

Empowering teachers: The impact of transformational leadership and teacher competence on performance through organizational commitment

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ABSTRACT

The success of education is largely determined by the performance of quality teachers in planning, implementing, and evaluating learning, maintaining task discipline, and being active in the classroom. This study examined the interrelationships between transformational leadership style, teacher competence, organizational commitment, and teacher performance within educational environments. This quantitative study used the SmartPLS software with the bootstrapping method. A questionnaire was used to collect data from the 75 participants. Transformational leadership has a significant influence on both teacher and organizational commitment. Although competence positively influences organizational commitment, it does not affect teacher performance. Likewise, organizational commitment does not affect teacher performance. Furthermore, Transformational Leadership did not significantly affect Teacher Performance through Organizational Commitment. Similarly, Teacher Competence does not have a significant effect on teacher performance through Organizational Commitment. Understanding these dynamics could enhance strategies for improving teacher effectiveness and organizational outcomes in educational settings. The findings contribute both practically, by informing leadership practices and teacher development programs, and theoretically, by advancing the understanding of the complex relationships among leadership, competence, commitment, and performance in educational contexts.

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Introduction

The progress and quality of a nation are significantly influenced by the quality of its education. Developed nations have good educational systems, which are achieved through the quality of their teachers. The success of education is largely determined by teachers' performance in planning, implementing, evaluating, maintaining task discipline, and actively teaching in the classroom. Teacher performance improvement will meet expectations if guided by effective management in planning, implementation, supervision, evaluation, and problem solving (Gala et al., 2017). Leadership is required to have

teachers with such qualities. Leadership may establish a clear vision and long-term strategy for educational improvement aligned with international standards.

Continuous development of educational human resources is essential for achieving professionalism (Aswaruddin, 2021). This finding highlights the critical role of leadership in fostering capable and skilled professionals. Transformational leadership has become a popular concept in leadership practice. Transformational leadership motivates employees to innovate and drives organizational growth (Lambert, 2022). This style is marked by leaders fostering empathy, insight, and rapport, particularly among diverse teams (Zreik, 2023). According to Javed et al. (2020), transformational leaders focus on enhancing performance, prioritizing subordinates' interests, and meeting their needs, including rewards. Leaders' adept at emotional intelligence can motivate and inspire change, transforming established organizational cultural norms (Cheshire et al., 2021). Leaders with a transformational approach consistently foster commitment and dedication among subordinates, aiming to achieve organizational goals.

Transformational leadership has a significant impact on teacher performance and organizational commitment. Joo (2020) suggests that the effectiveness of teachers' performance is influenced by the level of intervention from school principals or leadership. Improving the quality of education is highly dependent on quality teachers, as shown by their performance. Teacher performance is the manifestation and success of a teacher's work in achieving educational goals (Al Faruq & Supriyanto, 2020). Teachers' performance is evaluated based on attitudes and behaviors that lead to children's learning; greater learning outcomes indicate higher performance assessment for the teacher (Martin, 2018). Giannikas (2021) posits that teacher performance is measured by its impact on students' learning, evident through achievement scores, observed pedagogical practices, or student surveys. The outcomes of educational goals achieved are not only measured by the number of graduates but also by the quality of graduates (Gusdini et al., 2022). This performance determines whether an individual can thrive within an organization and significantly influences the integrity and longevity of the company.

Additionally, transformational leaders foster organizational commitment among teachers, cultivating loyalty and dedication to educational objectives. Organizational commitment is an attitude that shows employee loyalty, and is an ongoing process of how an organization member expresses their attention to the success and goodness of their organization (Azizah et al., 2019). It entails employees' identification with the organization's values and goals, desire to remain within it, and willingness to exert extra effort (Yaslioglu, 2019; Yener & Arslan, 2017). The organizational commitment of a teacher to their school can be described as being firmly committed to remaining a member of the school, making every effort to advance its goals, and wholeheartedly embracing the school's values and objectives (Daheri & Fransiska, 2022). High job involvement indicates a strong personal investment in one's specific job tasks, whereas high organizational commitment reflects deep allegiance and dedication to the organization that employs the individual.

Quality education requires competent educators. Educators must demonstrate competence in professionally executing their responsibilities to cultivate graduates who are skilled, ethical, healthy, knowledgeable, creative, and independent. According to Regulation Number 16 of 2007 by the Minister of National Education on Academic Qualification Standards and teacher competencies, teachers must possess four key competencies: pedagogical competence, personality competence, social competence, and professional competence.

Although crucial to quality education, these variables require further research to substantiate their interrelationships. To bridge this gap, we examined the interrelationships between transformational leadership style, teacher competence, organizational commitment, and teacher performance within educational environments. It seeks to understand how transformational leadership impacts both organizational

commitment and teacher performance as well as the influence of teacher competence on these variables. Additionally, this study explores whether organizational commitment mediates the relationship between transformational leadership style, teacher competence, and teacher performance. By examining these dynamics, this study aims to provide a comprehensive understanding of how leadership styles and teacher competencies contribute to organizational commitment and consequently influence teacher performance in educational setting.

Hypothesis development

Transformational leadership shows significant results in improving the quality of education (Effendhi & Mindarti, 2018; Nuryasin & Mitrohardjono, 2019). Teacher performance is influenced by both principal transformational leadership and organizational culture, with organizational culture having a stronger impact than principal transformational leadership (Raharja et al., 2022). School principals and professional leadership exert a significant influence on teacher performance (Akbar & Imaniyati, 2019). Previous studies have shown that transformational principal leadership has a positive impact on teacher performance (Rismawati & Saluy, 2018; Sarinah et al., 2024; Taufik, 2019). Idealized influence positively and significantly moderates the influence of organizational commitment on teacher learning implementation performance (Addin et al., 2020).

H1: Transformational leadership affects teacher performance

Research (Firmansyah et al., 2022; Oupen et al., 2020) has shown that transformational leadership significantly contributes to organizational commitment. Enhancing teacher performance requires improving the work discipline of each teacher to fulfil their duties (Aswaruddin, 2021). Without dedication from the organization, achieving high-quality education becomes exceedingly challenging, regardless of educational objectives and the availability of supporting facilities (Hendrajana et al., 2017). However, Rosidi and Santosa (2019) found that professional competence had no effect on teachers' organizational commitment.

H2: Transformational leadership affects organizational commitment

Ramadhan et al. (2020) showed that competence has a positive and significant effect on organizational commitment. According to Effendhi and Mindarti (2018), teacher competence and transformational leadership influence teacher performance, whereas transformational leadership strengthens the influence of teacher competence on their performance. Ridwan and Sopandi (2019) confirmed that organizational commitment positively and significantly influences teacher performance. Successful school organizations are usually supported by teachers who have strong organizational commitment to achieving optimal performance. Kanya et al. (2021) found significant influence of the school principal leadership, organizational culture, and teacher competence on teacher performance.

H3: Teacher competence affects teacher performance

H4: Teacher competence affects organizational commitment

Zein and Hadijah (2018) found that organizational commitment influences teacher performance. This commitment encourages them to work enthusiastically and complete tasks well (Ridwan & Sopandi, 2019). Teachers should have organizational commitment to improve their performance. Organizational commitment can be a reference for improving teacher performance (Wartini & Imaniyati, 2018).

H5: Organizational commitment affects teacher performance

According to [Andini \(2020\)](#), transformational leadership style has a positive and significant influence on organizational commitment and teacher performance. Transformational leadership indirectly influences teacher performance through organizational commitment. Another study by [Mubarak and Darmanto \(2015\)](#) confirmed that transformational leadership has a positive effect on employee performance, with organizational commitment acting as an intervening variable. However, another study ([Monica et al., 2021](#)) showed that organizational commitment is not an effective mediator between transformational leadership style and teacher performance.

H6: Organizational commitment mediated the relationship between transformational leadership and teacher performance

[Nurmuhemin \(2022\)](#) emphasized that teacher competence has a direct influence on the quality of teacher services, while transformational leadership directly influences teacher competence. Apart from that, the transformational leadership style also has an indirect influence on the quality of teacher services through organizational commitment. According to [Sari et al. \(2020\)](#), teacher competence influences organizational commitment, which, in turn, influences teacher performance. Organizational commitment is known to fully mediate the relationship between teacher competence and performance. [Samtono \(2020\)](#) found that teacher competence has a positive effect on organizational commitment and that organizational commitment has a positive effect on teacher performance, although organizational commitment does not act as a mediator in the relationship between teacher competence and performance.

H7: Organizational commitment mediated the relationship between teacher competence and teacher performance

The conceptual framework of this study is shown in [Figure 1](#).

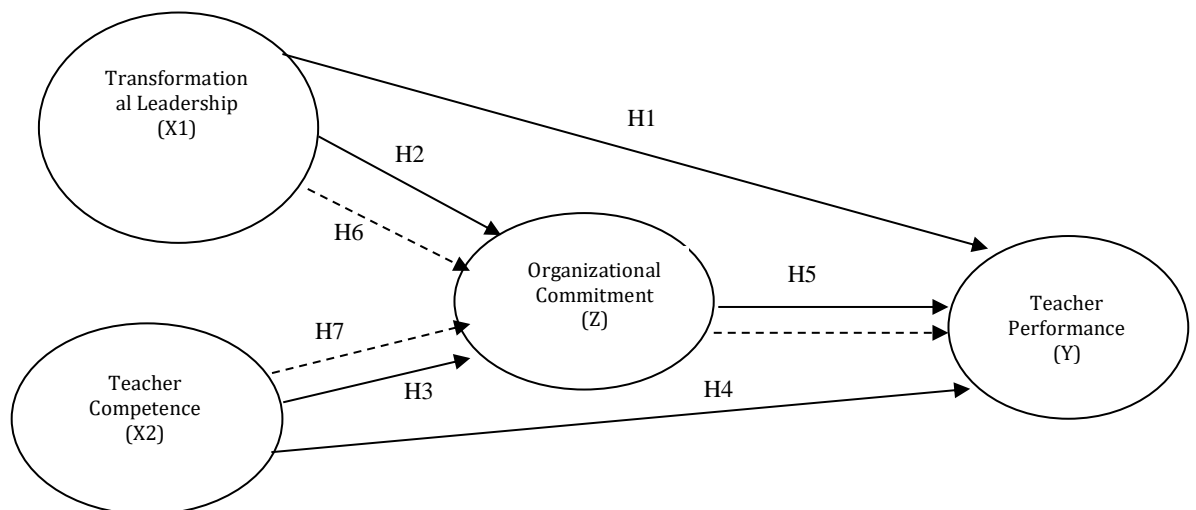


Figure 1. Conceptual framework

Method

Exogenous variables, also known as independent variables and labelled X in SmartPLS, include Transformational Leadership Style and Teacher Competence. Endogenous variables, termed dependent variables in SmartPLS, such as teacher performance, are influenced by the independent variables. Intervening variables that cannot be directly observed or measured but theoretically influence both exogenous and endogenous variables are called intervening variables in SmartPLS. In this study,

Organizational commitment served as an intervening variable. The study population consisted of 75 teachers from SMA Negeri 1, Manyar, Gresik, Indonesia. The sample represented a subset of this population, encompassing its numerical and characteristic composition. When all members of the population are included in a sample, it is referred to as a saturated sample.

The primary data collection method in this study involved distributing questionnaires to respondents, specifically teachers at SMA Negeri 1 Manyar. The study's variables were assessed using a scoring system ranging from 1 to 5 based on a Likert scale. These questionnaires were tailored for distribution among teachers at SMA Negeri 1 Manyar. The indicators of questionnaire are presented in [Table 1](#).

Table 1. Indicators of questionnaire

Source	Indicator
Transformational Leadership	
Setiawan et al. (2013)	Idealized influence-charisma Inspirational motivation Intellectual stimulation Individualized consideration
Teacher Competence	
Hafid (2017)	Personal Competence Professional Competence Pedagogic Competence
Organizational Commitment	
Yusuf et al. (2017)	Affective commitment Continuance commitment Normative commitment
Teacher Performance	
Utari & Rasto (2019)	Work quality Speed and accuracy Initiative in work Work ability Communication

The data analysis in this research used partial least squares (PLS) to build a predictive theory. PLS is used to explore the relationships between latent variables without assuming a particular data distribution or large sample size. The use of SmartPLS software with the bootstrapping method allows the use of small-sample data without requiring data normality. In the data analysis, the Measurement Model Test (Outer Model) evaluated convergent validity by paying attention to the correlation between item or component scores and construct scores calculated using PLS. Reflective validity was met if the correlation exceeds 0.70 with the construct being measured. The discriminant validity method is used to assess the reliability of latent variable score components using a more conservative approach than composite reliability (PC). It is recommended that the AVE value be greater than 0.50.

The Structural Model Test (Inner Model) evaluated the percentage of variation explained by looking at R² for the dependent latent construct using the Stone-Geisser measure. Stability estimates were evaluated using t-statistic tests in bootstrapping, identifying the positive and negative influences of the original sample (O). The Inner Model also evaluates the exogenous-to-endogenous relationship and uses the R-square for the dependent construct. In bootstrapping resampling, the t-statistic value for each relationship path was used to test the hypothesis, with a confidence level of 95% ($\alpha = 0.05$) and a t-table value of 1.96. Interpretation of the results: If the t-statistic is less than

1.96, H_0 is accepted; if it is greater than or equal to 1.96, H_0 is rejected (Latan & Ghozali, 2016).

For hypothesis testing, this study used the t-statistic value and probability (p-value) to determine the acceptance or rejection of the hypothesis. For an alpha value of 5%, the critical value of the t-statistic was 1.96. If the t-statistic value of the sample is greater than 1.96, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In addition, if the p-value was less than 0.05, we accepted the alternative hypothesis. The combination of these two approaches provides a strong basis for interpreting the hypothesis-testing results in data analysis.

Results

Outer model evaluation

Outer model analysis ensured the validity and reliability of the measurements. The PLS Algorithm in SmartPLS was utilised to determine the model determination coefficients and path coefficients in the equation, as observed in the generated output (see Figure 2). Figure 2 represents the outer model evaluation in a Structural Equation Modeling (SEM) using Partial Least Squares (PLS) analysis. The model includes three latent constructs: Transformational Leadership (X_1), Teacher Competence (X_2), and Organizational Commitment (Z), which are linked to Teacher Performance (Y). Each latent construct is measured by multiple indicators, depicted as yellow rectangles, with the numbers inside each indicator box representing the factor loadings. Factor loadings are a measure of how well each indicator represents its corresponding construct. Most of the factor loadings are above 0.7, indicating good indicator reliability. The blue circles represent the latent constructs with their corresponding R-squared values. For example, Organizational Commitment (Z) has an R-squared value of 0.832, suggesting that a substantial portion of the variance in this construct is explained by the indicators. Overall, the outer model demonstrates good reliability and validity, with strong loadings indicating that the indicators adequately measure their respective constructs.

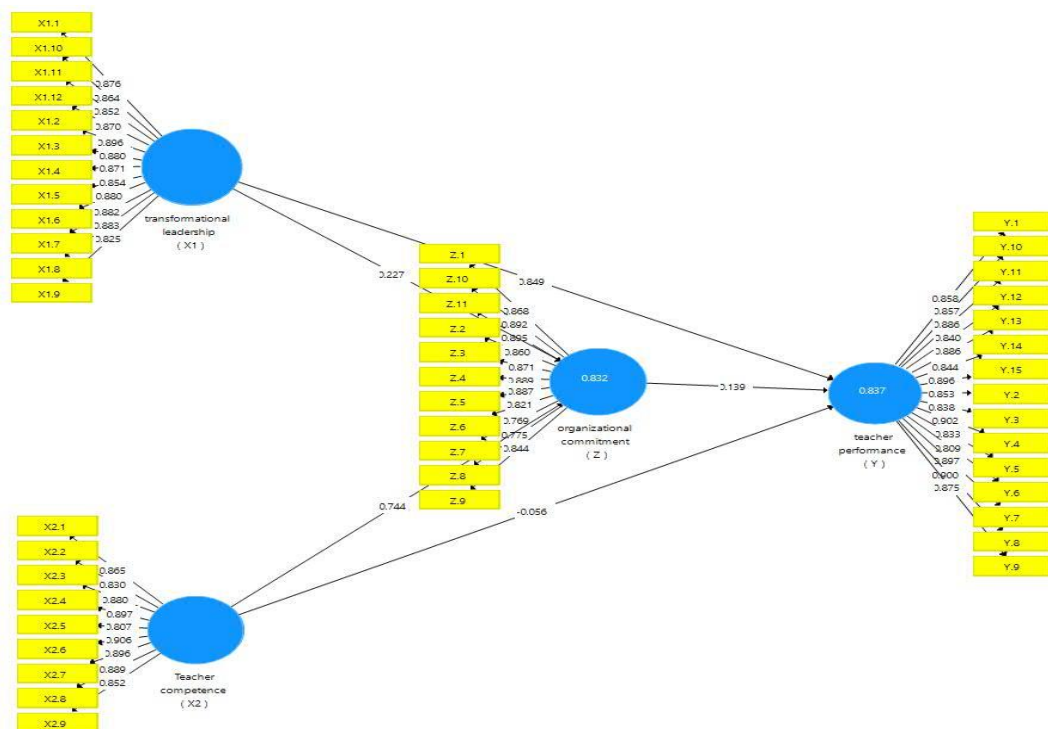


Figure 2. Outer model evaluation

Convergent validity

Convergent validity was assessed based on the correlation between item or component scores and construct scores. The standardized loading factor indicates the correlation between each measurement item and its construct. A loading factor > 0.7 indicates a high reflection of the measured construct, although some argue that values between 0.5 - 0.6 are sufficient (Latan & Ghozali, 2016). Validation tests on Transformational Leadership (X1), Teacher Commitment (X2), Organizational Commitment (Z), and Teacher Performance (Y) showed that all indicators met convergent validity with loading values > 0.7 (Latan & Ghozali, 2016).

Discriminant validity

The discriminant validity of the indicator measurement models can be observed through cross-loadings between the indicators and their constructs. Higher correlations between a construct and its indicators, compared to correlations with other constructs, indicate that the latent construct predicts indicators within its block better than indicators in other blocks. Each indicator in the study variables showed the highest cross-loading on its corresponding construct compared with the others. Based on the research findings, it can be concluded that the indicators used in this study demonstrated good discriminant validity through their cross-loading values.

According to Latan and Ghozali (2016), another method to assess construct validity is AVE, where a model is considered adequate if each construct's AVE exceeds 0.50. Based on the data displayed in Table 2, each research variable had an Average Variance Extracted (AVE) value greater than 0.5. Thus, it can be stated that each variable has a good discriminant validity value.

Table 2. Average variance extracted (AVE)

Variable	Average Variance Extracted (AVE)
Transformational leadership	0.756
Teacher competence	0.757
Organizational commitment	0.728
Teacher Performance	0.749

Composite reliability

Composite reliability, as part of reliability testing, evaluates the reliability of multiple indicators within a variable. A variable meets composite reliability if its value exceeds 0.7 (Latan & Ghozali, 2016). Table 3 shows that all research variables have composite reliability values > 0.7 , indicating high reliability for each construct.

Table 3. Composite reliability

Variable	Composite Reliability
Transformational leadership	0.974
Teacher competence	0.965
Organizational commitment	0.967
Teacher Performance	0.978

Cronbach's Alpha

In addition to Composite Reliability, reliability testing can also be reinforced using Cronbach's Alpha values. A variable is considered reliable if its Cronbach's Alpha exceeds 0.7 (Latan & Ghozali, 2016). Table 4 displays Cronbach's Alpha values for each research

variable, all of which exceed 0.7. These results indicate that each variable meets Cronbach's Alpha requirements, confirming high reliability across all variables in the study.

Table 4. Cronbach's alpha value

Variable	Cronbach's Alpha
Transformational leadership	0.971
Teacher competence	0.960
Organizational commitment	0.962
Teacher Performance	0.976

Inner model evaluation

The structural model or inner model test consists of a path coefficient test, goodness of fit test, and hypothesis test.

Path coefficient

The path coefficient evaluation shows the strength of the effect of exogenous variables on endogenous variables, while the coefficient of determination (R-square) measures the extent to which endogenous variables are influenced by others. Path coefficients were categorized as follows: >0.67 (Good), 0.33-0.67 (Moderate), and 0.19-0.33 (Weak). The results indicate that all the variables in this model have positive path coefficients, meaning that higher path coefficient values indicate a stronger influence of exogenous variables on endogenous variables.

Table 5. Path coefficients

Variable	Original Sample	Description
Teacher competence → Organizational Commitment	0.744	Strong
Teacher competence → Teacher performance	0.056	Weak
Organizational Commitment → Teacher Performance	0.139	Weak
Transformational Leadership → Organizational Commitment	0.227	Weak
Transformational Leadership → Teacher Performance	0.849	Strong

Based on the data processing carried out in SmartPLS 3.2.9, R-Square is presented in Table 6. The Teacher Performance variable had a value of 0.837, indicating a representation of 83.7%. The Organizational Commitment variable had a value of 0.832, indicating a representation of 83.2%.

Table 6. R-square

Variable	R-Square
Organizational Commitment (Z)	0.832
Teacher Performance (Y)	0.837

Goodness of fit was assessed using the Q-square value, which is equivalent to the coefficient of determination (R-Square) in the regression analysis. Higher Q-Square values indicate a better fit. The calculated Q-squared values are as follows:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0.832) \times (1 - 0.837)] \\
 &= 1 - (0.168 \times 0.163) \\
 &= 1 - 0.027 \\
 &= 0.973
 \end{aligned}$$

The Q-Square value was 0.973, indicating that 97.3% of the data variability was explained by the research model, with the remaining 2.7% explained by factors outside the model. The R-Square for Teacher Performance (Y) is 0.837, which is higher than the R-Square for Organizational Commitment (Z) of 0.832, indicating that the model is acceptable.

Hypothesis testing

Table 7 presents the hypothesis testing results using the inner model. The results are as follows.

Table 7. T-Statistic dan P-value (direct effect)

H	Variable	Original Sample	T-Statistic	P Values
1	Transformational Leadership → Teacher Performance	0.849	11.397	0.000
2	Transformational Leadership → Organizational Commitment	0.227	2.589	0.010
3	Teacher competence → Organizational Commitment	0.744	9.311	0.000
4	Teacher competence → Teacher performance	0.056	0.259	0.796
5	Organizational Commitment → Teacher Performance	0.139	0.689	0.491

H1: Transformational leadership affects teacher performance

H1 shows a positive original sample value of 0.849. The t-statistic is 11.397 (>1.960) and the P-value is 0.000 (<0.05), indicating a significant positive impact. Therefore, the hypothesis is accepted, showing that better Transformational Leadership improves Teacher Performance.

H2: Transformational leadership affects organizational commitment

H2 shows a positive original sample value of 0.227. The t-statistic is 2.589 (>1.960) and the P-value is 0.010 (<0.05), indicating a significant positive impact. Therefore, the hypothesis is accepted, indicating that higher Transformational Leadership improves Organizational Commitment.

H3: Teacher competence affects teacher performance

H3 shows a positive original sample value of 0.744. The t-statistic is 9.311 (>1.960) and the P-value is 0.000 (<0.05), indicating a significant positive impact. Therefore, the hypothesis is accepted, showing that better Teacher Competence leads to improved Organizational Commitment.

H4: Teacher competence affects organizational commitment

H4 shows a positive original sample value of 0.056. The t-statistic is 0.259 (<1.960) and the P-value is 0.796 (>0.05), indicating no significant impact. Therefore, the hypothesis is rejected, showing that better competence does not significantly improve Organizational Commitment.

H5: Organizational commitment affects teacher performance

H5 shows a positive original sample value of 0.139. The t-statistic is 0.689 (<1.960) and the P-value is 0.491 (>0.05), indicating no significant impact. Therefore, the hypothesis is rejected, showing that better Organizational Commitment does not significantly improve Teacher Performance.

Indirect effect hypothesis testing uses bootstrapping resampling, following Bollen & Stine's (1990) approach for mediation significance. First, the significance of direct effects on endogenous variables was assessed. If these effects were not significant, mediation analysis was not pursued further. The results of indirect effect analysis is presented in Table 8.

Table 8. T-Statistic and P-Value (indirect effect)

H	Variable	Original Sample	T-Statistic	P Values
6	Transformational Leadership → Organizational Commitment → Teacher Performance	0.032	0.684	0.514
7	Competence → Organizational Commitment → Teacher Performance	0.104	0.654	0.494

H6: Organizational commitment mediated the relationship between transformational leadership and teacher performance

The total effect of Transformational Leadership on Teacher Performance through Organizational Commitment yielded a t-statistic of 0.684 and P-value of 0.514. With a P-value greater than 0.05 and a t-statistic less than the critical value ($t < 1.960$), there was no significant effect. Thus, Transformational Leadership does not significantly influence teacher performance through Organizational Commitment. The hypothesis 6 is rejected.

H7: Organizational commitment mediated the relationship between teacher competence and teacher performance

Similarly, the total effect of Teacher Competence on Teacher Performance through Organizational Commitment showed a t-statistic of 0.654 and a P-value of 0.494. With the P-value greater than 0.05 and the t-statistic less than the critical value ($t < 1.960$), there is no significant effect. Therefore, Teacher Competence does not significantly influence teacher performance through Organizational Commitment. The hypothesis 7 is rejected.

Discussion

This study confirms the positive impact of transformational leadership on teacher performance, consistent with previous findings (Azizah et al., 2019; Rismawati & Saluy, 2018; Sarinah et al., 2024; Taufik, 2019). Principals' transformational leadership significantly affects teachers' performance (Raharja et al., 2022). Teachers' in-role performance improves when they perceive their principals' leadership to be transformational (Abu Nasra & Arar, 2019). This is supported by Nuryasin and Mitrohardjono (2019), who demonstrated that transformational leadership enhances early childhood education management by fostering member relations, motivation for development, institutional belonging, pursuit of collective interest, and moral standards. Additionally, Nelly et al. (2024) found that the impact of transformational leadership on lecturer performance is mediated through lecturer competence, rather than being directly significant.

Transformational leadership has been found to significantly enhance organizational commitment, in line with the findings of prior research (Firmansyah et al., 2022). Additionally, Wartini and Imaniyati (2018) underscored organizational commitment as pivotal in enhancing teacher performance. Oupen et al. (2020) highlighted the substantial contribution of transformational leadership in fostering organizational commitment. In contrast, Azizah et al. (2019) suggested that while transformational leadership may not positively influence organizational commitment, it does positively impact teacher

performance. It is imperative for school principals to maintain consistent and effective leadership, foster closer relationships with teachers, and encourage active involvement in problem-solving initiatives. Regular weekly or monthly coordination meetings are crucial for facilitating this engagement. Furthermore, ensuring the stability of essential learning support facilities such as the school Internet is essential as it is perceived as vital for educators' teaching and learning processes.

Teacher competence plays a crucial role in influencing their performance. [Adam et al. \(2020\)](#) confirmed that teacher competence significantly affects organizational commitment. Moreover, teacher competence, along with transformational leadership, impacts teacher performance, and transformational leadership amplifies the effect of teacher competence on performance ([Effendhi & Mindarti, 2018](#)). Conversely, [Rosidi and Santosa \(2019\)](#) found that professional competence does not positively or significantly affect teachers' organizational commitment.

Teacher competence did not significantly influence their performance. [Rosidi and Santosa \(2019\)](#) provided empirical evidence that professional competence has no effect on teachers' organizational commitment. By contrast, [Adam et al. \(2020\)](#), [Ramadhan et al. \(2020\)](#) demonstrated that competence positively and significantly affects organizational commitment. However, [Nelly et al. \(2024\)](#) emphasized the critical role of lecturer competence in academic scholars' performance, highlighting the importance of transformational leadership in fostering these competencies and thereby enhancing university lecturers' work performance.

Organizational commitment did not significantly influence teachers' performance. However, [Kanya et al. \(2021\)](#), [Ridwan and Sopandi \(2019\)](#), and [Zein and Hadijah \(2018\)](#) confirmed that organizational commitment positively and significantly influences teacher performance. These findings underscore the varying perspectives and conclusions drawn from different studies on the relationship between organizational commitment and teacher performance.

Transformational leadership had no significant effect on teachers' performance. [Monica et al. \(2021\)](#) discovered that organizational commitment does not effectively mediate the impact of transformational leadership on teacher performance. Conversely, [Andini \(2020\)](#) asserted that transformational leadership positively and significantly influences organizational commitment and teacher performance, indirectly affecting teacher performance through organizational commitment. Moreover, [Mubarak and Darmanto \(2015\)](#) identified a positive influence of transformational leadership on employee performance, mediated by organizational commitment.

Teacher competence does not directly affect teacher performance through organizational commitment. [Samtono \(2020\)](#) verified that teacher competence positively influences organizational commitment and subsequently impacts teacher performance, whereas organizational commitment does not act as a mediator between teacher competence and performance. [Nurmuheemin \(2022\)](#) demonstrated the direct influence of competence on teacher service quality through organizational commitment. Competence affects organizational commitment, which in turn influences teacher performance ([Sari et al., 2020](#)).

Leaders practicing transformational leadership prioritize systemic improvements such as enhancing teacher collaboration, refining assessment regulations, and optimizing school management practices. This approach is crucial for promoting deeper learning and should involve recruiting and training more leaders ([Sliwka, 2024](#)). School principals should foster closer communication with teachers, addressing not only assignments, but also school-wide issues. This inclusive approach values teachers' input in superior-subordinate relationships. Principles can further motivate teachers by improving task delegation and ensuring consistency. Recognizing teacher efforts through awards such as certificates and incentives is essential. Maintaining intimate communication and involving families in activities such as gatherings can strengthen school relationships.

Conclusion

Several conclusions can be drawn regarding the effects examined. Transformational leadership significantly impacts both teacher and organizational commitments. Competence positively affects organizational commitment but does not affect teacher performance. Similarly, organizational commitment does not influence teacher performance. Additionally, Transformational Leadership did not exert a significant effect on Teacher Performance through Organizational Commitment. Teacher Competence also does not significantly affect teacher performance through Organizational Commitment. These findings underscore the intricate relationships between leadership styles, competencies, organizational commitment, and teacher performance within educational settings. School stakeholders, including principals and teachers, are expected to maintain consistent adherence to existing rules, support the development of teacher competencies, and foster motivation and appreciation to enhance teachers' performance in alignment with their responsibilities. Teachers should be esteemed as valuable assets and integral members of institutional communities.

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