**RESEARCH PAPER**

# The Influence of Organizational Health on Student Social Development: The Mediating Role Teacher Commitment to Students

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**ABSTRACT**

Organizational health and students' social development are the key concerns of teachers. The primary objective of this study was to examine organizational health's influence on students' social development. The study found that organizational health positively affects students' social development. The study participants were the SST/SSE teachers and students in 10th grade. We used a cross-sectional survey research design in the current quantitative study to collect data from 459 SST/SSE teachers and students. The data were analyzed using SPSS (version 26) software. However, to test the hypothesized relationship, the study employed Structural Equation Modeling in AMOS 25. The results revealed that all the proposed hypotheses were supported. The study contributes to the different streams of literature, including organizational health, teacher commitment to students, and students' social development. It also offered valuable insights for government, policymakers, and school management, guiding them to improve organizational health. It plays an imperative role in nurturing and promoting teacher commitment to students and students' social development.

## Introduction

Organizational health is an essential component of education and students' social development. Socially developed individuals are needed as the present world has also moved towards practical and skill-oriented education and excellence. Educated individuals without social development are worthless, and superficial knowledge is a hurdle in their development. Students without social development fail to cope with the modern trends of the world. Moreover, socially developed skilled individuals are essential for the country's growth and development. Healthy school organizations improve people's way of living, and they help them have balanced personalities and become valuable members of society. Similarly, a healthy organization fosters a man with a skill-oriented education and enables him/ her to meet the challenges of the modern world smoothly.

The health of an organization depends on the quality of its work (Lohana & Khuwaja, 2018). Quality sets standards that help the organization move toward excellence. To cope with society's changing demands, all the units of school organizations must be efficiently well-designed. When the organization is seen in terms of efficient working, its health is considered. Organizational health is necessary to develop harmony among all its internal and external functions. The organization's physical environment serves as a tool to enhance its efficiency.

Organizational health is highly associated with the excellence of its inputs and processes adopted for the smooth functioning of the organization. The organization's health depends on the effective use of resources to achieve its objectives and maintain its worth by providing quality education. The competency of a healthy organization is related to its ability to achieve its goals by delivering excellence. The provision of quality guarantees its existence in the workplace. So, the organization's health plays a vital role in achieving its objectives (Doganay & Dagli, 2020).

A quality learning environment is associated with the school's physical facilities, safety, security, discipline-oriented policies, and protection from violence. Quality content is linked with the taught and intended curriculum. It requires both student and market-oriented curriculum structure, literacy, and numeracy. Organizational health serves as a tool to enhance the quality of education by developing individuals socially. Healthy organizations strengthen the ways towards social development and quality education (Bryk et al., 2015). The main focus of a healthy organization is to provide a working environment in which everyone likes to work without stress. Healthy school organization motivates their learners and teachers to face their competitors bravely. At the same time, unhealthy organization causes high levels of stress and anxiety. This stress and anxiety negatively influence the learners' and teachers' mental, physical, emotional, and social health. Unhealthy organizations reduce the working capacity of learners and teachers by diverting their attention. Healthy schools can avoid unnecessary pressures (Nunnally, 2020).

Students' social development entails learning to get along with others, have empathy for others, and create and sustain healthy connections. It is important for their entire growth and development and sets them up to be contributing members of society (Ahmed et al., 2020). Social development is a continual process that necessitates constant adaptation and innovation. Social development is necessary to keep up with the ever-evolving requirements of individuals and societies. Developmental processes start at the critical developmental stage of adolescence. During this growth stage, an individual deals with significant physiological, psychological, and social changes (Risi et al., 2023). Modern technology, enhanced communication, ongoing study, and increased community awareness have made adolescents a fundamental element of society. Healthy organizations have increased interest in understanding children's rights and safety, creating new avenues for growth and development (Mawarni et al., 2022).

**Literature Review**

Organizational health is the most influential factor in students' social and emotional development. Teachers' commitment to students is highly associated with the organization's health. The organization's health helps to understand its vision, values, goals, and policies. Organizational health is directly associated with students' social development and teachers' commitment to students.

Organizational health has gained the attention of researchers in understanding how individuals and communities grow and evolve, which is the focus of the several subfields that make up the discipline of social development. Health, education, poverty, gender, the environment, culture, and human rights are discussion topics in healthy organizations. The impact of various policies and interventions on social change and transformation is another area of study in social development. In the last 20 to 30 years, child and adolescent psychopathology has gotten significant attention due to growing interest and increased knowledge. The number of stresses that adolescents experience

increases quickly from middle to late adolescence, and as a result, most behavioral issues develop in adolescence (Mawarni et al., 2022).

A key component of effective teaching is commitment. Committed teachers play a crucial role in the teaching and learning process. The only thing that can keep educators on course is commitment. Committed teachers foster students' passion for studying and provide critical thinking skills. Committed teachers greatly influence the well-rounded personalities of children. The dedication of their teachers forever impacts students' personalities. Similarly, dedicated educators pay close attention to every facet of their students' personalities (Amjad et al., 2022, a, b). In a similar vein, dedicated educators are vital to the accomplishment of learning objectives (Bibiso et al., 2017). Committed teachers serve as a tool for educational institutions' success.

Additionally, committed teachers work for the organization's success. Attaining the objectives of the school administration is a top priority for dedicated educators (Amjad et al., 2023, a, b, c). Similarly, committed teachers work diligently to establish and uphold the organization's values in its environment. They have attitudes about the company related to their work and strive to elevate the quality of work to lead the company toward greatness (Gökyer, 2018; Qureshi et al., 2023).

**Theory and Hypotheses Development**

**Relationship between Organizational Health and Student Social Development**

Organizational health within educational institutions exerts a profound influence on student social development. A well-functioning organization cultivates an environment that values and prioritizes positive student social interactions (Mehta et al., 2013). When an institution fosters a culture of inclusivity, respect, and collaboration, it creates a supportive backdrop for students to develop and hone their social skills (Bottiani et al., 2014; Tabassum et al., 2024). Operating within a healthy organizational framework, teachers and staff model behaviors that promote cooperation, empathy, and understanding, significantly impacting how students engage with one another (Parlar & Cansoy, 2017).

Moreover, the organizational climate greatly influences implementing programs and initiatives to enhance student social development. A healthy organization invests in resources, curriculum, and extracurricular activities that specifically target cultivating social skills (Bottiani et al., 2014; Tabbasam et al., 2023). Whether through structured group projects, peer mentoring programs, or inclusive policies, an institution's commitment to promoting positive social interactions among students directly shapes their ability to communicate effectively, resolve conflicts amicably, and collaborate productively (Brown et al., 2003; Farahani et al., 2014). A conducive organizational environment encourages and reinforces healthy social relationships among students, fostering a sense of belonging and creating a foundation for lifelong social competence (Amjad et al., 2021, 2022, 2024, a; Mirzajani & Morad, 2015). Against this backdrop, the study postulates the following hypothesis.

H1: Organizational health is positively related to students' social development.

**Relationship between Organizational Health and Teachers' Commitment to Students**

Organizational health can significantly influence teacher commitment within educational settings. A well-functioning organization cultivates an atmosphere of trust,

collaboration, and effective communication that can directly impact a teacher's commitment level (Pranitasari, 2020). When teachers feel valued and supported within the institution, they are likelier to exhibit higher dedication and engagement (Bogler & Somech, 2004). An organization that prioritizes professional development encourages autonomy, and fosters a sense of community tends to inspire teachers to invest themselves fully in their roles (Tsui & Cheng, 1999). Recognition of their contributions and access to necessary resources further solidifies their commitment to the institution and their students (Tsui & Cheng, 1999).

Moreover, in a healthy organizational environment, teachers experience greater job satisfaction, which plays a pivotal role in sustaining their commitment. When an institution provides opportunities for professional growth and acknowledges the efforts of its educators, it creates a positive feedback loop (Hayat et al., 2015). This cycle of encouragement and support enhances morale and continually motivates teachers to strive for excellence. As they witness the impact of their work on students' lives and feel empowered by the organization's backing, they become more invested in achieving personal and institutional goals (Bahramian & Saeidian, 2014).

Furthermore, an organization's commitment to facilitating a collaborative and inclusive culture amplifies teacher commitment. Educators are encouraged to share ideas, collaborate on projects, and contribute to decision-making processes, and they feel a deeper connection to the institution's mission and vision (Al-Garaidih & Al-Alawi, 2021). This involvement fosters a sense of ownership and responsibility, compelling teachers to go above and beyond in their roles (Shirali et al., 2013). The sense of belonging and shared purpose within a healthy organizational framework strengthens teacher commitment and creates a conducive environment for continuous improvement and innovation in educational practices (Zeleke & Wende, 2021). Against this backdrop, the study postulates the following hypothesis.

H2: Organizational health is positively related to teachers' commitment to students

**Teachers' Commitment as a Mediator in the Relationship between Organizational Health and Students' Social Development**

Teacher commitment is vital in the relationship between organizational health and student social development within educational settings. A highly committed teacher bridges the institutional environment and the classroom, translating the ethos of a healthy organization into tangible experiences for students (Frelin & Fransson, 2017). Educators who are deeply committed to the institution's values and goals embody these principles in their teaching practices, nurturing a classroom culture that reflects the organization's emphasis on positive social interactions (Altun, 2017; Dewaele & Li, 2021). Their dedication influences how they facilitate discussions, manage conflicts, and encourage collaboration among students, directly impacting the development of social skills in their classrooms (Frelin & Fransson, 2017; Shafqat & Amjad, 2024).

Additionally, a committed teacher is more likely to leverage the resources, support, and opportunities a healthy organization provides to enhance student social development. Teachers who feel supported and valued by their institution are often more motivated to implement innovative teaching methods and engage in activities that foster social growth among students (Bogler & Somech, 2004). Their commitment drives them to actively seek out and utilize programs, initiatives, and resources to nurture students' social competencies (El-Kalai et al., 2022). Through their dedication and proactive efforts, committed teachers serve as mechanisms through which organizational health's impact

can transform student social development by translating institutional values into meaningful experiences and interactions within the classroom. Thus, the study proposes the following hypothesis.

H3: Teachers' commitment to students mediates the relationship between organizational health and students' social development.

## Material and Methods

The current study deployed the quantitative approach in this paper by following a positivistic research philosophy. This philosophy guided us to examine the objectivity of the phenomenon under study. The research design of the study was a cross-sectional survey. This design helped us collect the data from the respondents at the time of the study.

## Data Collection Procedures

The research randomly enlisted 1000 SST/SSE teachers and 1000 students enrolled in 10th grade in the 108 high schools in Punjab. Access to this sample was facilitated through personal and professional references. Initially, the study contacted 1000 SST/SSE teachers and 1000 students to obtain participation consent by reaching out through personal and professional networks. The participants were briefed on the study's objectives, with an assurance of confidentiality and anonymity for their responses. Out of the initially approached 1000 SST/SSE teachers and 1000 students, the study successfully secured consent from 683 SST/SSE and 715 students who expressed willingness to participate in data collection. Following the receipt of consent, the researcher distributed surveys to the 683SST/SSE and 715 students, containing surveys related to the study variables, including organizational health, teacher commitment to students, and student social development. Ultimately, the study received 507 complete responses from the SST/SSE teachers and 531 from the students.

## Measures and Variables

## Organizational Health

Organizational health was measured by adapting from Doganay and Dagli (2020), and sample items include: "At my school, students are highly motivated (academic emphasis)," "At my school, teachers receive support from their colleagues (morale)," "At my school, the principal and teachers work collaboratively (supportive leadership)," and "At my school, safety measures are sufficient to prevent the negativity that may come from outside the school" (effective environment).

## Teachers' Commitment to Students

Teachers' commitment to students was assessed using a seven-item scale from Shi et al. (2020) and Li et al. (2022). Sample items include "It is my responsibility to ensure good social relations among my students" and "I believe that being an educator makes me responsible for my students' integration in the classroom."

## Students' Social Development

A scale developed by the researcher to measure the social development of students at the adolescence stage was also refined under the guidance of different experts and then finalized with the supervisor's final approval. Sample items include "I share my

experiences carefully" and "I express feelings of empathy and compassion on occasions of distress."

## Results and Discussion

The researchers used both descriptive and inferential statistics to test the study's hypotheses. After deploying the statistical techniques, the results are presented under the specific headings.

**Table 1**
**Demographic Profile of the Respondents**

| Respondents ( N= 459) | Frequency | Percentage % |
|---|---|---|
| 1. Gender | | |
| Male | 262 | 57.1 |
| Female | 197 | 42.9 |
| 2. Marital Status | | |
| Married | 326 | 71.0 |
| Unmarried | 133 | 29.0 |
| 3. Professional Qualification | | |
| B.ED | 262 | 57.1 |
| M.ED | 197 | 42.9 |
| 4. Age | | |
| 20-30 | 100 | 21.8 |
| 31-40 | 126 | 27.5 |
| 41-50 | 154 | 33.6 |
| 50 and Above | 79 | 17.2 |
| 5. Total period spend in this school | | |
| 1-5 | 121 | 26.4 |
| 6-10 | 106 | 23.1 |
| 11-15 | 134 | 29.2 |
| 16 and Above | 98 | 21.4 |
| 6. Education | | |
| MA/M.Sc | 359 | 78.2 |
| M.Phil | 79 | 17.2 |
| PhD | 21 | 4.6 |

**Means and Correlation**

**Table 2**
**Means and Correlations**

| Construct | Means | SD | 2 | 3 |
|---|---|---|---|---|
| 1. Teacher commitment to students | 3.00 | 1.11 | - | |
| 2. Students' social development | 4.05 | .98 | .25** | - |

Note. N=459. * p <.05. ** p <.01 level (2-tailed).

Table 2 affirms that the correlations observed among the studied constructs align with the theoretical framework. Teachers' commitment to students positively correlates with student social development, consistent with the anticipated theoretical direction. These findings validate the theoretical expectations, providing confidence in aligning the observed correlations with the study's conceptual underpinnings.

**Measurement Model of Study**

The measurement model, analyzed through a covariance-based approach, is a crucial assessment of the model's adequacy and the distinctiveness of all the constructs under study. Confirmatory Factor Analysis (CFA) was employed to evaluate the measurement model, encompassing organizational health, teachers' commitment to students, and students' social development. The fit indices - $\chi^2$ (1816) = 3007.16, $\chi^2$/df = 1.65, RMSEA = .04, IFI = .94, CFI = .94, TLI = .94 - indicate that the measurement model demonstrates an acceptable fit with the data. Furthermore, the factor loading scores underscore that all suggested factors exhibit robust loadings exceeding .60, affirming their optimal contribution to the model.
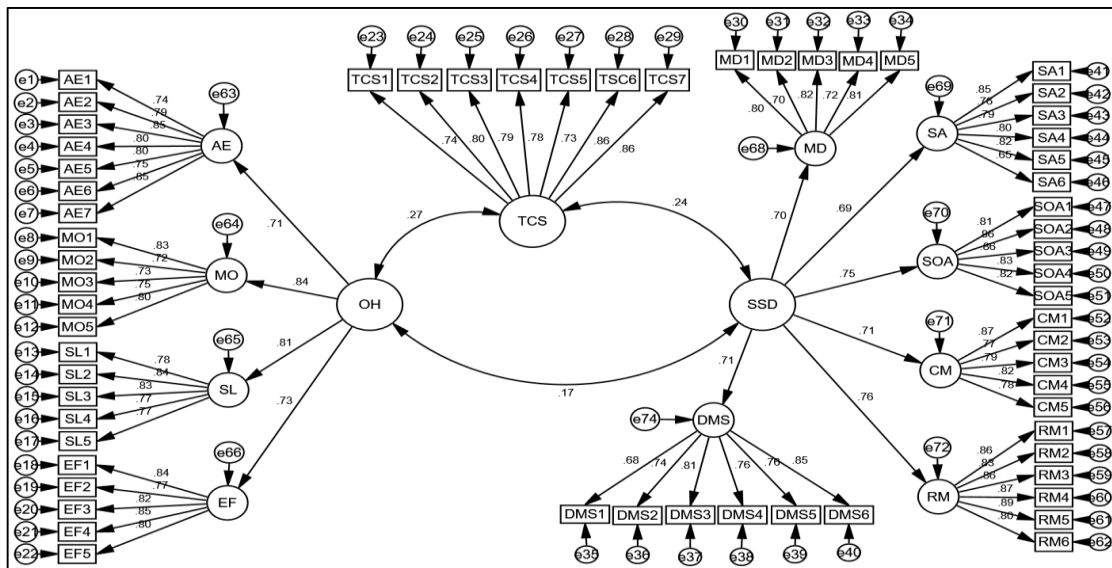


Figure 1 Measurement Model

Notes: OH= Organizational health, TCS = Teacher commitment to students, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

Hair et al. (2010) proposed criteria to assess the goodness of fit and badness of fit indices with recommended cut-off values. According to their guidelines, the goodness of fit indices should be equal to or greater than .90. In contrast, the badness of fit indices should be equal to or less than .08. Hair et al. (2010) introduced distinct categories for evaluating model fitness and badness, encompassing absolute fit indices, incremental fit indices, and parsimonious fit indices.

Absolute fit indices, including the widely used root mean square error of approximation (RMSEA), indicate the badness of fit, with recommended values of RMSEA being ≤ .08. In the current study, the RMSEA value is .06, falling below the .08 threshold and thus considered acceptable. Incremental fit indices, such as the comparative fit index (CFI), incremental fit index (IFI), and Tucker Lewis index (TLI), measure the overall appropriateness of the model. Recommended values for CFI, IFI, and TLI are ≥ .90, and in this study, the values are .94, exceeding the .90 threshold and indicating an acceptable fitness level.

**Table 3**
**Factor Loadings**

| Constructs | Factor Loadings | Criteria |
|---|---|---|
| 1. | Organizational Health Dimensions | |
| 1. | Academic Emphasis | |
| AE1 | .736 | |
| AE2 | .786 | |
| AE3 | .851 | Factor Loading > .60 |
| AE4 | .800 | |
| AE5 | .803 | Hair et al. (2010) |
| AE6 | .755 | |
| AE7 | .852 | |
| 2. | Morale | |
| MO1 | .829 | |
| MO2 | .722 | |
| MO3 | .732 | Factor Loading > .60 |
| MO4 | .752 | |
| MO5 | .799 | Hair et al. (2010) |
| 3. | Supportive Leadership | |
| SL1 | .784 | |
| SL2 | .842 | |
| SL3 | .834 | Factor Loading > .60 |
| SL4 | .772 | |
| SL5 | .772 | Hair et al. (2010) |
| 4. | Effective Environment | |
| EF1 | .840 | |
| EF2 | .775 | |
| EF3 | .821 | Factor Loading > .60 |
| EF4 | .854 | |
| EF5 | .805 | Hair et al. (2010) |
| 2. | Teachers' Commitment to Students | |
| TCS1 | .744 | |
| TCS2 | .802 | |
| TCS3 | .793 | Factor Loading > .60 |
| TCS4 | .776 | |
| TCS5 | .733 | Hair et al. (2010) |
| TCS6 | .864 | |
| TCS7 | .861 | |
| 3. | Students' Social Development Dimensions | |
| 1. | Self-awareness | |
| SA1 | .853 | |
| SA2 | .759 | |
| SA3 | .788 | Factor Loading > .60 |
| SA4 | .801 | |
| SA5 | .816 | Hair et al. (2010) |
| SA6 | .645 | |
| 2. | Social Awareness | |
| SOA1 | .808 | Factor Loading > .60 |
| SOA2 | .860 | |
| SOA3 | .860 | |

| | | |
|---|---|---|
| SOA4 | .825 | Hair et al. (2010) |
| SOA5 | .818 | |

| 3. | Conflict Management | |
|---|---|---|
| CM1 | .868 | Factor Loading > .60 |
| CM2 | .770 | |
| CM3 | .785 | Hair et al. (2010) |
| CM4 | .823 | |
| CM5 | .783 | |

| 4. | Relationship Management | |
|---|---|---|
| RM1 | .861 | Factor Loading > .60 |
| RM2 | .827 | |
| RM3 | .861 | Hair et al. (2010) |
| RM4 | .871 | |
| RM5 | .886 | |
| RM6 | .803 | |

| 5. | Decision Making Skill | |
|---|---|---|
| DMS1 | .680 | Factor Loading > .60 |
| DMS2 | .738 | |
| DMS3 | .811 | Hair et al. (2010) |
| DMS4 | .762 | |
| DMS5 | .760 | |
| DMS6 | .854 | |

| 6. | Media | |
|---|---|---|
| MD1 | .804 | Factor Loading > .60 |
| MD2 | .701 | |
| MD3 | .821 | Hair et al. (2010) |
| MD4 | .724 | |
| MD5 | .808 | |

| Higher order constructs | | |
|---|---|---|
| Organizational Health | | |
| AE | .710 | Factor Loading > .60 |
| MO | .835 | |
| SL | .813 | Hair et al. (2010) |
| EF | .727 | |

| Student Social Development | | |
|---|---|---|
| SA | .693 | Factor Loading > .60 |
| SOA | .748 | |
| CM | .706 | Hair et al. (2010) |
| RM | .756 | |
| DMS | .711 | |
| MD | .698 | |

Notes: OH= Organizational health, TCS = Teacher commitment to students, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

**Validity and Reliability**

**Table 4**
**Discriminant Validity, Convergent Validity, and Internal Consistency**

| Construct | 1 | 2 | 3 | α | CR | AVE | MSV | ASV |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Organizational health | **.77** | | | .82 | .86 | .60 | .06 | .04 |
| 2. Teachers' commitment to students | .24 | **.75** | | .86 | .87 | .57 | .06 | .05 |
| 3. Students' social development | .14 | .25 | **.72** | .85 | .87 | .52 | .06 | .04 |

Notes. n = 459. MSV = Maximum shared variance.  ASV = Average sharedvariance

Table 4 presents key metrics, including Average Variance Extracted (AVE), Maximum Shared Variance (MSV), Average Shared Variance, and Cronbach's alpha (α). Notably, the table reveals that the value of α exceeds the recommended threshold of .70. Furthermore, it was observed that the square root of the Average Variance Extracted (AVE) for each variable surpassed its inter-construct correlations, as outlined in Table 3.1 Additionally, the analysis indicates that the Average Shared Variance (ASV) value is lower than that of MSV, and both MSV and ASV are less than the AVE value. These findings collectively affirm that the measurement scales employed in the present study demonstrate satisfactory levels of internal consistency, discriminant validity, and convergent validity for the variables under scrutiny.

**Structural Model for Hypotheses Testing**

**Support for Hypothesis 1**

To test hypothesis 1, the study conducted a structural model consisting of organizational health and students' social development. The fit indices—$\chi^2$ (1419) = 2453.44, $\chi^2/df$ = 1.72, RMSEA = 0.04, IFI = 0.94, CFI = 0.94, TLI = 0.94—indicate a satisfactory fit of the structural model with the collected data. The results revealed (Table 4.5) a statistically significant positive relationship between organizational health and students' social development ($\beta$ = 0.17, SE = 0.05, $p < 0.05$), indicating that organizational health plays a crucial role in shaping and nurturing students' social development. Thus, hypothesis 1 was supported.
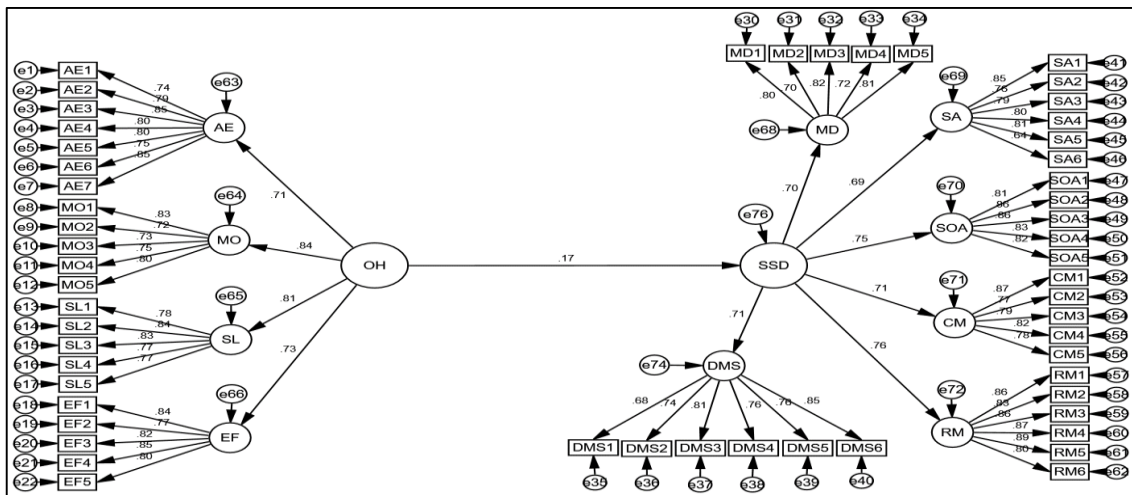


Figure 2 Structural Model of Organizational Health and Students' Social Development

Figure Notes: OH= Organizational health, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

**Support for Hypothesis 2**

To test hypothesis 2, the study conducted a structural model consisting of organizational health and teacher commitment to students. The fit indices—$\chi^2$ (372) = 799.66, $\chi^2/df$ = 2.15, RMSEA = 0.05, IFI = 0.95, CFI = 0.95, TLI = 0.95—indicate a satisfactory fit of the structural model with the collected data. The results revealed (Table 4.5) a statistically significant positive relationship between organizational health and teacher commitment to students ($\beta$ = 0.27, SE = 0.05, p < 0.01), indicating that organizational health plays a crucial role in shaping and nurturing teacher commitment to students. Thus, hypothesis 2 was supported.
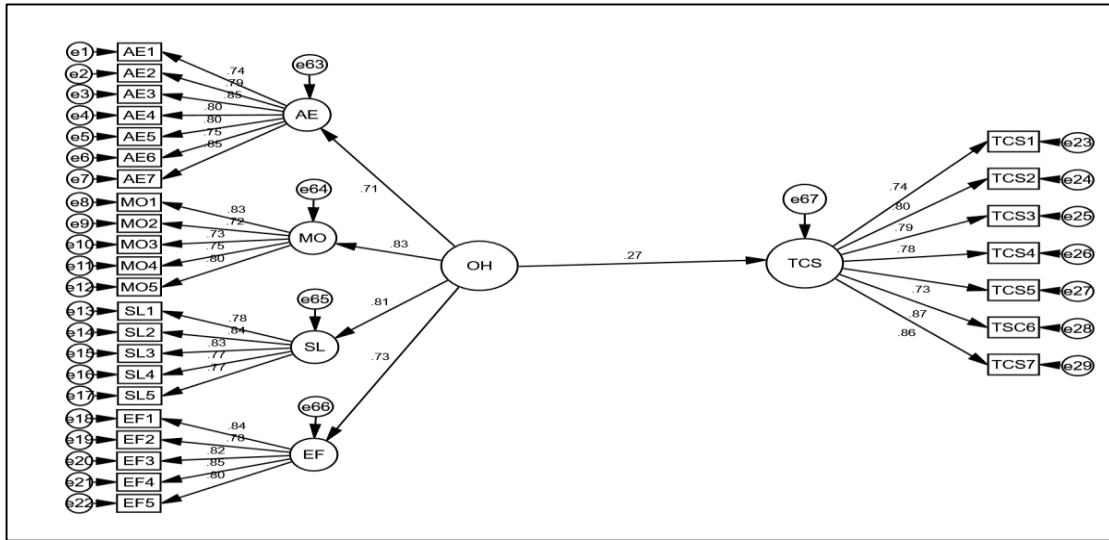


Figure 3 Structural Model of Organizational Health and Teachers' Commitment to Students

Notes: OH= Organizational health, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, TCS= Teachers' commitment to students

**Support for Hypothesis 3**

To test hypothesis 3, the study performed a structural model consisting of organizational health (independent variable), teachers' commitment to students (mediator), and students' social development (dependent variable). The fit indices—$\chi^2$ (1816) = 3007.16, $\chi^2/df$ = 1.65, RMSEA = .04, IFI = .94, CFI = .94, TLI = .94 —indicate a satisfactory fit of the structural model with the collected data. The result revealed (Table 4.5) a statistically significant indirect relationship between organizational health and students' social development via teachers' commitment to students ($\beta$ = 0.06, SE = 0.02, p < 0.01), suggesting the critical role of teachers' commitment to students as a mediator in the relationship between organizational health and students' social development. Thus, hypothesis 4 was supported.
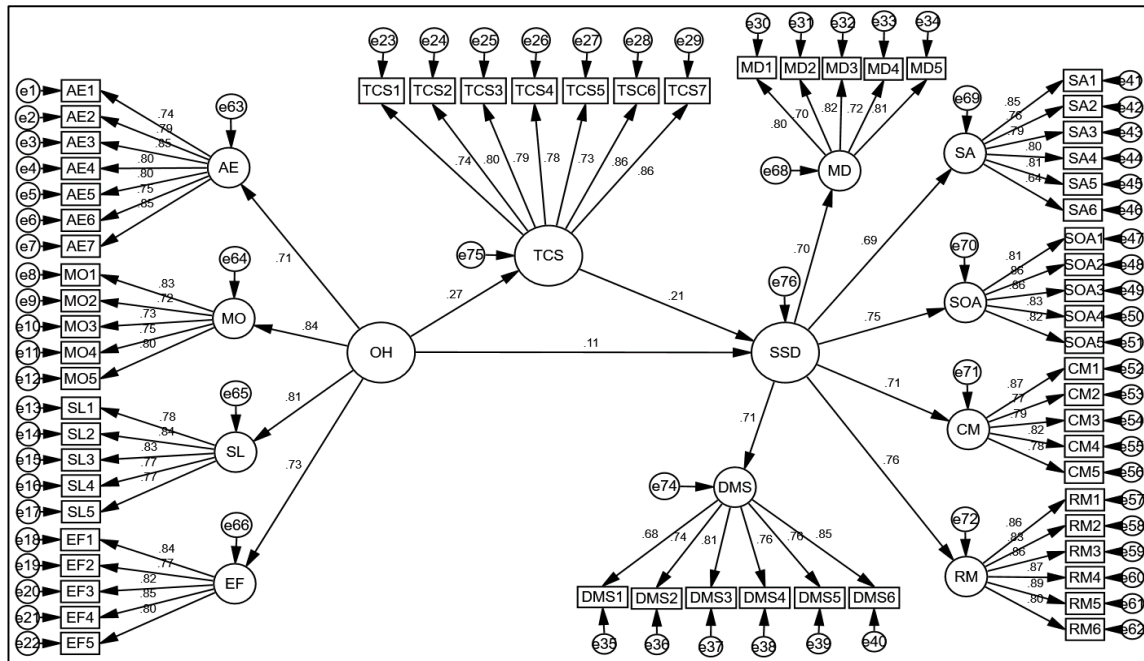
Figure 4 Mediation Model

Notes: OH= Organizational health, TCS = Teacher commitment to students, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

**Table 5**
**Hypothesis Testing Results**

| Direct Paths | β | SE |
|---|---|---|
| Organizational health → Students, social development | *.17** | *.05* |
| Organizational health → Students, social development | .11 | .07 |
| Organizational health → Teachers' commitment to students | .27** | .05 |
| Teachers' commitment to students → Students, social development | .21** | .06 |
| Indirect Paths | | |
| Organizational health → Teachers' commitment to students→ Students, social development | .06** | .02 |

Notes: N=459, β = Standardized coefficient SE= Standard error

**Discussion**

The study argues that organizational health positively affects students' social development. Furthermore, the study suggests that organizational health is positively related to students' teacher commitment to students. Finally, the study proposes that teacher commitment to students mediates the positive relationship between organizational health and students' social development. The study used a questionnaire survey to obtain cross-sectional data from SSE/SST teachers and 10th-grade high school students in Punjab, Pakistan. Analyzing data using structural equation modeling in Amos 25 revealed that the hypotheses were supported. The results revealed a positive significant relationship between organizational health and students' social development. Furthermore, the results showed a significant positive association between organizational health and teacher commitment to the students. Finally, the results demonstrated that teacher commitment to the students positively and significantly mediated the organizational health and students' social development.

**Practical Implications**

The practical implications of the influence of organizational health on student social development, mediated by teacher commitment to students, highlight the need for schools to focus on both environmental and relational factors. School leaders should strive to create an organizational culture that supports and values teachers, fostering a higher level of commitment to students. When teachers feel supported and committed, they are more likely to engage deeply with students, positively influencing their social development. Implementing policies that enhance teacher well-being, professional growth, and job satisfaction can indirectly boost student social outcomes. Schools should invest in programs that facilitate strong teacher-student connections, such as regular training in social-emotional learning and opportunities for teachers to collaborate and share best practices. By nurturing a healthy organizational climate and promoting teacher commitment, schools can create an environment where students thrive socially and emotionally.

**Limitations**

Despite the significant findings, several limitations must be acknowledged in understanding the influence of organizational health on student social development, mediated by teacher commitment to students. First, the study's cross-sectional nature limits the ability to infer causality between organizational health, teacher commitment, and student social development. Longitudinal studies are needed to establish causative relationships more clearly. Additionally, the research may not account for all external variables, such as community influences or individual student characteristics that can impact social development. Future research should explore these external factors and their interplay with organizational health and teacher commitment.

**Recommendation**

Moreover, the specific components of organizational health that most strongly affect teacher commitment and, in turn, student outcomes need to be examined in future studies. Investigating different school settings, such as urban versus rural, and considering diverse student populations will provide a more comprehensive understanding of these dynamics. We recommend, expanding the scope to include qualitative methods will also offer deeper insights into the lived experiences of teachers and students within various organizational climates.

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