

Strengthening Teacher Commitment Through Transformational Leadership and Organization Climate in Secondary Education

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Abstract

This study analyzes the strengthening of teacher commitment through transformational leadership and organizational climate in secondary education, addressing contemporary challenges that affect teachers' loyalty and dedication. Employing a qualitative systematic literature review (SLR), data were gathered from relevant national and international journals, books, and scientific documents. Analysis was conducted using content and thematic approaches based on Bernard M. Bass's transformational leadership theory, Hoy and Miskel's organizational climate theory, and Mayer and Allen's organizational commitment theory. The findings reveal that principals' transformational leadership significantly strengthens teacher commitment through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Furthermore, an open, harmonious, and supportive school climate enhances teachers' loyalty, work motivation, and emotional attachment, with affective and normative commitments being the dominant dimensions. Critically, low teacher commitment is driven not only by individual factors but also by weak leadership and unconducive environments. Therefore, a holistic approach integrating transformational leadership and collaborative, humanistic climates is essential. The novelty of this study lies in the integrated synthesis of Bass's, Hoy and Miskel's, and Mayer and Allen's frameworks from both factual and normative perspectives within the secondary education context.

Keywords: Teacher Commitment, Transformational Leadership, Organizational Climate

INTRODUCTION

The changing landscape of secondary education in the era of globalization and digital transformation requires educational institutions not only to focus on academic achievement but also on strengthening the quality of human resources, particularly teachers' organizational commitment (Hang, 2021). Secondary education holds a strategic position in shaping the quality of the younger generation because, at this level, students experience intellectual, social, emotional, and moral development phases that significantly determine their future lives. Therefore, the success of secondary education is highly influenced by the quality of teachers as the primary actors in the educational process (Metekohy et al., 2022). Teachers are not only responsible for transferring knowledge but also for building character, learning culture, and a positive educational environment for students. In this context, teacher commitment becomes an important factor determining the effectiveness of secondary education implementation.

However, the current reality of secondary education demonstrates various challenges that affect teachers' commitment to school organizations. Dynamic curriculum changes, high administrative demands, the development of educational technology, pressure to achieve academic targets, and the increasing complexity of students' characteristics often cause teachers to experience work fatigue and declining professional motivation. On the other hand, some secondary schools still face problems related to less adaptive leadership and organizational climates that do not fully support teacher professionalism. Such conditions may influence teachers' loyalty, emotional attachment, and dedication to their schools. Therefore, strengthening teacher commitment in secondary education has become a strategic issue in efforts to improve educational quality sustainably.

Theoretically, teachers' organizational commitment can be explained through the organizational commitment theory proposed by Mayer and Allen, which classifies commitment into three dimensions: affective commitment, continuance commitment, and normative commitment (Wong, 2013). Affective commitment refers to teachers' emotional attachment to the school organization, continuance commitment relates to considerations of the costs and benefits associated with leaving the organization, while normative commitment reflects a moral responsibility to remain within the organization. In factual studies of secondary education, these three dimensions serve as important indicators for assessing teachers' loyalty, involvement, and dedication in carrying out educational duties. Normatively, teacher commitment in secondary education is not merely understood as a professional relationship but also as a form of moral responsibility and professional ethics in guiding students toward intellectual maturity and character development (Rahayu et al., 2023). Thus, teacher commitment needs to be strengthened through supportive leadership systems and school organizational environments.

One of the important factors believed to strengthen teacher commitment in secondary education is the transformational leadership of school principals. The concept of transformational leadership was comprehensively developed by Bernard M. Bass, who emphasized that transformational leaders are capable of transforming the values, beliefs, and motivations of subordinates so that they are willing to work beyond personal interests for the achievement of organizational goals. Bass explained that transformational leadership consists of four major dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Yaslioglu & Selenayerden, 2018). In the context of secondary education, principals who implement transformational leadership are able to build a clear educational vision, inspire teachers, encourage instructional innovation, and establish strong interpersonal relationships with educators (Umam & Nadir, 2025). Transformational leadership is not only oriented toward achieving organizational targets but also toward developing teachers' individual potential sustainably. When teachers feel appreciated, supported, and provided with opportunities for growth, their commitment to the school becomes stronger (Erlina et al., 2026).

In addition to transformational leadership, school organizational climate is also an important factor in shaping teacher commitment in secondary education. Hoy and Miskel explain organizational climate as the collective perceptions of organizational members regarding the work environment that influences behavior and social relationships within the organization (Putra & Rosadi, 2025). A healthy organizational climate is reflected through open communication, harmonious interpersonal relationships, strong managerial support, and the creation of a sense of security and comfort at work. In secondary education environments, a positive organizational climate creates a conducive working atmosphere in which teachers develop a sense of belonging toward the school and are encouraged to demonstrate high levels of loyalty and dedication (Soepardi & Ginting, 2021). Conversely, a poor organizational climate may generate internal conflicts, low work motivation, and declining teacher commitment toward educational institutions.

Previous studies have examined the relationship between transformational leadership, organizational climate, and teacher commitment (Yulie & Suriansyah, n.d.). However, most studies still position these variables partially and are predominantly conducted within the contexts of primary education or higher education (Yuliana, 2025). Research specifically integrating Bernard M. Bass's transformational leadership theory, Hoy and Miskel's organizational climate theory, and Mayer and Allen's organizational commitment theory within the context of secondary education remains relatively limited. Furthermore, previous studies tend to focus on empirical quantitative approaches without linking the factual and normative dimensions of teachers' organizational commitment. In fact, understanding teacher commitment in secondary education should not only be viewed from the perspective of organizational behavior but also as part of teachers' moral responsibility and professionalism in shaping the character of the younger generation (Mora, n.d.).

Based on these conditions, this study aims to analyze the influence of transformational leadership and organizational climate on strengthening teacher commitment in secondary education (Hamid, 2023). This study also seeks to examine how the dimensions of organizational commitment according to Mayer and Allen can be understood factually and normatively within the context of secondary education, as well as how Bernard M. Bass's dimensions of transformational leadership contribute to building teachers' loyalty and attachment toward schools (Thahir & Ampriy, 2025). Therefore, this research is expected to provide both theoretical and practical contributions to the development of secondary education management, particularly regarding strategies for strengthening teacher commitment through transformational leadership and the creation of a conducive school organizational climate.

The novelty of this study lies in the integration of Bernard M. Bass's transformational leadership theory, Hoy and Miskel's organizational climate theory, and Mayer and Allen's organizational commitment theory within the context of secondary education, examined not only empirically but also factually and normatively. This study offers a new perspective that strengthening teacher commitment in secondary education is influenced not only by structural organizational factors but also by moral, psychological, and professional dimensions that develop within school culture. In addition, this research provides a more comprehensive conceptual model regarding the relationship between principals' transformational leadership, organizational climate, and the strengthening of teacher commitment in secondary educational institutions.

METHOD

Design

This study employed a qualitative approach using a literature study (library research) method aimed at examining in depth the strengthening of teacher commitment through transformational leadership and organizational climate in secondary education (Rahman et al., 2025). The literature study approach was selected because this research focuses on conceptual, theoretical, factual, and normative analyses of various relevant studies, theories, and scientific documents (Snyder, 2019). This study integrates Mayer and Allen's organizational commitment theory, Bernard M. Bass's transformational leadership theory, and Hoy and Miskel's organizational climate theory as the primary foundations for constructing the conceptual framework of the research.

The research design was conducted systematically through several stages, including problem identification, literature searching, document selection, content analysis, theoretical synthesis, and conclusion drawing (EaIs, 2019). This study applied a systematic literature review (SLR) approach to ensure that the process of collecting and analyzing literature was conducted in a structured, objective, and academically accountable manner (Rahmat et al., 2026). The primary focus of the research was directed toward studies

discussing principals' transformational leadership, school organizational climate, and the strengthening of teacher commitment at the secondary education level.

Research Sites and Participants

In literature study research, the research site does not refer to a specific physical location but rather to scientific sources that become the objects of the study. Therefore, the research sites in this study consisted of various national and international academic databases such as Google Scholar, Scopus, Web of Science, ERIC, and ScienceDirect. In addition, this study also utilized academic books, conference proceedings, research reports, dissertations, theses, and educational policy documents relevant to the research topic.

The participants in this study were scientific documents selected purposively based on specific inclusion and exclusion criteria (Santika et al., 2026). The inclusion criteria included: (1) scientific articles discussing transformational leadership, organizational climate, and teacher commitment; (2) studies focusing on the context of secondary education; (3) articles published in reputable national and international journals; and (4) literature sources published within the last ten years to maintain the relevance of the research data (Xin et al., 2025). Meanwhile, documents irrelevant to the research focus or lacking academic credibility were excluded from the analysis process.

Data Collection

Data collection techniques were conducted through documentation and systematic literature searching (Daruhadi & Sopiati 2024). Researchers identified various literature sources using keywords such as "teacher commitment," "transformational leadership," "organizational climate," "secondary education," "Bernard M. Bass," "Hoy and Miskel," and "Mayer and Allen organizational commitment."

The stages of data collection began with source identification, title and abstract screening, document eligibility evaluation, and the selection of final articles relevant to the research objectives. All collected data were then classified based on research themes, theoretical approaches, research methods, research findings, and their relevance to strengthening teacher commitment in secondary education. During this process, the researcher also conducted systematic data recording to facilitate the analysis and synthesis of research findings (Paunan et al., 2024).

Data Analysis

Data were analyzed using content analysis and thematic analysis techniques to systematically identify, classify, and interpret patterns emerging from the qualitative data (Article, 2024). The analysis began with data reduction to organize and simplify the information obtained from interviews, observations, and documentation. Subsequently, the data were categorized into meaningful themes based on recurring patterns and conceptual similarities. These categories were then interpreted by relating the empirical findings to established theoretical frameworks, followed by drawing conclusions that reflected the overall meaning of the data. Throughout the analytical process, the findings were examined using Bernard M. Bass's dimensions of transformational leadership, Hoy and Miskel's organizational climate framework, and Mayer and Allen's organizational commitment model as the primary analytical lenses. The integration of these theoretical perspectives enabled a comprehensive understanding of the relationships among school leadership, organizational climate, and teacher commitment. Finally, the synthesized findings served as the foundation for developing a conceptual model aimed at strengthening teacher commitment in secondary education.

RESULT AND DISCUSSION

The Influence of Transformational Leadership on Teacher Commitment in Secondary Education

The findings of this study indicate that transformational leadership has a strong influence on strengthening teacher commitment in secondary education. Principals who are capable of providing inspiration, building a shared vision, offering motivation, and creating positive interpersonal relationships are proven to enhance teachers' loyalty and emotional attachment to schools. These findings demonstrate that teachers in secondary education not only require effective administrative systems but also need leaders who are able to become sources of motivation and professional role models within the school environment.

These findings directly support Bernard M. Bass's transformational leadership theory, which states that transformational leaders are capable of transforming subordinates' values, beliefs, and behaviors through four major dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Deinert et al., 2015). In the context of secondary education, the dimension of idealized influence is reflected when principals become respected role models through integrity, discipline, and commitment to educational quality. Teachers in secondary education tend to develop stronger loyalty toward schools when they perceive consistency between principals' visions, actions, and policies.

Meanwhile, the dimension of inspirational motivation is reflected through principals' abilities to build collective enthusiasm and optimism among teachers in facing increasingly complex educational challenges. In the era of curriculum changes and digital learning transformation, teachers require moral and professional encouragement to maintain high levels of motivation in carrying out educational responsibilities (Saefulah, n.d.). The findings reveal that principals who are able to provide appreciation, moral reinforcement, and clear future visions for schools significantly increase teachers' emotional involvement with educational institutions.

The dimension of intellectual stimulation also plays an important role in strengthening teacher commitment. Teachers in secondary education face high demands for instructional innovation and therefore require opportunities to think creatively and develop their professional competencies. The findings indicate that principals who encourage innovation, academic discussion, and professional development are able to enhance teachers' self-confidence and job satisfaction. This condition ultimately strengthens teachers' affective commitment toward schools. Furthermore, individualized consideration emerges as a highly relevant dimension in the context of secondary education because teachers possess different characteristics, needs, and professional challenges (Issn & No, 2026). The findings demonstrate that individual attention from principals, such as emotional support, career development opportunities, and appreciation for teachers' achievements, significantly increases teachers' sense of value and loyalty toward schools.

The findings of this study also reinforce previous research indicating that transformational leadership positively affects teachers' organizational commitment. Earlier studies explained that principals who are inspirational and supportive are capable of improving teachers' job satisfaction, intrinsic motivation, and organizational loyalty (Ayu et al., 2026). However, this study provides a deeper contribution by showing that, within the context of secondary education, transformational leadership not only influences teachers' professional aspects but also touches psychological and moral dimensions as educators of the younger generation. Therefore, this study not only supports Bernard M. Bass's theory but also expands its relevance within the more complex organizational setting of secondary education.

The Role of Organizational Climate in Strengthening Teacher Commitment

The findings reveal that school organizational climate significantly influences the strengthening of teacher commitment in secondary education. Schools characterized by open working environments,

harmonious communication, healthy interpersonal relationships, and strong organizational support are proven to enhance teachers' loyalty and dedication toward educational institutions. These findings indicate that teacher commitment is shaped not only by teachers' individual qualities but also by the social environment and organizational culture of schools.

These findings support Hoy and Miskel's theory, which explains organizational climate as the collective perceptions of organizational members regarding the work environment that influences behavior, social relationships, and organizational effectiveness. In secondary education, a healthy organizational climate creates a sense of security and comfort for teachers, enabling them to perform educational duties optimally (Eliza, 2026). Teachers working within supportive organizational environments tend to demonstrate stronger emotional attachment to schools compared to those working in environments characterized by conflict and pressure.

The theoretical dialogue with Hoy and Miskel's perspective demonstrates that organizational climate is not merely a working atmosphere but also a social system that shapes teachers' professional behavior (Sheokand & Dhola, n.d.). The findings reveal that open communication between principals and teachers becomes one of the primary factors strengthening teachers' organizational commitment. Teachers feel more appreciated when they are involved in school decision-making processes, given opportunities to express their aspirations, and provided with professional support in solving instructional problems (Musengamana et al., 2024).

In addition, interpersonal relationships among teachers play a crucial role in building a positive organizational climate. The findings indicate that collaborative cultures among teachers enhance teachers' sense of belonging toward schools and strengthen professional solidarity. This condition supports Hoy and Miskel's argument that harmonious social relationships within school organizations contribute to higher organizational effectiveness.

The findings also support previous studies showing that positive organizational climate has a significant relationship with teachers' job satisfaction and commitment. However, this study strengthens previous findings by emphasizing that organizational climate in secondary education has a more complex influence because teachers face greater academic, administrative, and social pressures compared to other educational levels. Therefore, the organizational climate of secondary schools must function as a psychological space that supports teachers' professional well-being.

Teacher Commitment from the Perspective of Mayer and Allen's Theory

The findings demonstrate that teacher commitment in secondary education is influenced not only by professional and structural organizational factors but also by emotional, moral, and psychological dimensions. Teachers who feel appreciated, trusted, and supported by school organizations demonstrate higher levels of loyalty and dedication toward educational institutions.

These findings support Mayer and Allen's organizational commitment theory, which classifies commitment into three dimensions: affective commitment, continuance commitment, and normative commitment. In the context of secondary education, affective commitment is reflected through teachers' emotional attachment to schools and the teaching profession. Teachers with high affective commitment tend to feel proud of being part of their schools and are willing to contribute more toward institutional development.

Continuance commitment in this study is reflected through teachers' professional considerations in remaining within schools due to job stability, career development opportunities, and established social relationships. However, the findings indicate that continuance commitment is not the dominant factor in

strengthening teacher commitment in secondary education. Teachers are more strongly influenced by emotional and moral factors than by professional benefits alone.

Meanwhile, normative commitment emerges as a particularly strong dimension within secondary education. Teachers feel a moral responsibility to educate younger generations, which encourages them to remain loyal to schools despite various professional challenges. These findings indicate that teaching in secondary education is understood not merely as a formal occupation but also as a form of moral and social dedication.

The findings reinforce previous studies explaining that affective commitment and normative commitment are dominant predictors of teachers' loyalty and performance. However, this study provides a new perspective by emphasizing that normative commitment in secondary education possesses stronger relevance because teachers operate within an educational phase that plays a crucial role in shaping students' character development. Therefore, this study supports Mayer and Allen's theory while broadening the understanding of teacher commitment within the moral and professional dimensions of secondary education.

The Synergy of Transformational Leadership and Organizational Climate in Strengthening Teacher Commitment

The findings indicate that strengthening teacher commitment in secondary education becomes more optimal when transformational leadership and organizational climate operate synergistically. Inspirational leadership from principals becomes more effective when supported by healthy, open, and supportive organizational environments. Conversely, effective leadership without support from a positive organizational climate tends to be less successful in strengthening teacher loyalty.

The theoretical dialogue between Bernard M. Bass's theory and Hoy and Miskel's theory demonstrates that transformational leadership and organizational climate are interconnected factors in shaping teachers' organizational behavior. Principals, as transformational leaders, play significant roles in creating positive school cultures, while organizational climate functions as a social medium that strengthens interpersonal and professional relationships among organizational members.

The findings reveal that principals who implement transformational leadership tend to create healthier organizational climates compared to principals with authoritarian leadership styles. Teachers feel more comfortable, secure, and appreciated when schools maintain collaborative work cultures and open communication. These conditions ultimately strengthen teachers' affective commitment and normative commitment toward schools.

The findings support previous studies indicating that the combination of transformational leadership and positive organizational climate is capable of improving teachers' work motivation, loyalty, and professionalism sustainably. However, this study contributes a new perspective by demonstrating that, within the context of secondary education, the synergy between transformational leadership and organizational climate not only influences school organizational effectiveness but also affects the formation of teachers' professional and moral identities as educators of younger generations. Therefore, this study simultaneously supports Bernard M. Bass's theory, Hoy and Miskel's theory, and Mayer and Allen's theory while expanding the relevance of these theories within the context of secondary education.

CONCLUSION

This study demonstrates that strengthening teacher commitment in secondary education is shaped by the interaction of transformational leadership, organizational climate, and teachers' moral and psychological engagement. The findings indicate that principals who practice transformational leadership by

providing inspiration, professional support, and individualized consideration foster stronger teacher loyalty, motivation, and commitment. Likewise, a positive organizational climate characterized by trust, collaboration, and participation enhances teachers' emotional attachment and professional dedication, whereas bureaucratic and unsupportive environments tend to weaken commitment. The study also confirms the relevance of Mayer and Allen's organizational commitment theory, particularly the affective and normative dimensions, showing that teachers remain committed primarily because of their emotional attachment to schools and moral responsibility toward students. These findings suggest that low teacher commitment is often rooted not in teachers' individual limitations but in ineffective leadership and unhealthy organizational climates. Theoretically, this study extends the perspectives of Bass, Hoy and Miskel, and Mayer and Allen by demonstrating that teacher commitment is multidimensional, influenced by leadership, organizational, psychological, and moral factors. Accordingly, strengthening teacher commitment requires a holistic approach that combines transformational leadership with a supportive organizational climate to promote sustainable educational quality.

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