process began with obtaining respondents' informed consent.

Measurement

Organizational Climate

The organizational climate was assessed using the Organizational Climate Index developed by Hoy, Smith, and Sweetland (2002). This scale consists of 27 items rated on a 4-point Likert scale (1 = never, 4 = very often) and includes the following dimensions: Institutional Vulnerability (α = 0.87): Example item – "Teachers feel pressure from society." Collegial Leadership (α = 0.94): Example item – "The principal enforces clear performance standards." Professional Teacher Behavior (α = 0.88): Example item – "Teachers complete their work enthusiastically." Achievement Press (α = 0.92): Example item – "Academic achievement is recognized and appreciated by the school." Factor analysis confirmed the construct validity of the scale, with items demonstrating strong loadings on their respective dimensions (Hoy et al., 2002).

Psychological Capital

Teacher psychological capital was measured using the Psychological Capital Questionnaire developed by Lee, Chou, and Wu (2016). The questionnaire includes 20 items divided into four dimensions, each with an alpha reliability coefficient: Self-Efficacy (α = 0.90): Example item – "When I experience obstacles at work, I am confident that I can overcome them." Hope (α = 0.88): Example item – "I will design various creative methods to foster good habits in students." Optimism (α = 0.90): Example item – "I hope to do a better job in teaching in the future." Resilience (α = 0.96): Example item – "I am able to quickly restrain myself in conflict events that occur at school." Responses were rated on a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree). Exploratory factor analysis indicated that these dimensions explained 74.14% of the total variance, with a total reliability of α = 0.93.

Need Satisfaction

Need satisfaction was assessed using the Basic Psychological Needs Satisfaction Scale, developed by Klaeijsen, Vermeulen, and Martens (2018), with a reliability coefficient of 0.87. This 10-item scale measures three dimensions: Autonomy (4 items); Competency (3 items); Relatedness (3 items). Items are rated on a 7-point Likert scale (1 = very inappropriate, 7 = very appropriate). Example statements include: "At work, I am free to express ideas and opinions" and "I really like the people I work with." Factor loadings for the items range from 0.546 to 0.730.

Work Motivation

Work motivation was measured using the Intrinsic Motivation Inventory based on self-determination theory (Deci & Ryan, 1985, 2000). This scale includes 7 items adapted to the study's context, rated on a 7-point Likert scale (1 = very inappropriate, 7 = very appropriate). Example items include: "When I teach children at school, I really enjoy it." "I think that teaching and learning activities with children at school are boring." The scale's reliability was assessed using Cronbach's alpha, yielding a total reliability score of α = 0.839, and composite reliability (CR) values ranging from 0.741 to 0.853 across different dimensions. Construct validity values ranged from 0.509 to 0.668 (Duman et al., 2020).

Data Analysis

The data analysis for this research involves three key stages: descriptive analysis of respondents' profiles, measurement model analysis, and structural model analysis. The descriptive analysis examines respondents' characteristics, such as gender, age, education level, and years of service. Measurement model analysis includes assessments of convergent validity, discriminant validity, and reliability. Structural model analysis focuses on evaluating the coefficient of determination, model feasibility, and direct and indirect hypothesis testing. Respondent characteristics were analyzed using SPSS 22, while Structural Equation Modeling (SEM) was conducted using Smart-PLS version 3. Mediation testing employed bootstrapping techniques to evaluate the mediating effect of need satisfaction on the relationship between organizational climate, psychological capital, and work motivation. A t-value > 1.96 or p-value < 0.05 was used as the threshold for significance (Preacher et al., 2007). The bootstrapping method, known for its accuracy in detecting mediation effects, is highly recommended for research in social and psychological contexts (Hayes, 2018).

Result

Descriptive Analysis Results

This research focuses on 210 teachers working in rural areas of East Java. The respondents' profiles, including gender, age, education level, and years of service, are summarized in Table 1.

Table 1
Respondents' Profiles

No	Profiles	Total	Percentage (%)
1	Gender		
	Man	4	2
	Woman	206	98
2	Age		
	< 30 years old	83	39.5
	31-35 years old	32	15.2
	36-40 years old	28	13.3
	> 40 years old	67	31.9
3	Education		
	Senior High School	59	28.1
	Diploma	6	2.9
	Bachelor	144	68.6
	Masters	1	0.05
4	Years of service		
	< 5	71	33.8
	6-10	56	26.7
	11-15	25	11.9
	> 15	58	27.6

Measurement Model Analysis

The measurement model is assessed based on three key criteria: convergent validity, discriminant validity, and reliability. Convergent validity is achieved when an indicator has a factor loading greater than 0.5 in the first-order measurement model, and when a dimension has a T-statistic value exceeding 1.96 in the second-order measurement model. Conversely, indicators with low factor loadings are considered invalid (Hair et al., 2017). Discriminant validity is evaluated using cross-loading and Average Variance Extracted (AVE) values. The validity test results indicate that the AVE value for each variable exceeds the threshold of 0.5, demonstrating sufficient discriminant validity. The final criterion is construct reliability, which is assessed using Cronbach's alpha and composite reliability. A construct is deemed reliable if these values fall within the range of 0.60 to 0.90 (Hair et al., 2017). A summary of the measurement model results is presented in Table 2 and Figure 1.

Table 2
Summary of Factor Loading Values, Validity, and Reliability

Variable	Items	Factor loading Values	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Organizational Climate	27	0.628 - 0.815	0.839	0.879	0.560
Psychological Capital	20	0.653 - 0.878	0.868	0.906	0.661
Need Satisfaction	10	0.616 - 0.894	0.814	0.889	0.727
Work Motivation	7	0.665 - 0.816	0.839	0.879	0.512

	Autonomy	BPNS	Collegial	Competence	Hope	Institutional	Interest	Intrinsic Motivation	Optimism	Presure	Profesional	Psy-Capital	Relatedness	Resilience	Self-Efficacy	Work Climate
Autonomy	0,763															
BPNS	0,904	0,626														
Collegial	0,294	0,387	0,714													
Competence	0,705	0,823	0,156	0,762												
Hope	0,344	0,420	0,342	0,349	0,784											
Institutional	0,027	0,067	0,345	0,037	0,198	0,748										
Interest	0,420	0,494	0,411	0,359	0,388	0,208	0,715									
Intrinsic Motivation	0,422	0,496	0,413	0,360	0,389	0,209	1,000	0,715								
Optimism	0,259	0,327	0,256	0,259	0,675	0,125	0,387	0,387	0,813							
Presure	0,143	0,186	0,504	0,062	0,322	0,440	0,369	0,372	0,188	0,728						
Profesional	0,244	0,337	0,630	0,117	0,492	0,320	0,385	0,388	0,351	0,567	0,707					
Psy-Capital	0,350	0,442	0,334	0,355	0,909	0,165	0,436	0,437	0,831	0,287	0,467	0,667				
Relatedness	0,335	0,623	0,485	0,239	0,308	0,105	0,389	0,390	0,264	0,239	0,459	0,354	0,853			
Resilience	0,284	0,371	0,216	0,318	0,667	0,068	0,320	0,320	0,550	0,160	0,298	0,819	0,294	0,783		
Self-Efficacy	0,306	0,389	0,326	0,283	0,743	0,169	0,392	0,393	0,590	0,306	0,448	0,852	0,346	0,595	0,751	
Work Climate	0,265	0,359	0,856	0,136	0,460	0,530	0,460	0,463	0,318	0,784	0,869	0,432	0,468	0,266	0,427	0,577

Figure 1. *Cross loading values*

Table 2 shows that the results for convergent validity meet the required criteria. All factor loadings are greater than 0.5, and the Average Variance Extracted (AVE) values for all variables are above the threshold, with the lowest AVE value being 0.560 for the work climate variable and the highest at 0.727 for the needs satisfaction variable. Figure 1 presents the results of discriminant validity testing, which examines cross-loading values. Each indicator demonstrates the highest cross-loading value for its respective construct, confirming good discriminant validity.

Additionally, all variables exhibit strong reliability, with composite reliability values exceeding 0.60. The lowest reliability value is 0.879 for the organizational climate and work motivation variables, while the highest is 0.90 for the psychological capital variable. These findings confirm that the constructs used in the research model meet the standards for measurement validity and reliability, making them suitable for further analysis.

Table 3 provides the collinearity statistics (VIF) results to assess multicollinearity. The VIF values for the organizational climate and psychological capital variables, in relation to need satisfaction and work motivation, range from 1.230 to 1.390—well below the threshold of five. These values indicate that multicollinearity is not a concern and confirm the independent variables' influence on the dependent variables in the path coefficient test. A summary of the VIF results is provided below.

Table 3
Collinearity Statistics Results

Variable	Need Satisfaction	Work Motivation
Organizational Climate	1.230	1.390
Psychological Capital	1.230	1.285

Structural Model Analysis

The evaluation at the structural model stage includes the coefficient of determination (R-Square), goodness of fit (GoF) tests, and hypothesis testing between variables. The R-Square value for the need satisfaction variable is 0.330, indicating that 33% of the variation in need satisfaction can be explained by the organizational climate and psychological capital of teachers. Similarly, the R-Square value for the work motivation variable is 0.362, meaning that 36.2% of the variation in work motivation is explained by organizational climate, psychological capital, and need satisfaction. Based on these R-Square values, the influence of organizational climate and psychological capital on need satisfaction and work motivation falls into the medium category. Additionally, the conceptual model is assessed using the Goodness of Fit (GoF) index, calculated by multiplying the average communality index by the average R-Square value of the model. The communality values for each variable were obtained using the blindfolding technique from the construct cross-validated communality section in Smart PLS. GoF values range from 0 to 1 and are interpreted as follows: 0.1 (low GoF), 0.25 (medium GoF), and 0.36 (high GoF) (Tenenhaus et al., 2005). The results for the average communality and R-Square models are summarized in Table 4 below.

Table 4
The average value of determinant and communality coefficients

Endogenous Variables	R-Square Value	*Communality*
Need Satisfaction	0.330	0.630
Work Motivation	0.362	0.512
Average	0.346	0.571

Based on Table 4, the average communality value is 0.571, and the average R-Square model value is 0.346. Consequently, the Goodness of Fit (GoF) calculation is GoF=0.571×0.346=0.444GoF = \sqrt{0.571 \times 0.346} = 0.444GoF=0.571×0.346=0.444. This value indicates that the conceptual model developed falls into the "large" category of suitability. Therefore, it can be concluded that both the measurement model (outer model) and the structural model (inner model) are feasible. These findings suggest that the theoretical model for enhancing teachers' work motivation can be developed by considering organizational climate and psychological capital as predictors, with need satisfaction serving as a mediator. Hypothesis testing was conducted using t-statistics and p-values to determine the significance of the independent variables' influence on the dependent variables. According to Hair et al. (2017), the influence is considered significant when the t-statistics value exceeds 1.96 and the p-value is less than 0.05. The results of the structural model are summarized in the figure below.

The hypothesis testing results presented in Table 5 indicate that all proposed hypotheses are supported. This demonstrates that organizational climate, psychological capital, and need satisfaction significantly influence work motivation. Additionally, organizational climate and psychological capital have a significant impact on need satisfaction. Mediation testing, conducted using bootstrapping techniques, evaluates the mediating role of need satisfaction in the relationships between organizational climate, psychological capital, and work motivation. According to Preacher et al. (2007), mediation is established when the t-value exceeds 1.96 or the p-value is less than 0.05.

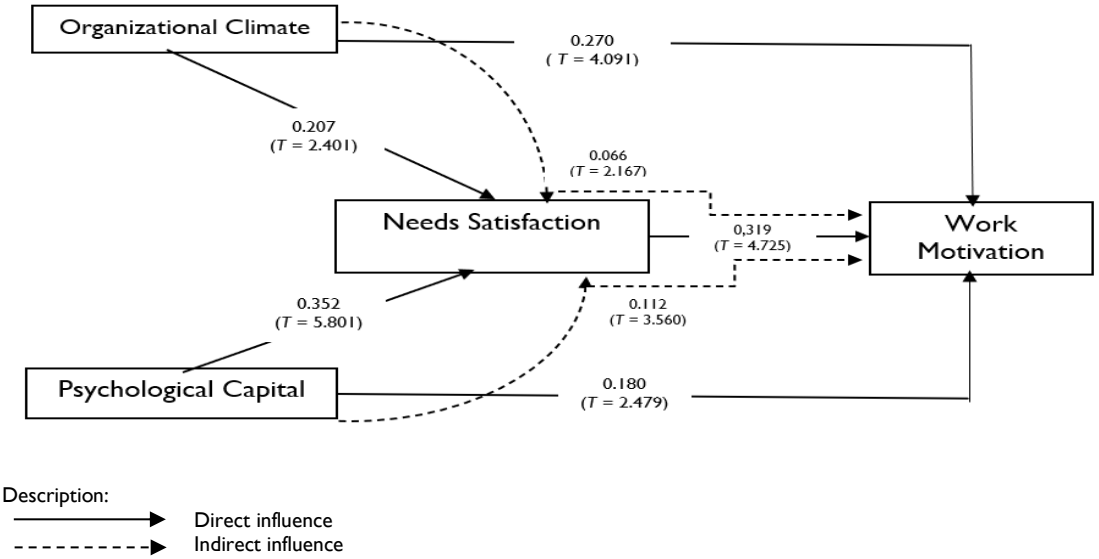

Figure 2. *Structural Model Results*

The findings reveal that need satisfaction partially mediates the relationship between organizational climate and teacher work motivation. The t-statistics value for the indirect effect of organizational climate on work motivation through need satisfaction is 2.167, which exceeds the threshold of 1.96, with a significance value of 0.031 ($p < 0.05$). Similarly, need satisfaction mediates the relationship between psychological capital and teacher work motivation. The t-statistics value for the indirect effect of psychological capital on work motivation through need satisfaction is 3.560, also exceeding 1.96, with a significance value of 0.000 ($p < 0.05$). A summary of the research hypotheses is provided below.

Table 5
Summary of hypotheses testing

Hypotheses	Coefficients	t-statistics	p-values	Results
H1: Organizational climate on work motivation	0.270	4.091	0.000	Accepted
H2: Organizational climate on need satisfaction	0.207	2.401	0.017	Accepted
H3: Psychological capital on work motivation	0.180	2.479	0.013	Accepted
H4: Psychological capital on need satisfaction	0.352	5.801	0.000	Accepted
H5: Need satisfaction on work motivation	0.319	4.725	0.000	Accepted
H6: Organizational climate on work motivation mediated by need satisfaction	0.066	2.167	0.031	Accepted
H7: Psychological capital on work motivation mediated by need satisfaction	0.112	3.560	0.000	Accepted

Discussion

This research aims to explore how organizational climate and psychological capital influence teachers' work motivation in rural areas, with need satisfaction acting as a mediator. Findings indicate that work motivation among teachers is directly and significantly influenced by organizational climate, psychological capital, and need satisfaction. Additionally, organizational climate and psychological capital have a notable direct effect on need satisfaction. These findings align with self-determination theory, a comprehensive framework for understanding human motivation. This theory has been successfully applied across various domains, including education, parenting, health, work motivation, and management (Deci & Ryan, 1985; Ryan & Deci, 2017). According to this theory, individuals have fundamental psychological needs—competence, autonomy, and relatedness. When these needs are met, such as through a supportive work climate and positive interpersonal interactions, individuals experience greater hope, optimism, and intrinsic motivation, leading to improved well-being (Chong & Gagné, 2019).

A positive work climate is crucial for enabling teachers to achieve organizational success in schools, as it fosters both teacher and student motivation (Utomo et al., 2023). Principals' leadership, a key element of the work climate, plays a significant role in fulfilling teachers' social needs, promoting professional competence, and fostering a sense of belonging and commitment to the school (Mgaiwa & Hamis, 2022; Rizky et al., 2022). Research indicates that teachers who perceive a supportive work climate, particularly through encouraging superiors, are more likely to experience satisfaction of their basic psychological needs, which subsequently enhances their teaching motivation (Orsini et al., 2020; Utomo, Suminar, & Hamidah, 2019). Moreover, principals are pivotal in fostering a school culture that supports teacher autonomy (Klaeijsen et al., 2018). Teachers who experience a positive school climate are also more likely to instill academic optimism in their students (Ratnawati et al., 2022).

Self-determination theory provides a comprehensive framework for understanding how intrinsic and extrinsic motivation, along with psychological well-being, can be facilitated in educational settings (Ryan & Deci, 2020). This study underscores a significant relationship between psychological capital, need satisfaction, and intrinsic work motivation, identifying psychological

capital as the strongest predictor of need satisfaction. This finding aligns with prior studies that have linked psychological capital to teacher burnout and stress (Zhang et al., 2019), job satisfaction (Kurt & Demirbolat, 2019), and psychological well-being (Zewude & Hercz, 2022). Additionally, research connects need satisfaction with psychological well-being (Gagné et al., 2003; Kardas et al., 2019; Stenling & Tafvelin, 2014) and improved performance outcomes (Baard et al., 2004; Brien et al., 2012).

Psychological capital, encompassing self-efficacy, hope, optimism, and resilience, is a vital resource for enhancing individual performance (Nolzen, 2018). Klaeijsen et al. (2018) emphasize that teachers' self-efficacy and intrinsic motivation can thrive in a work environment that supports their needs for autonomy, competence, and positive relationships with colleagues. Teachers who face high demands and challenges in their work often experience emotional fluctuations while teaching and interacting with students. Consequently, psychological capital becomes essential for improving teaching quality, as it positively impacts teacher well-being and motivation. This aligns with findings from Nwoko et al. (2023), which highlight the role of psychological resources, positive emotions, and social support in increasing teacher job satisfaction. Teachers with high job satisfaction also tend to exhibit greater well-being and a stronger motivation to teach.

The findings of this study reveal that need satisfaction serves as a partial mediator between organizational climate, psychological capital, and teachers' work motivation. The results also indicate that need satisfaction is a significant source of teachers' work motivation, underscoring the relevance of self-determination theory in education. This theory emphasizes the importance of fulfilling basic psychological needs to enhance motivation and performance (Ryan & Deci, 2020). The study highlights that a positive organizational climate and strong psychological capital, facilitated by need satisfaction, contribute to increased teacher motivation. Consistent with this, Gagné and Deci (2005) suggest that work environments that support basic psychological needs foster positive work behaviors.

Previous research supports these findings, identifying need satisfaction as a critical predictor of optimal functioning. For instance, it has been linked to autonomy support and teacher well-being

(Ebersold et al., 2019), teacher-student relationships and academic engagement (Gao et al., 2023), leadership and work engagement (Rahmadani et al., 2019), self-control and subjective well-being (Orkibi & Ronen, 2017), and teacher work environments (Bukhari et al., 2021; Utomo et al., 2023). Optimizing the mediating role of need satisfaction generates positive energy in the workplace, enabling teachers to perform their teaching duties effectively and maintain high levels of motivation (Utomo et al., 2019).

When teachers feel intrinsically motivated—believing their efforts are driven by achievement or satisfaction—they experience greater fulfillment. Conversely, if motivation stems from external factors, their drive is extrinsic (Bukhari et al., 2021). Increased work motivation subsequently enhances teacher performance, contributing to their overall well-being. Furthermore, Shaheen et al. (2018) found that individuals with high psychological capital, particularly self-efficacy, resilience, and optimism, experience greater satisfaction and are more likely to deliver their best performance. These insights inform the development of a conceptual model linking work climate, psychological capital, and intrinsic motivation through the mediator of need satisfaction.

Despite its contributions, this study has limitations. First, the findings are specific to primary school teachers in rural East Java, limiting their generalizability to urban settings or regions with different socioeconomic conditions that may influence motivation and competence. Second, the study focuses solely on work motivation as defined by self-determination theory, overlooking other factors such as professional training or institutional support that might also influence teaching competence. Finally, while the mediating role of need satisfaction enriches the analysis, it introduces complexity that requires deeper exploration across diverse contexts or populations. Future research should test these findings in varied settings and consider longitudinal approaches to provide more comprehensive insights.

Conclusion

The dynamic profiles of teachers' work motivation align with both theoretical concepts and empirical findings. Specifically, work climate, psychological capital, and need satisfaction are critical factors influencing teachers' motivation, as framed by the self-determination theory. This study

concludes that the organizational climate plays a significant role in shaping teachers' need satisfaction and work motivation. A positive work atmosphere fosters increased motivation among teachers, as support from the work environment helps fulfill their basic psychological needs for competence, relatedness, and autonomy.

Psychological capital also significantly impacts teachers' need satisfaction and work motivation. Comprising hope, optimism, resilience, and positive self-efficacy, psychological capital empowers teachers to perform their duties with goal-oriented focus. When teachers exhibit psychological capital, it leads to sustained need satisfaction, which positively influences intrinsic work motivation. This satisfaction, in turn, has far-reaching implications for teaching activities, particularly in rural areas. The greater the sense of need satisfaction teachers experience, the stronger their intrinsic motivation to teach becomes. Additionally, need satisfaction mediates the relationship between organizational climate and work motivation, emphasizing its central role in creating a positive work environment. Similarly, need satisfaction mediates the relationship between psychological capital and motivation, suggesting that teachers with high levels of hope, optimism, and self-efficacy experience enhanced satisfaction, which drives their motivation to successfully fulfill their responsibilities.

Based on these findings, the study recommends that school principals, as key organizational leaders, focus on fostering a work environment that intrinsically and extrinsically motivates teachers while prioritizing their well-being. This approach can ultimately enhance teaching quality and improve student outcomes. Implementing work motivation improvement programs that address teachers' basic psychological needs—such as feeling valued, competent, and in control of their profession—can lead to greater motivation, job satisfaction, and performance. Furthermore, principals can support teachers' psychological capital through targeted training initiatives. Programs that build stress management skills, foster positive mindsets, and help teachers set and achieve meaningful goals can strengthen hope, optimism, and self-efficacy. As teachers' psychological capital increases, their satisfaction and motivation grow, reinforcing their ability to thrive in the workplace.

These recommendations align with self-determination theory, which links work motivation to constructs such as mindfulness, vitality, self-identity, and eudaimonia. Such a framework provides

valuable insights for enhancing motivation and addressing teachers' needs within the educational process (Ryan & Deci, 2020).

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Conflict of Interest
The researchers declare that this paper has no conflicts of interest.

Author Contribution
All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability
Data can be provided upon request to the author.

Declarations Ethical Statement
The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement
Informed consent was obtained from all persons involved in the study.

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