

MEDIATING EFFECT OF TEACHERS' JOB SATISFACTION
AND ORGANIZATIONAL COMMITMENT ON THE RELATIONSHIP
BETWEEN ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP
AND TEACHERS' JOB ENGAGEMENT AT HEBEI ACADEMY OF FINE ART

Li Qiao^{*1} Titapa Benjatikun² Direk Suksunai³

Petcharat Heeminkool⁴ and Charoen Saenphakdee⁵

หลี่ เฉี่ยว^{*1} ฐิตาภา เบ็ญจาธิกุล² ดิเรก สุขสุนัย³ เพ็ชรรัตน์ ฮีมินกุล⁴ และ เจริญ แสนภักดี⁵

^{*1}Leadership in Educational Administration Faculty of Education, Bangkokthonburi University

^{*1}สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

²⁻⁵Educational Administration Faculty of Education, Bangkokthonburi University

²⁻⁵สาขาวิชาบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

*ผู้นิพนธ์หลัก e-mail: 17326915@qq.com

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Abstract

The objectives of this research were: (1) to propose the Structural Equation Modeling (SEM) of the mediating effect of teachers' job satisfaction and organizational commitment on the relationship between administrators' transformational leadership and teachers' job engagement at Hebei Academy of Fine Arts; and (2) to investigate the direct and indirect effects among administrators' transformational leadership, teachers' job satisfaction, organizational commitment, and teachers' job engagement at Hebei Academy of Fine Arts.

The research employed a mixed-methods approach, including qualitative and quantitative research. The population consisted of 1,502 teachers at Hebei Academy of Fine Arts. A proportional stratified random sampling method was used to select 449 teachers with the G*Power Software. Data were collected using a five-level rating scale questionnaire. Descriptive statistics, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) were used for data analysis in this study.

The findings revealed that: (1) The proposed SEM model fit with the empirical data very well, with the value of Chi-square (χ^2) = 108.00, Degree of freedom (df) = 85, Goodness of fit index (GFI) = 0.96, Adjusted Goodness of Fit Index (AGFI) = 0.95, Tucker-Lewis Index

(TLI) = 0.99, and Root Mean Square Error of Approximation (RMSEA) = 0.03. and (2) There were positive direct effects of administrators' transformational leadership, teachers' job satisfaction, and organizational commitment on teachers' job engagement. Additionally, administrators' transformational leadership had positive indirect effects on teachers' job engagement through teachers' job satisfaction, which acted as a mediating variable.

Keywords: Mediating effect, transformational leadership, job satisfaction, organizational commitment, job engagement

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้ คือ (1) เพื่อเสนอแบบจำลองสมการโครงสร้างความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารกับความผูกพันในการทำงานของครู โดยมีความพึงพอใจในการทำงานและความผูกพันต่อองค์กรของครูเป็นตัวแปรส่งผ่าน ที่สถาบันวิจิตรศิลป์เหอเป่ย์ และ (2) เพื่อตรวจสอบปัจจัยที่ส่งผลทางตรงและทางอ้อมระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร ความพึงพอใจในการทำงาน ความผูกพันต่อองค์กร และความผูกพันในการทำงานของครู ที่สถาบันวิจิตรศิลป์เหอเป่ย์

การวิจัยเป็นแบบผสมวิธีทั้งการวิจัยในเชิงคุณภาพและการวิจัยในเชิงปริมาณ ประชากรที่ใช้ในการวิจัยได้แก่อาจารย์ประจำของสถาบันวิจิตรศิลป์เหอเป่ย์ จำนวน 1,502 คน สุ่มตัวอย่างมาศึกษา จำนวน 449 คน ด้วยโปรแกรม G*Power และสุ่มตัวอย่างแบบจัดชั้นภูมิเป็นสัดส่วน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่สถิติเชิงพรรณนา การวิเคราะห์องค์ประกอบเชิงยืนยัน และการวิเคราะห์แบบจำลองสมการโครงสร้าง

ผลงานวิจัยพบว่า (1) แบบจำลองสมการโครงสร้างความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารกับความผูกพันในการทำงานของครูโดยมีความพึงพอใจในการทำงานและความผูกพันต่อองค์กรของครูเป็นตัวแปรส่งผ่านที่สถาบันวิจิตรศิลป์เหอเป่ย์ มีความสอดคล้องกลมกลืนกับข้อมูลเชิงประจักษ์ในระดับดีมาก โดยมีค่าสถิติ ได้แก่ ค่าไค-สแควร์ เท่ากับ 108.00 ที่ค่าองศาอิสระ เท่ากับ 85 ค่าดัชนีวัดระดับความสอดคล้อง เท่ากับ 0.96, ค่าดัชนีวัดระดับความสอดคล้องที่ปรับแล้วเท่ากับ 0.95, ค่าดัชนี Tucker-Lewis เท่ากับ 0.99 และค่าความคลาดเคลื่อนในการประมาณค่าพารามิเตอร์ เท่ากับ 0.03 เป็นไปตามเกณฑ์ที่กำหนด และ (2) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร ความพึงพอใจในการทำงานของครู และการผูกพันต่อองค์กรส่งผลเชิงบวกทางตรงต่อความผูกพันในการทำงานของครู และภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารส่งผลเชิงบวกทางอ้อมกับความผูกพันในการทำงานของครูผ่านทางความพึงพอใจในการทำงาน โดยมีกำลังในการส่งผลทางอ้อมมากกว่าการส่งผลทางตรง

คำสำคัญ: ผลของตัวแปรส่งผ่าน, ภาวะผู้นำการเปลี่ยนแปลง, ความพึงพอใจในการทำงาน, ความผูกพันต่อองค์กร, ความผูกพันในการทำงาน

1. Introduction

In this research, we focus on educational organizations and the involved teachers. One key to the success of educational organizations is the effectiveness and efficiency of human resource management, particularly the management of teachers. Teachers are valuable assets in educational organizations as they directly influence educational practices and student learning achievements (Runhaar, 2017). Therefore, school management must ensure that teachers work effectively and strive for organizational success. However, school teachers are leaving the profession at alarming rates, and turnover is high in many schools. Various reasons account for why teachers move from one school to another or leave the profession altogether. Chambers (2010) highlighted that lack of support and leadership quality, low salary, and poor job satisfaction and commitment are among the reasons. Teacher turnover negatively impacts student success and contributes to achievement gaps in hard-to-staff schools. The administrators' behavior is a significant predictor of teachers' organizational commitment, job satisfaction, job engagement, and turnover (Billingsley & Cross, 1992). Committed teachers show greater job effort and involvement and are less likely to leave their positions (Singh & Billingsley, 1998). Understanding how to motivate educators to remain committed to their profession or job engagement is crucial. This is supported by other research indicating that transformational leadership significantly enhances job satisfaction, leading to lower turnover intentions. For instance, studies by Wells and Peachey (2011) and Yücel (2021) demonstrated that transformational leadership behaviors, such as providing inspiration, intellectual stimulation, and individualized consideration, create a positive work environment that fosters job satisfaction and reduces turnover intentions (Wells & Peachey, 2011; Yücel, 2021). House (1996) also linked these practices to aspects of work and motivation. Hebei Academy of Fine Arts (HBAFA), where the researcher has worked for over 10 years, is a private higher education institution in China. Located in Shijiazhuang, Hebei province,

HBAFA is renowned for its quality education. Despite its reputation, HBAFA faces challenges such as high teacher turnover and low rankings. In 2023, HBAFA was ranked 12th out of 13 institutions in Shijiazhuang and 797th out of 960 in China (EduRank, 2023). Studies suggest that the quality of education is partly due to teachers' job satisfaction, organizational commitment, and job engagement (Chen MI, 2023). A research report indicated that more than 60% of teachers in Chinese educational institutions are dissatisfied

with their jobs and seek career changes, a higher percentage than in the US (Wang, 2006). No research has been found that discusses the influence of administrators' leadership behavior, job satisfaction, and organizational commitment on teacher job engagement at HBAFA. This study aims to fill this gap and provide insights for improving teacher engagement.

2. Research Questions

2.1 What is the Structural Equation Modeling (SEM) of the mediating effect of teachers' job satisfaction and organizational commitment on the relationship between administrators' transformational leadership and teachers' job engagement at Hebei Academy of Fine Arts?

2.2 How do factors such as transformational leadership, teachers' job satisfaction, and organizational commitment directly and indirectly affect teachers' job engagement at Hebei Academy of Fine Arts?

3. Research Objectives

1. To propose a Structural Equation Model (SEM) that demonstrates the mediating effect of teachers' job satisfaction and organizational commitment on the relationship between administrators' transformational leadership and teachers' job engagement at Hebei Academy of Fine Arts.

2. To investigate the direct and indirect effects of transformational leadership, job satisfaction, and organizational commitment on teachers' job engagement at Hebei Academy of Fine Arts.

4. Research Hypotheses

4.1 Administrators' transformational leadership has a significant direct effect on teachers' job engagement.

4.2 Administrators' transformational leadership has a significant direct effect on teachers' job satisfaction.

4.3 Administrators' transformational leadership has a significant direct effect on teachers' organizational commitment.

4.4 Teachers' job satisfaction has a significant direct effect on teachers' job engagement.

4.5 Teachers' organizational commitment has a significant direct effect on teachers' job engagement.

4.6 Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' job satisfaction.

4.7 Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' organizational commitment.

5. Conceptual Framework

The conceptual framework for this study integrates transformational leadership theory and organizational behavior theories related to job satisfaction, organizational commitment, and job engagement. The framework posits that transformational leadership influences teachers' job engagement both directly and indirectly through the mediating effects of job satisfaction and organizational commitment.

1. Transformational Leadership is characterized by four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style has been shown to enhance various positive outcomes in organizations. This is based on the theory of Bass, B. M., & Avolio, B. J. (1994), and Kouzes, J. M., & Posner, B. Z. (2012).

2. Organizational Commitment refers to the psychological attachment an employee has to their organization, which influences their willingness to stay and contribute to organizational goals. It is often conceptualized as having three components: Affective Commitment, Continuance Commitment, and Normative Commitment. This is based on Meyer, J. P., & Allen, N. J. (1991), and Meyer, J. P., & Herscovitch, L. (2001).

3. Job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences. It is influenced by various factors, including job characteristics, compensation, opportunities for advancement, supervisor support, and relationships with colleagues. This is based on Locke, E. A. (1976), and Spector, P. E. (1997)

4. Job Engagement refers to the extent to which employees are involved in, enthusiastic about, and committed to their work. It is characterized by vigor, dedication,

and absorption. This based on Schaufeli, W. B., & Bakker, A. B. (2004), and Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006).

And for the hypothesized model suggests that transformational leadership enhances job satisfaction and organizational commitment, which in turn, positively impact job engagement (Schaufeli & Bakker, 2004; Meyer & Allen, 1991; Locke, 1976).

6. Research Methodology

6.1 Research Design

This study employs a mixed-methods approach, combining qualitative and quantitative research methodologies. The quantitative component utilizes Structural Equation Modeling (SEM) to test the proposed hypotheses, while the qualitative component involves exploratory research to gain deeper insights into the variables under study. The mixed-methods approach provides a comprehensive understanding of the research problem and enhances the robustness of the findings.

6.2 Population and Sample

The population for this study comprises 1,502 teachers from Hebei Academy of Fine Arts. Using proportional stratified random sampling, a sample of 449 teachers was selected. The sample size was determined using G*Power software to ensure a statistical power of 0.95. Stratified random sampling was used to ensure that the sample accurately represented the population across different departments and teaching levels.

6.3 Research Instruments

The primary data collection instrument is a five-level rating scale questionnaire, which includes the following sections:

1. Demographics: Collects basic information about the respondents such as age, gender, years of experience, and department.
2. Administrators' Transformational Leadership: Measures the perception of transformational leadership behaviors using items related to idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
3. Teachers' Job Satisfaction: Assesses job satisfaction levels with items related to job description, compensation, opportunities for advancement, supervisor support, and colleague relationships.

4. Organizational Commitment: Evaluates the extent of teachers' commitment to the organization, covering affective, normative, and continuance commitment.

5. Teachers' Job Engagement: Measures job engagement through items assessing vigor, dedication, and absorption.

6. Open-ended questions: Provides qualitative insights and additional comments from respondents.

6.4 Questionnaire Quality Check

1. Validity: Content validity was assessed by five experts in management and statistics using the Item-Objective Congruence (IOC) index. An IOC score of 0.75 or higher indicated adequate content validity. The experts reviewed the items for relevance, clarity, and comprehensiveness.

2. Reliability: The reliability of the questionnaire was tested using Cronbach's alpha coefficient. The threshold for acceptable reliability was set at 0.70. In this study, all variables achieved an alpha coefficient above 0.80, indicating high internal consistency.

6.5 Data Collection

The data collection process involved the following steps:

1. Permission and Coordination: Obtain permission from the BTU Educational Faculty to collect data and secure a letter of recommendation.

2. Training: Select and train coordinating teachers to assist with data collection, ensuring they understand the details of questionnaire administration and data collection procedures.

3. Distribution and Collection: Distribute and collect questionnaires through the coordinating teachers, ensuring a high response rate and accurate data collection.

6.6 Data Analysis

Data analysis was conducted using both descriptive and inferential statistics:

1. **Descriptive Statistics:** Frequency, percentage, mean, and standard deviation were used to describe the variables in the study. The criteria for interpreting mean scores were (Khazanie, 1996; Pan et al., 2017):

1.00 – 1.80: Very low	3.41 – 4.20: High
1.81 – 2.60: Low	4.21 – 5.00: Very high
2.61 – 3.40: Moderate	

2. Inferential Statistics:

Confirmatory Factor Analysis (CFA): Used to test the conformity of the structural correlation model and to confirm the factor structure of the constructs.

Structural Equation Modeling (SEM): Used to investigate the direct and indirect effects of the variables involved and test the hypotheses. The fit indices included Chi-square (χ^2), Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). These indices were used to assess the model fit based on criteria specified by various researchers (Schumacker & Lomax, 2010; Jöreskog & Sörbom, 2012; Kelloway, 2015; Hair et al., 2021).

If the results of the first data analysis did not meet the specified criteria, the model was adjusted by considering theoretical feasibility and related research papers, followed by re-analysis.

7. Research Results

7.1 Main Components of the Study

The main components of the study were:

1. Teachers' Job Engagement: Consisted of three observed variables: vigor, dedication, and absorption.

2. Administrators' Transformational Leadership: Consisted of four observed variables: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

3. Teachers' Job Satisfaction: Consisted of five observed variables: job description, compensation, opportunities for advancement, supervisor support, and colleague relationships.

4. Teachers' Organizational Commitment: Consisted of three observed variables: affective commitment, continuance commitment, and normative commitment.

Most components were perceived by respondents to be at a very high level, with the following mean scores: Teachers' Job Engagement: Mean score between 4.21 – 4.24. Administrators' Transformational Leadership: Mean score between 4.39 – 4.43, Teachers' Job Satisfaction and Organizational Commitment: High levels as indicated by mean scores and standard deviations.

7.2 Structural Equation Modeling

The SEM of the mediating effects of teachers’ job satisfaction and organizational commitment on the relationship between administrators’ transformational leadership and teachers’ job engagement at HBFA fit well with the empirical data. The fit indices were: Chi-square (χ^2) = 108.00, $p = 0.053$, Goodness of Fit Index (GFI) = 0.965, Adjusted Goodness of Fit Index (AGFI) = 0.952, Tucker-Lewis Index (TLI) = 0.993, and Root Mean Square Error of Approximation (RMSEA) = 0.026 as show in Figure an Table below

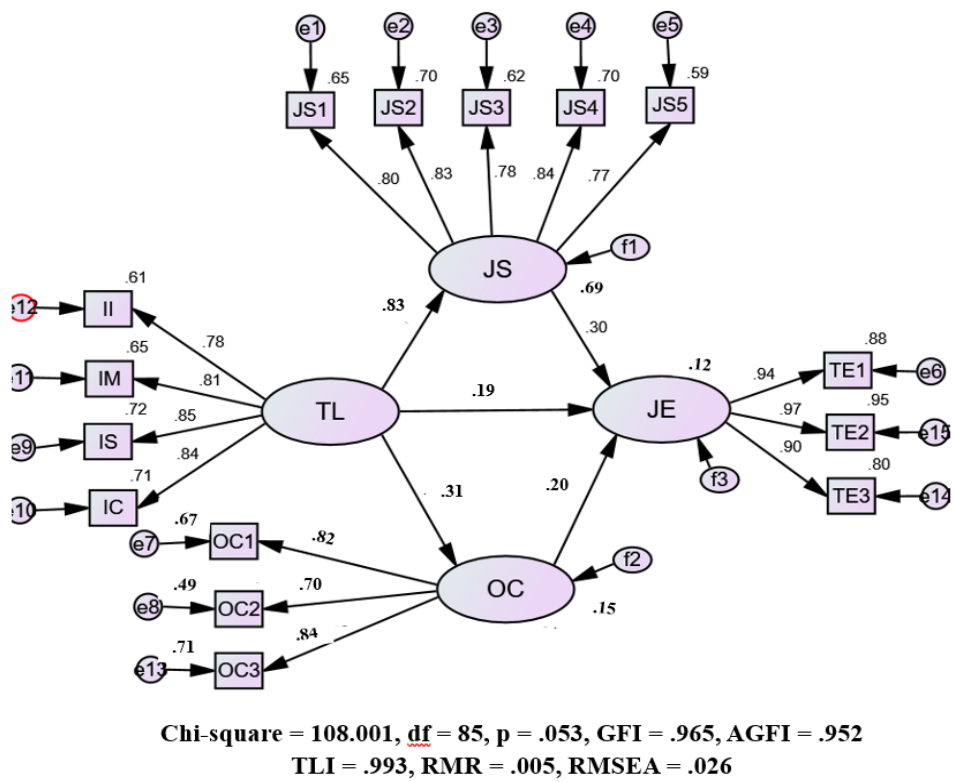


Figure 1 Structural Equation Model (SEM) results

Table 1 Regression Coefficient Estimate and some statistics of the Full SEM

Parameter	Regression Weights Estimate		SE.	Z-test	p	R ² (%)
	Unstandardized	Standardized				
Teachers’ job engagement: JE						
JE1 ← JE	0.931	0.938	0.020	40.615	0.000	0.880(88.00)
JE2 ← JE	1.000	0.972	-	-	0.000	0.945(94.50)
JE3 ← JE	0.890	0.896	0.022	34.029	0.000	0.803(80.30)
Administrators’ transformational leadership: TL						
II ← TL	0.792	0.783	0.042	18.990	0.000	0.613(61.30)
IM ← TL	0.837	0.807	0.042	19.939	0.000	0.651(65.10)

Parameter	Regression Weights Estimate		SE.	Z-test	p	R ² (%)
	Unstandardized	Standardized				
Administrators' transformational leadership: TL						
IS ← TL	1.000	0.849	-	-	0.000	0.721(72.10)
IC ← TL	0.825	0.844	0.035	21.452	0.000	0.712(71.20)
Teachers' job satisfaction: JS						
JS1 ← JS	0.936	0.803	0.045	19.328	0.000	0.645(64.50)
JS2 ← JS	1.000	0.834	-	-	0.000	0.696(69.60)
JS3 ← JS	0.995	0.785	0.050	18.657	0.000	0.616(61.60)
JS4 ← JS	0.851	0.838	0.041	20.658	0.000	0.702(70.20)
JS5 ← JS	0.818	0.765	0.046	17.967	0.000	0.585(58.50)
OC1 ← OC	0.857	0.823	0.064	19.663	0.000	0.677(67.70)
OC2 ← OC	0.701	0.696	0.065	16.445	0.000	0.484(48.40)
OC3 ← OC	1.000	0.845	-	-	0.000	0.714(71.40)
Relationship between latent variable						
JE ← TL	0.183	0.192	0.101	1.994	0.050	0.037(3.70)
JS ← TL	0.882	0.834	0.04	20.325	0.000	0.696(69.60)
OC ← TL	0.205	0.314	0.05	2.847	0.017	0.099(9.90)
JE ← JS	0.585	0.303	1.300	1.997	0.029	0.092(9.20)
JE ← OC	0.194	0.202	0.112	2.195	0.049	0.041(4.10)
TE ← JS ← TL	-	0.249 (0.83 × 0.30)	-	2.208	0.041	0.062(6.20)
TE ← OC ← TL	-	0.062 (0.31 × 0.20)	-	0.874	0.523	0.004(0.04)

➔ Direct effects to

7.3 Direct and Indirect Effects, the research results found that:

1. **Direct Effects:** Positive direct effects were found between:

- Administrators' transformational leadership and teachers' job engagement.
- Administrators' transformational leadership and teachers' job satisfaction.

- Administrators' transformational leadership and teachers' organizational commitment.

- Teachers' job satisfaction and teachers' job engagement.

- Teachers' organizational commitment and teachers' job engagement.

2. **Indirect Effects:** Administrators' transformational leadership had positive indirect effects on teachers' job engagement through teachers' job satisfaction, which acted as a mediating variable. The power of indirect effects was greater than direct effects.

7.4 Hypotheses Testing.

Six hypotheses were accepted:

1. Administrators' transformational leadership has a significant direct effect on teachers' job engagement.

2. Administrators' transformational leadership has a significant direct effect on teachers' job satisfaction.

3. Administrators' transformational leadership has a significant direct effect on teachers' organizational commitment.

4. Teachers' job satisfaction has a significant direct effect on teachers' job engagement.

5. Teachers' organizational commitment has a significant direct effect on teachers' job engagement.

6. Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' job satisfaction.

One hypothesis was rejected:

Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' organizational commitment.

8. Discussion

The discussion section addresses the findings in relation to the study's objectives and hypotheses, providing insights into why the results occurred and how they align with existing theories and literature.

Objective 1: To Propose a Structural Equation Model (SEM) Demonstrating the Mediating Effect of Teachers' Job Satisfaction and Organizational Commitment

The study successfully proposed and validated a Structural Equation Model (SEM) that demonstrates the mediating effect of teachers' job satisfaction and organizational commitment on the relationship between administrators' transformational leadership and teachers' job engagement. The model fit indices indicated a good fit with the empirical data, suggesting that the proposed relationships among the variables are supported by the data.

The result found that SEM model fit very well with the empirical data, as indicated by the fit indices: Chi-square (χ^2) = 108.00, $p = 0.053$; Goodness of Fit Index (GFI) = 0.965; Adjusted Goodness of Fit Index (AGFI) = 0.952; Tucker-Lewis Index (TLI) = 0.993; and Root Mean Square Error of Approximation (RMSEA) = 0.026. These indices are within acceptable ranges, confirming the validity of the model (Schumacker & Lomax, 2010; Hair et al., 2021).

This model aligns with transformational leadership theory, which posits that transformational leaders can influence followers' attitudes and behaviors by creating a vision, inspiring, intellectually stimulating, and considering individual needs (Bass & Riggio, 2006).

The inclusion of job satisfaction and organizational commitment as mediating variables is supported by organizational behavior theories, which suggest that employees' emotional and cognitive states (such as satisfaction and commitment) are critical in determining their engagement and performance (Meyer & Allen, 1991; Locke, 1976).

Objective 2: To Investigate the Direct and Indirect Effects of Transformational Leadership, Job Satisfaction, and Organizational Commitment on Teachers' Job Engagement

The study aimed to investigate the direct and indirect effects of transformational leadership, job satisfaction, and organizational commitment on teachers' job engagement.

1. Hypothesis 1 (H1): Administrators' transformational leadership has a significant direct effect on teachers' job engagement. The study found that transformational leadership directly influences job engagement, this result can be explain that Transformational leaders motivate and inspire their followers, creating a sense of purpose and enthusiasm, which directly enhances job engagement (Bass & Riggio, 2006). This finding aligns with the literature, indicating that leaders who demonstrate transformational behaviors foster higher levels of engagement among their employees (Schaufeli & Bakker, 2004).

2. Hypothesis 2 (H2): Administrators' transformational leadership has a significant direct effect on teachers' job satisfaction. It found that Transformational leadership was found to have a direct positive impact on job satisfaction. Because of Transformational leaders provide support, recognition, and opportunities for professional growth, which are key factors contributing to job satisfaction (Locke, 1976). This supports the idea that transformational leadership can create a supportive and fulfilling work environment (Bass & Avolio, 1994).

3. Hypothesis 3 (H3): Administrators' transformational leadership has a significant direct effect on teachers' organizational commitment. Transformational leadership positively affects organizational commitment. Due to Leaders who exhibit transformational behaviors foster a sense of belonging and loyalty among their employees (Meyer & Allen, 1991). By articulating a compelling vision and showing individualized consideration, transformational leaders enhance employees' emotional attachment to the organization (Bass & Riggio, 2006).

4. Hypothesis 4 (H4): Teachers' job satisfaction has a significant direct effect on teachers' job engagement. Job satisfaction was found to directly influence job engagement. Because when teachers are satisfied with their jobs, they are more likely to be engaged, showing higher levels of energy, dedication, and absorption in their work (Schaufeli & Bakker, 2004). Satisfied employees are generally more motivated and committed to their roles, leading to higher engagement (Locke, 1976).

5. Hypothesis 5 (H5): Teachers' organizational commitment has a significant direct effect on teachers' job engagement. Organizational commitment was found to directly affect job engagement. Can explain that Teachers who are committed to their organization are more likely to be engaged in their work. Affective commitment, in particular, reflects an emotional attachment to the organization, which enhances engagement (Meyer & Allen, 1991). Committed employees are more likely to go above and beyond in their roles, displaying higher engagement levels (Schaufeli & Bakker, 2004).

6. Hypothesis 6 (H6): Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' job satisfaction. Transformational leadership influences job engagement indirectly through job satisfaction. This because of Transformational leadership enhances job satisfaction by providing a supportive and inspiring work environment. This increased job satisfaction, in turn, leads to

higher job engagement (Schaufeli & Bakker, 2004). The mediating role of job satisfaction highlights the importance of a fulfilling work environment in enhancing engagement.

7. Hypothesis 7 (H7): Administrators' transformational leadership has a significant indirect effect on teachers' job engagement through teachers' organizational commitment. This hypothesis not supported. The study found no significant indirect effect of transformational leadership on job engagement through organizational commitment. Because while transformational leadership positively influences organizational commitment, the effect on job engagement through this pathway was not significant. This suggests that other factors might mediate this relationship more strongly, or that the direct effect of transformational leadership on job engagement and satisfaction is more pronounced. It aligns with some previous studies that found varying levels of influence of leadership on organizational commitment and engagement (Avolio et al., 2004; Tondokdan Andarika, 2004).

Summary: The findings highlight the crucial role of transformational leadership in enhancing job satisfaction and organizational commitment, which in turn, increase job engagement. The direct effects of transformational leadership on job satisfaction and organizational commitment are strong, emphasizing the importance of supportive and inspiring leadership in educational settings.

9. Recommendations

9.1 Policy Recommendations

Policy Formulation:

(1) The chief executive of HBFA should consider these findings for setting policies that maintain and develop transformational leadership and teacher engagement. Policies should focus on leadership development programs and initiatives that promote job satisfaction and organizational commitment among teachers.

(2) Educational authorities should develop policies to enhance transformational leadership skills among school administrators and recognize the importance of job satisfaction and organizational commitment. This can include providing professional development opportunities and resources for administrators to improve their leadership capabilities.

9.2 Practical Implications:

(1) Organizations should apply transformational leadership styles and ensure job satisfaction to maintain positive attitudes and behaviors among teachers. This can involve regular training sessions, workshops, and mentoring programs for administrators and teachers.

(2) HBAFA leaders should implement transformational leadership at all levels. Efforts to improve job satisfaction should focus on key factors such as activities, compensation, independence, rewards, social status, and services. These initiatives can help create a supportive work environment that fosters teacher engagement and retention.

9.3 Utilization Recommendations:

(1) This study underscores the critical role of transformational leadership and job satisfaction in faculty members' commitment to organizational change. Educational institutions should prioritize these factors when developing strategies to improve teacher engagement and retention.

(2) Enhancing organizational commitment through affective, normative, and rational commitment is crucial. This can involve creating opportunities for teachers to participate in decision-making processes, providing clear communication about organizational goals, and recognizing and rewarding teachers' contributions.

9.4 Future Research Recommendations

1. Future studies should explore additional factors influencing job satisfaction and organizational commitment.

2. Cross-validation studies using other samples are recommended to enhance predictive validation.

3. Longitudinal studies should be conducted to examine these relationships over time.

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