The impact of transformational leadership on teachers' organizational commitment: Examining workplace spirituality and psychological empowerment

(iD) **Maha Mohammed S Algohani[1]**

(iD) **Al-Amin Mydin[2]+**

[1,2]*Department of School of Educational Studies, Universiti Sains Malaysia Penang, Malaysia.*
[1]*Email: mahaalgohani@student.usm.my*
[2]*Email: alamin@usm.my*

(+ Corresponding author)

ABSTRACT

This research explores the details of Transformational Leadership and its effects among school participants in Al Madinah Al Munawwarah on a few factors, including Workplace Spirituality (WS) and Teachers' Organizational Commitment (TOC) in intermediate schools. The study conducted a cross-sectional survey of 389 teachers using questionnaires that included Teachers' Organizational Commitment (TOC), Workplace Spirituality (WS), the Transformational Leadership Questionnaire (TL), and Psychological Empowerment (PE). The study showed that Transformational Leadership Commitment has a profound effect on Workplace Spirituality and Teachers' Organizational Commitment. At the same time, Workplace Spirituality also has a significant impact on Teachers' Organizational Commitment. As a result, the findings indicated that Workplace Spirituality has been a partial mediator between Transformational Leadership and Teachers' Organizational Commitment. Additionally, various degrees of Psychological Empowerment supported the role of a mediator between different levels of Transformational Leadership and Teachers' Organizational Commitment. This enhances our understanding of these relationships. The study also emphasizes the collaboration of Transformational Leadership, Workplace Spirituality, Psychological Empowerment, and Teachers' Organizational Commitment in intermediate schools in Al Madinah Al Munawwarah. The established mediation effect of Workplace Spirituality and the research on Psychological Empowerment as a moderator have important implications for educational management systems. The study highlights the importance of understanding the relationship between leadership strategies, workplace dynamics, and psychological factors in fostering teacher commitment and improving the educational environment, leading to better educational outcomes and sustainable growth.

Contribution/Originality: The main focus of the study is on examining the effect of Transformational Leadership (TL) on Workplace Spirituality (WS) and Teachers' Organizational Commitment (TOC). It also investigates the mediating and moderating roles of workplace spirituality and psychological commitments between Transformational Leadership and Teachers' Organizational Commitment. The study's results suggest the need for the development of effective leadership strategies that enhance teacher commitment and contribute to improving the educational environment, leading to better educational outcomes and sustainable growth within educational institutions.

1. INTRODUCTION

In schools, leadership involves motivating and focusing on teachers to play their part in the organization's growth and to fulfill its objectives (Greimel, Kanbach, & Chelaru, 2023). Firstly, James McGregor Burns used the term "Transformational Leadership" in a political context. Later, Bernard Bass used this term in an organizational context

(Makruf, 2017). Transformational leadership focuses on achieving targets and actions according to the organization's direction to attain previously unattainable goals. The term "transform" indicates that it necessitates changes in organizational structure. This leadership style does not hesitate to assign high-level tasks and authority to subordinates in various situations (Andriani, Kesumawati, & Kristiawan, 2018). It also has a greater impact on organizational performance and individual commitment to the organization.

Teachers' organizational commitment is an indicator of assessing the progress of educational reform and the school's role, which states that committed teachers can help the school accomplish its vision and objectives.(Utami, Sapta, Verawati, & Astakoni, 2021). Transformational leadership considerably affects teaching practices (Luyten & Bazo, 2019). However, the effect is not direct but rather indirect through professional learning communities and teacher learning. They are consistent with the views of Leithwood, Sun, and Schumacker (2020), who believed that the quality of teaching and school leadership plays an important role in improving students' achievement (Kilag & Sasan, 2023). Additionally, workplace spirituality impacts transformational leadership, as it is essential for improving the learning environment. Recognizing that teachers possess an inner life enriched by their work and community is crucial, as it aligns with the cultural values of collaboration and mutual support prevalent in society (Astakoni et al., 2022). Additionally, the importance of workplace spirituality can be linked to its impact on teachers' emotional and psychological well-being, which, in turn, influences their commitment to the educational process (Utami et al., 2021).

Resultantly, understanding why these four variables must be considered is important. The current study selects these variables as independent variables (IV), dependent variables (DV), mediators, and moderators because of their relationships and significant effects on educational outcomes. Taking the example of transformational leadership, which is considered an independent variable since it directly affects teachers' organizational commitment (DV) (Sugeng, 2022), it also functions as a mediator that enhances workplace spirituality and improves the school environment (Sapta, Rustiarini, Kusuma, & Astakoni, 2021). Furthermore, psychological empowerment acts as a moderator, fostering the interconnectedness between transformational leadership and teachers' organizational commitment by enhancing teachers' sense of effectiveness and ownership in their professional roles (Schermuly, Creon, Gerlach, Graßmann, & Koch, 2022). Researchers can get details of how to efficiently implement educational policies and leadership practices that endorse teachers' commitment and expand students' performance by studying these dynamics specifically within Saudi Arabia. This relative emphasis not only explains the significance of these variables but also explains their selection in the study, supporting the wider goals of educational reform as defined in the Kingdom's Vision 2030 (Alharbi, 2022).

The consequences of transformative leadership on employee commitment have been widely studied, particularly in the educational sector where it is critical to teachers' dedication. Understanding organizational dynamics and positive teacher commitments requires knowing how transformational leadership affects teachers' commitment. This research contributes to the existing literature in two significant ways. First, it elucidates how workplace spirituality strengthens the link between transformational leadership and teachers' organizational commitment. Second, it investigates the specific conditions under which psychological empowerment affects this relationship.

1.1. Study Significance

This study not only enhances theoretical knowledge but also provides essential insights for improving educational practices, thereby contributing to the advancement of the educational environment in Al Madinah Al Munawwarah and aligning with larger aspirations for development.

1.2. Research Objectives

Keeping in view the focus of current research, the following research objectives are formulated.

- To analyze the influence of different dimensions of transformational leadership on various aspects of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah.

- To analyze the influence of different dimensions of Transformational Leadership on various aspects of Workplace Spirituality behavior in intermediate schools in Al Madinah Al Munawwarah.
- To analyze the influence of different dimensions of workplace spirituality on various dimensions of teachers' organizational commitment in intermediate schools in Al Madinah Al Munawwarah.
- To analyze the mediating effect of different dimensions of workplace spirituality on the relationship between dimensions of transformational leadership and dimensions of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah.
- To analyze the moderating effect of different dimensions of psychological empowerment on the relationship between dimensions of transformational leadership and dimensions of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah.

1.3. Research Questions

This research is carried out to answer the following research questions.

1. Is there any significant influence of different dimensions of Transformational Leadership on various aspects of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah?
2. Is there any significant influence of various dimensions of Transformational Leadership on different aspects of Workplace Spirituality behavior in intermediate schools in Al Madinah Al Munawwarah?
3. Is there any significant influence of different dimensions of workplace spirituality on various dimensions of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah?
4. Is there any mediating effect of different dimensions of workplace spirituality on the relationship between dimensions of transformational leadership and dimensions of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah?
5. Is there any moderating effect of different dimensions of psychological empowerment on the relationship between dimensions of transformational leadership and dimensions of teachers' organizational commitment behavior in intermediate schools in Al Madinah Al Munawwarah?

2. LITERATURE REVIEW

2.1. Transformational Leadership

The idea of transformational leadership was first presented by Burns (1978) who strongly emphasized motivations, ideals, and interpersonal interactions. This concept was later developed by Burns, who proposed that transformational leaders and their followers alter people and organizations by elevating one another morally and ethically (Bass & Riggio, 2006; Jackson, 2021). Transformational leadership is fundamentally about motivation and inspiration, requiring principals to guide teachers toward achieving organizational objectives (Abubakar & Ahmed, 2021). This leadership style is crucial for effective management and innovation, fostering an environment where teachers feel valued and motivated to embrace change. Thus, transformational principles provide vision and support, encouraging subordinates to develop their own goals and aspirations (Lee, Avgar, Park, & Choi, 2019).

Above all, effective transformational principals are charismatic, motivating, and show personal attention (Matnazarova, 2022). Ultimately, their leadership improves organizational and individual performance by fostering dedication and alignment with common objectives. Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration are the four primary components of Transformational Leadership (Abu-Rumman, 2021; Bass & Riggio, 2006). These components foster strong relationships within the workplace, enhancing collaboration and participation. Research shows that apart from Transformational leadership, Teachers' Organizational Commitment, Workplace Spirituality, and Psychological Empowerment impact organizational performance. Further detail of these factors is given in the upcoming text.

2.2. Teacher's Organizational Commitment

One important factor affecting schools' efficacy and performance is teachers' organizational commitment (Utami et al., 2021). Since schools are primarily social institutions, staff conduct directly impacts how well they succeed. Organizational commitment among teachers is fundamental to educational quality because it enhances student learning and contributes to positive educational outcomes (Hulpia, Devos, & Van Keer, 2011; Murphy & Torff, 2015; Sun & Leithwood, 2015). When teachers are personally invested in their schools, they are more likely to remain with the organization and actively contribute to its mission (Rani & Samuel, 2019).

Transformational leadership profoundly impacts teacher commitment and the learning environment (Ausat, Suherlan, Peirisal, & Hirawan, 2022). For example, in many Saudi schools, principals who adopt a transformational leadership style engage teachers in decision-making processes and empower them to take ownership of their roles (Ahmed, 2021). This involvement can lead to increased job satisfaction and dedication among teachers. When teachers feel valued and part of a shared vision, their commitment to the school's goals strengthens, positively affecting student engagement and learning outcomes. Schools that incorporate professional development programs led by transformational principals often report enhanced collaboration among staff, innovative teaching practices, and improved student performance (Zhang, Huang, & Xu, 2022).

2.3. Workplace Spirituality

Workplace spirituality is an important factor that has a big impact on an organization's success and performance. According to studies like those by Aboobaker, Edward, and Zakkariya (2019), the idea of workplace spirituality refers to how teachers' spiritual lives are influenced by their workplace. Scholars first started examining the relationship between spirituality and work performance in the early 1990s, when academic interest in workplace spirituality emerged (Astakoni et al., 2022; Jurkiewicz, 2010). Although teacher spirituality is considered a personal aspect related to self-actualization (Mahipalan, Sheena, & Muhammed, 2019) research has shown (Boddy, 2014; Crawford, Hubbard, Lonis-Shumate, & O'Neill, 2008; Houghton, Neck, & Krishnakumar, 2016; Petchsawang & Duchon, 2012; Rego, Pina Cunha, & Souto, 2007) a positive relationship between workplace spirituality and teacher work commitments, including job satisfaction, organizational commitment, organizational citizenship behavior (OCB), and overall organizational performance. Therefore, fostering positive feelings in the workplace has significant implications for individual outcomes and organizational performance.

Furthermore, the consciousness of an inner presence that inspires and nourishes via pertinent community contribution is what is meant by workplace spirituality. This gives teachers a sense of purpose and joy by offering a framework for corporate values that improve culture and assist their spiritual development via their work (Hunsaker & Ding, 2022). Studies indicate that transformational leadership is important in enhancing teacher spirituality, leading to increased organizational commitment (Gunawan et al., 2021). It is suggested that teachers who feel positive emotions in school will be more motivated to commit to the institution. However, there is no consensus on workplace spirituality, which can be distinguished between personal and organizational spirituality.

2.4. Psychological Empowerment

Psychological empowerment is a key factor influencing organizational performance and teacher satisfaction in various industries. It is the process of giving educators the freedom to make their own decisions, which enables them to successfully handle overwhelming workloads (Schermuly et al., 2022). Research has shown that psychological empowerment positively correlates with crucial work commitments such as job satisfaction, intrinsic motivation, and organizational commitment (Mathew & Nair, 2022; Spreitzer, 1995). Studies indicate that transformational leadership significantly enhances psychological empowerment, leading to positive organizational behaviors. For example, Alharbi et al. (2019) examined the mediating part of psychological empowerment in the association between transformational leadership and teacher creativity within government organizations in Riyadh. Their findings

discovered that transformational leadership has a significant positive relationship with creativity and organizational innovation, highlighting the mediatory role of psychological empowerment.

With the increasing global interest in psychological empowerment, there is still limited research done in educational institutions within Saudi Arabia. A study by Jomah (2017) at King Saud University established that increased levels of psychological empowerment are linked with organizational commitment among employees. Overall, psychological empowerment is important for uplifting organizational commitment and nurturing a positive work environment (Malik, Sarwar, & Orr, 2021). The conclusions from global studies, as well as limited research in Saudi Arabia, suggest that educational principals need to incorporate psychological empowerment strategies within their institutions. Principals can significantly enhance teacher performance and overall organizational effectiveness by emphasizing this empowerment, ultimately leading to improved educational outcomes. However, further research is necessary to fully understand the effects of psychological empowerment within the unique context of Saudi education.

2.5. Mediation of Workplace Spirituality in Direct Relation with Transformational Leadership and Organizational Commitment Behavior

By studying the connection between Transformational Leadership and organizational commitment among workers, especially educators, we believe workplace spirituality has a very keen mediating role. Transformational leadership is recognized as the most successful approach for fostering organizational commitment because it motivates principals to put their employees' professional growth and welfare first (Ali & Farid, 2016; Greimel et al., 2023). Transformational leadership ominously influences organizational commitment behavior by intermediating workplace spirituality, enhancing employees' insights into meaningfulness, community, and configuration with organizational morals.

Those studies explain this relationship in more detail, which studies how workplace spirituality affects different teacher commitments and conduct. For instance, Garg, Punia, and Jain (2019) observed the assisting role of organizational citizenship performance in the connection between workplace spirituality and job satisfaction, supporting the idea that workplace spirituality can have an important effect on organizational commitment. Furthermore, Organizational commitment serves as a mediator between transformational leadership, workplace spirituality, and teacher performance. These results support that workplace spirituality mediates the relationship between transformational leadership and organizational commitment.

2.6. Psychological Empowerment, Transformational Leadership, and Teacher Organizational Commitment behavior's Relationship among Each other

The procedure through which people become in charge of their work and have a sense of independence is identified as psychological empowerment. Regarding teachers, it contains their opinions of their efficiency, implication, and influence in their work (Schermuly et al., 2022). Research opines that Psychological Empowerment is important for increasing teacher commitment, but also moderates the effect of Transformational Leadership on that commitment (Li, Liu, & Yang, 2024). Several research works reveal that when teachers experience high levels of Psychological Empowerment, the optimistic effects of Transformational Leadership on their organizational commitment are augmented. For example, Afsar and Umrani (2020) thought transformational principals could encourage creativity and commitment among teachers by improving Psychological Empowerment. This proposes that Psychological Empowerment improves the efficiency of leadership practices, permitting transformational principals to nurture a more dedicated teaching staff.

Keeping in view the literature support, it is being hypothesized that.

H_1: There is a significant effect of the scope of Transformational Leadership on various dimensions of teachers' organizational commitment in intermediate schools in Al Madinah Al Munawwarah.

H₂: There is a significant effect of various aspects of Transformational Leadership on multiple dimensions of Workplace Spirituality in intermediate schools in Al Madinah Al Munawwarah.

H₃: There is a significant effect of various aspects of Workplace Spirituality on multiple dimensions of teachers' organizational commitment in intermediate schools in Al Madinah Al Munawwarah.

H₄: Workplace spirituality dimensions have an important mediating effect between the dimensions of transformational leadership and teachers' organizational commitment in intermediate schools in Al Madinah Al Munawwarah.

H₅: Psychological empowerment dimensions have an important moderating effect between the dimensions of transformational leadership and the dimensions of teacher organizational commitment in intermediate schools in Al Madinah Al Munawwarah.

2.7. Theoretical Framework

The theoretical framework developed for this study aligns with the Leader-Member Exchange (LMX) theory, which emphasizes the quality of relationships between principals and their supporters. This theory supports the idea that effective leadership can enhance teacher engagement and commitment, thereby improving understanding of how Transformational Leadership can influence teachers' organizational commitment through various mechanisms.

Inclusively, the theoretical framework focuses on how organizational commitment, psychological empowerment, and transformational leadership interrelate in complex ways. It also focuses on how these ideas depend on one another and how they help create an understanding learning environment in schools. Understanding these relationships is crucial to creating leadership tactics that improve teacher dedication and student achievement. As I broaden the framework, I see how crucial it is to investigate how these variables interact in various educational environments, especially in Saudi Arabia. Future studies should concentrate on pinpointing certain aspects of psychological empowerment that transformational principals might use to boost teacher dedication and foster a supportive environment that supports academic success. The theoretical framework of the current research is presented in Figure 1.
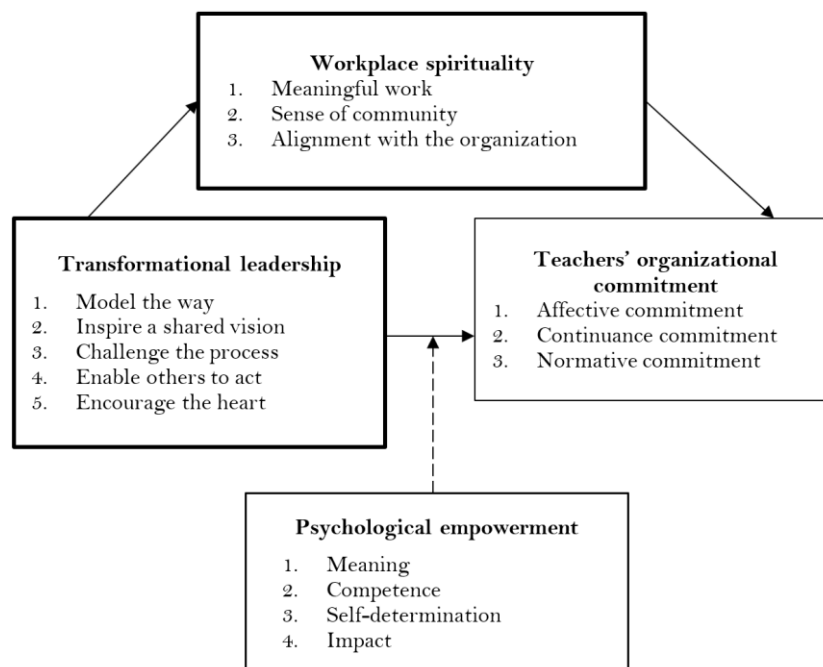

Figure 1. Theoretical framework of the study.

3. METHODOLOGY

3.1. Research Design

In view of the purpose and research questions, the current study adopted a quantitative research method to test the research hypotheses. Quantitative research is a method of examining objective theories by assessing the

connection between variables. Quantitative data and analyses rely heavily on numbers representing beliefs or concepts; these numbers are only as good as the researcher's ability to determine relationships accurately. Generally, there are two main categories of quantitative research designs: experimental and non-experimental. For this study, it was necessary to use the non-experimental quantitative method. Specifically, a survey research design was chosen, where data was collected through multiple quantitative survey questionnaires.

3.2. Population and Sample

The population for the current research consisted of all teachers teaching in intermediate schools in Al-Madinah Al-Munawwarah, Kingdom of Saudi Arabia, during the 2021–2022 academic year. This study includes public intermediate schools. The total number of intermediate schools in Al-Madinah Al-Munawwarah is 204. The total number of teachers in these schools is 4,565, with 2,310 females and 2,255 males. According to Krejcie and Morgan's table, the appropriate sample size for a population of this size is 354. Therefore, the sample size for this study was 354 participants.

The present study used a cluster sampling technique to draw a representative sample of teachers. There are thirteen administrative regions in the KSA (Ministry of Education, 2018). Each region includes its educational district; indeed, each follows the MOE. According to the Ministry of Education (2018), the total number of intermediate schools for male and female students in all districts in Al-Madinah Al-Munawwarah is 204 schools. Therefore, these 204 schools were considered a unit of sampling. In the details of sampling, first, researchers used simple random sampling to select an equal number of schools from each educational district in Al-Madinah Al-Munawwarah. To calculate the number of clusters, the researcher must divide the total expected sample size by the average number of teachers in each school. The researcher thus divided 500 by 25; the result is 20 schools, approximately four from each educational district (two female and two male schools). Thus, the total number of schools was 20 intermediate schools in Al-Madinah Al-Munawwarah. Second, approximately 80 teachers were randomly selected from each district. It is important to note that the total number of teachers surveyed (500) exceeded the specified sample size to ensure that approximately 354 teachers returned completed questionnaires.

3.3. Research Instrument

In this study, the researcher used one type of instrument to collect data from respondents. For the quantitative method, the researcher employed a questionnaire. The questionnaires were developed and adapted to gather the necessary information for the study, which aimed to investigate the influence of Transformational Leadership on Teachers' Organizational Commitment, with Workplace Spirituality serving as a mediator and Psychological Empowerment as a moderator. Consequently, four questionnaires were used in this research.

3.4. Validity and Reliability of the Research

Validity and reliability are crucial for ensuring the accuracy of instruments. Before conducting a pilot study, face, content, and expert validity were assessed. The reliability of the research instrument was tested using the Cronbach's alpha value. Two Arabic-speaking doctors translated and modified the pre-existing questionnaires before they were distributed to subject-matter specialists. Before face validity, the four components of the instrument underwent verification by professionals in their respective domains. Five experts with extensive knowledge in management, administration, and leadership of education were provided with a questionnaire to rate the appropriateness and accuracy of each item. Additionally, face validity was established by distributing the questionnaires to five intermediate public-school instructors who reviewed the instrument from various perspectives. The feedback provided led to improvements, such as reworking sentences and correcting spelling errors. The questionnaire analysis from these experts and language specialists confirmed that the content validity of the items was appropriate for use and had validity in terms of content.

3.5. Data Analysis

The unit of analysis for this study is the school. The data obtained from the questionnaires distributed to the respondents were analyzed using IBM SPSS Statistics software version 4.0. After the researcher recorded all the data from the questionnaires, four stages were conducted to analyze the collected data. The first stage involved descriptive analysis using normality tests.

The second stage was exploratory factor analysis (EFA). The third stage included calculating the mean and standard deviation. The fourth stage involved regression analysis, as well as mediator and moderator analysis. These four stages were essential in this study, and hypothesis testing was performed in the final stage. Considering the research objectives, this study focused on hypothesis testing.

4. RESULTS

4.1. Influence of Transformational Leadership on Teachers' Organizational Commitment

Correlation and multiple regression analyses were performed to determine the relationships between transformational leadership indicators and teachers' organizational commitment dimensions. This approach provides a clear understanding of how these indicators were measured and the data used in the analysis, thereby enhancing the reliability of the findings (Table 1).

Table 1. Influence of transformational leadership on teachers' organizational commitment.

Transformational leadership	Teachers' organizational commitment		
	Affective commitment	Continuance commitment	Normative commitment
Model the way	–0.15	–0.07	0.07
Inspired shared vision	0.14*	0.09	0.16*
Challenging the process	–0.09	0.19*	0.05
Enable others to act	0.36*	–0.04	0.20*
Encourage the threat	0.16*	0.23*	0.04
R	0.44	0.36	0.34
R^2	0.19	0.13	0.12
$R^2\Delta$	0.197	0.130	0.121
F*	18.75*	11.39*	10.573*

Note: *Significant at $p < 0.05$.

Based on the above three multiple regression analyses, it can be concluded that transformational leadership significantly influences teachers' organizational commitment in all three domains: affective commitment, continuance commitment, and normative commitment. Therefore, the hypothesis is accepted, indicating a significant effect of transformational leadership on teachers' organizational commitment.

4.2. Influence of Transformational Leadership on Workplace Spirituality

Additional multiple regression analyses were conducted to assess the significant effects of Transformational Leadership and Workplace Spirituality. Transformational Leadership comprises five indicators: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Workplace Spirituality has three dimensions: Meaningful Work, Sense of Community, and Alignment with Organizational Values.

These five dimensions served as independent variables to predict teachers' perceptions of Meaningful Work, Sense of Community, and alignment with organizational values (Table 2).

Table 2. Influence of transformational leadership on workplace spirituality.

Transformational leadership	Workplace spatiality		
	Meaningful work	Sense of community	Alignment with organizational values
Model the way	-0.13	-0.04	0.04
Inspire a shared vision	0.32*	0.31*	0.21*
Challenging the process	-0.04	-0.09	-0.03
Enable others to act	0.23*	0.24*	0.35*
Encourage the threat	0.20*	0.07	0.06
R	0.53	0.58	0.57
R^2	0.282	0.34	0.33
$R^2\Delta$	0.282	0.345	0.331
F*	30.06*	40.33*	37.87*

Note: *Significant at $p < 0.05$.

Based on the above three multiple regression analyses, it can be concluded that Transformational Leadership significantly influences Workplace Spirituality in all three domains: meaningful work, sense of community, and alignment of organizational values. Thus, the null hypothesis (Ha3) is accepted. Results also show that two indicators in Transformational Leadership, modeling the way and challenging the process, were not significant predictors of workplace spirituality, suggesting that these specific dimensions may require further exploration to understand their roles in the context of workplace spirituality.

4.3. Influence of Workforce Spirituality on Teachers' Organizational Commitment

Workplace spirituality has three dimensions: meaningful work, a sense of community, and alignment with organizational values. These three dimensions serve as independent variables for predicting teachers' affective commitment, continuance commitment, and normative commitment (Table 3).

Table 3. Influence of workplace spirituality on teachers' organizational commitment.

Workplace spirituality	Teachers' organizational commitment		
	Affective commitment	Continuance commitment	Normative commitment
Meaningful work	0.25*	0.21*	0.25*
Sense of community	-0.04	0.20*	0.08
Alignment of organization	0.30*	-0.10	0.09
R	0.48	0.32	0.39
R^2	0.23	0.10	0.15
$R^2\Delta$	0.230	0.104	0.158
F*	38.322*	14.923*	24.081*

Note: *Significant at $p < 0.05$.

It is interesting to note that these three factors of Workplace Spirituality have different effects on Affective Commitment, Continuance Commitment, and Normative Commitment. Factors related to meaningful work can predict teachers' Affective, Continuance, and Normative commitments. In contrast, a Sense of Community factor can only predict teachers' Continuance Commitment. Alignment with organizational values was a significant predictor of teachers' Affective Commitment. Moreover, it can be concluded that Workplace Spirituality has a 23% effect on teachers' Affective Commitment, a 10% effect on Continuance Commitment, and a 15% effect on Normative Commitment. Therefore, hypothesis 3 is accepted. The findings indicate that Workplace Spirituality is crucial in enhancing teachers' organizational commitment, although not all dimensions significantly predict each type of commitment.

Workplace Spirituality is hypothetically mediating in the relationship between Transformational Leadership and teachers' Organizational Commitment. The hypothesized proposed model for the mediation effect is a simple model by Hayes (2022) as depicted in Figure 2.
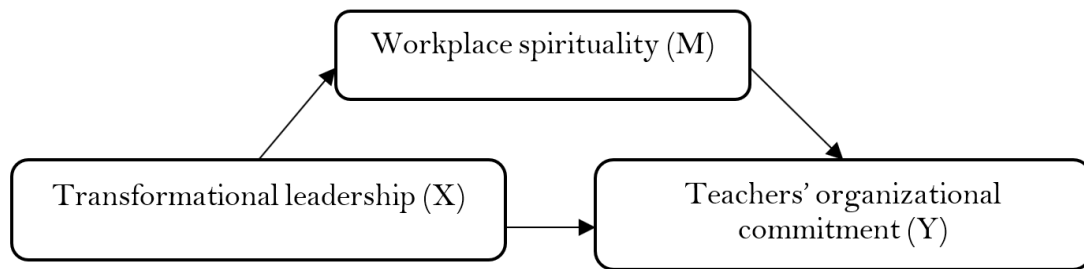
Figure 2. Mediation model.

Mediation analysis was used to investigate the hypothesis that Workplace Spirituality has a mediation effect between Transformational Leadership and Teachers' Organizational Commitment. Hayes (2022) PROCESS Macro v.4.0 was utilized to assess the significance of the mediation effects, specifically employing Model 4 for mediation analysis. In this analysis, the direct and indirect effects of the independent variables on the dependent variables were assessed, with Workplace Spirituality serving as the mediator. Bootstrapping techniques were implemented to generate confidence intervals (CIs) for the indirect effects, using 5000 bootstrap samples. This method is crucial as it allows for determining the statistical significance of mediation effects. Hierarchical multiple regression was performed to investigate the influence of interaction (Transformational Leadership*Psychological Empowerment) as a moderator in predicting the level of teacher organizational commitment after controlling for the region of intermediate schools in Al Madinah Al Munawwarah.

The study assessed the mediating role of Meaningful Work between the dimensions of Transformational Leadership and Teachers' Organizational Commitment dimensions. The results revealed a significant indirect effect of Model the Way on Affective Commitment ($\beta = 0.194$). Furthermore, the direct effect of Model the Way on Affective Commitment ($\beta = 0.127$, $t = 1.9063$, $p < 0.001$) was significant. Hence, Meaningful Work partially mediated the relationship between Model the Way and Affective Commitment. Additionally, the results revealed a significant indirect effect of Model the Way on Continuance Commitment ($\beta = 0.086$), supporting Ha4(a). The direct effect of Model the Way on Continuance Commitment ($\beta = 0.169$, $t = 3.2007$, $p < 0.001$) further confirmed this mediation. Moreover, Meaningful Work showed a significant indirect effect of Model the Way on Normative Commitment ($\beta = 0.085$). The direct effect of Model the Way on Normative Commitment ($\beta = 0.097$, $t = 2.7320$, $p < 0.001$) was also significant. The results revealed a significant indirect effect of Inspire a Shared Vision on Affective Commitment ($\beta = 0.214$), supporting Ha4(a). Furthermore, the direct effect of Inspire a Shared Vision on Affective Commitment ($\beta = 0.129$, $t = 2.0179$, $p < 0.001$) confirmed the significance of this mediation effect. Additionally, the results showed a significant indirect effect of Inspire a Shared Vision on Continuance Commitment ($\beta = 0.093$). The direct effect of Inspire a Shared Vision on Continuance Commitment ($\beta = 0.152$, $t = 2.9858$, $p < 0.001$) further validated this partial mediation.

Meaningful Work results indicated a significant indirect effect of Inspire a Shared Vision on Normative Commitment ($\beta = 0.093$), supporting Ha4(a). The direct effect of Inspire a Shared Vision on Normative Commitment ($\beta = 0.094$, $t = 2.7443$, $p < 0.001$) confirmed that Meaningful Work partially mediated this relationship. The results also revealed a significant indirect effect of challenging the Process on Continuance Commitment ($\beta = 0.064$). The direct effect of Challenge the Process on Continuance Commitment ($\beta = 0.236$, $t = 4.8982$, $p < 0.001$) further supported the significance of the mediation effect. Furthermore, Meaningful Work revealed a significant indirect effect of challenging the Process on Normative Commitment ($\beta = 0.068$). The direct effect of Challenge the Process on Normative Commitment ($\beta = 0.099$, t = 3.0164, p < .001) also highlighted its impact. The results also revealed a significant indirect effect of Enable Others to Act on Affective Commitment ($\beta = 0.183$). The direct effect of Enable Others to Act on Affective Commitment ($\beta = 0.366$, $t = 5.2367$, $p < 0.001$) confirmed the mediation role of Meaningful Work. Additionally, the results showed a significant indirect effect of Enable Others to Act on Continuance Commitment ($\beta = 0.103$). The direct effect of Enable Others to Act on Continuance Commitment ($\beta = 0.149$, $t = $

2.7383, $p < 0.001$) validated this finding, reinforcing the mediation effect. Finally, Meaningful Work results revealed a significant indirect effect of Enable Others to Act on Normative Commitment ($\beta = 0.094$). The direct effect of Enable Others to Act on Normative Commitment ($\beta = 0.127$, $t = 3.5114$, p < .001) confirmed that Meaningful Work partially mediated this relationship.

Moreover, Meaningful Work results showed a significant indirect effect of Encouraging the Heart on Continuance Commitment ($\beta = 0.105$). The direct effect of Encourage the Heart on Continuance Commitment ($\beta = 0.294$, $t = 4.4307$, $p < .001$) confirmed this mediation effect. Finally, Meaningful Work results indicated a significant indirect effect of Encouraging the Heart on Normative Commitment ($\beta = 0.125$). The direct effect of Encourage the Heart on Normative Commitment ($\beta = 0.120$, $t = 2.6745$, $p < 0.001$) also confirmed this mediation.

5. DISCUSSION ON FINDINGS

This study's results demonstrate that transformational leadership significantly impacts workplace spirituality. This demonstrates unequivocally that when the organization's principals exhibit transformational leadership traits, their subordinates' workplace spirituality rises. The finding shows three dimensions practiced in the schools: Meaningful Work, Sense of Community, and Alignment with Organization Values. This shows that Leadership Practices can influence Workplace Spirituality by promoting leadership behaviors that align with the values and principles of a spiritually fulfilling workplace. When principals model, inspire, challenge, enable, and encourage in ways that resonate with employees' sense of purpose and meaning, it can contribute to a more spiritually rich and engaging work environment. This finding is also proved by research by Prabhu, Ramaprasad, Prasad, and Modem (2022), which has shown that shared transformational leadership induces workplace spirituality and team reflexivity among team members. His research shows that workplace spirituality mediates the shared transformational leadership-team performance and shared transformational leadership-team reflexivity relationships. This research has also demonstrated that team reflexivity mediates the shared transformational leadership-team performance relationship.

The results also demonstrate that teachers' organizational commitment is significantly impacted by workplace spirituality. This clearly indicates that when school principals exhibit traits of workplace spirituality, their teachers' workplace spirituality also increases. The findings show three dimensions practiced in the intermediate cluster schools in Al Madinah Al Munawwarah: Affective Commitment, Continuance Commitment, and Normative Commitment. In summary, the practice of workplace spirituality by school principals can create a positive and nurturing work environment that enhances teachers' sense of meaning, values alignment, community, empowerment, recognition, and trust. These factors contribute to increased organizational commitment among teachers, leading to greater engagement and overall success in the school. The present study showed that the three variables—principal transformational leadership practices, workplace spirituality, and teachers' organizational commitment—are significantly correlated with each other. The analysis results indicated that principal transformational leadership practices (independent variable) were a significant predictor of both teachers' organizational commitment (dependent variable) and workplace spirituality (mediator).

Al-Mahdy, Emam, and Hassan (2021) also proved the finding that those studying the mediating role of teacher commitment (TC) on the association between workplace spirituality (WS) and organizational citizenship behavior (OCB) in Bahraini public schools used a cross-sectional survey design to examine a proposed conceptual model. Data were collected from 349 teachers in Bahraini public schools and analyzed using structural equation modeling (SEM). The results indicated that workplace spirituality, both directly and indirectly, influences teachers' affective commitment to their OCB.

Lastly, it was revealed in the present study that the three variables, principal Transformational Leadership practices, Psychological Empowerment, and Teachers' Organizational Commitment, significantly affect each other. Thus, the results of the analysis showed that principal Transformational Leadership practices (independent variable)

were a significant predictor for both Teachers' Organizational Commitment (dependent variable) and Psychological Empowerment (moderator). This finding is proved by the research of Tsang, Du, and Teng (2022), whose results show that transformational leadership and psychological empowerment negatively predicted teacher burnout, and the transformational leadership–teacher burnout relationship was mediated by psychological empowerment. Of the four dimensions of psychological empowerment, the meaning, self-determination, and competence dimensions significantly mediated the transformational leadership–teacher burnout relationship. Thus, transformational leadership alleviated teacher burnout by enhancing teachers' sense of work meaningfulness, self-determination, and competence.

5.1. Research Implications

Significant contributions to the current discussion in organizational psychology, cross-cultural management, and educational leadership are made by the theoretical implications of this study. This study advances our theoretical understanding of leadership dynamics within the unique context of the AI Madinah Al Munawwarah educational system by exploring the intricate relationships among transformational leadership, psychological empowerment, workplace spirituality, and teachers' organizational commitment. These theoretical insights guide future research endeavors and inform educational leadership practices, ultimately enhancing the educational experience for teachers and students.

In this study, by connecting the practical implications with the broader goals and initiatives of Vision 2030, Al Madinah Al Munawwarah educational institutions will contribute significantly to transforming Saudi Arabia's educational landscape. This placement helps to ensure that educational improvements and modifications in Al Madinah Al Munawwarah align with the wider national vision for the future.

The methodological suggestions of this work are multilayered. First, establishing that surveys are socially adaptive enhances the variety of applications for research instruments. Second, a strong organizational foundation is demonstrated by using well-known statistical analysis techniques, including multiple regression, Pearson correlation, and SPSS. Ultimately, incorporating SPSS Macros and Hierarchical Multiple Regression demonstrates advancements in data analysis capabilities and facilitates in-depth variable assessments. These methodological details provide researchers with a comprehensive outline for guiding future studies in similar contexts and exploring the multifaceted aspects of educational leadership and organizational psychology.

5.2. Recommendations

Recommendations are as follows:

a. Educational institutions in the Kingdom of Saudi Arabia, especially schools in Al Madinah Al Munawwarah, should emphasize the development of transformational leaders. They should implement leadership development programs focused on modeling techniques, inspiring collective ideas, testing processes, empowering others to act, and inspiring the heart.

b. Schools should identify the implications of psychological empowerment in enhancing teachers' commitment. To encourage psychological empowerment, educational principals should create a work environment that inspires independence, provides opportunities for skill development, and ensures that teachers' voices are heard in decision-making processes.

c. Building a workplace that cultivates spirituality among teachers can contribute to their responsibilities in the school. Educational institutions should focus on practices that promote effective work, a sense of community, and alignment with the school's mission and morals. This could involve ethical leadership, mindfulness programs, and encouraging a positive school culture.

d. As the study proposes, the relationship between leadership, commitment, spirituality, and empowerment may differ across various cultural backgrounds. Therefore, educational principals should consider cross-cultural training to better understand the cultural dynamics within their school environment.

e. Schools should focus more on daily feedback mechanisms to evaluate teachers' perceptions of leadership, workplace spirituality, and psychological empowerment. Continuous evaluation can help identify areas for improvement and adjust leadership strategies to meet teachers' needs effectively.

f. Educational policies and rules must abide by principles of Transformational Leadership, Workplace Spirituality, and Psychological Empowerment. Schools should promote effective policies that support a positive work environment.

g. Create mentorship programs within schools to facilitate the development of transformational leadership skills and to support new teachers. Experienced teachers can motivate and assist newcomers, fostering a sense of belonging and responsibility.

h. Lastly, educational institutions should not lose focus on the long-term vision of the Kingdom of Saudi Arabia's education system, which includes supporting the goals established by Vision 2030.

6. CONCLUSION

This research examines the relationship between Transformational Leadership, Teachers' Organizational Commitment, Workplace Spirituality, and Psychological Empowerment in Al Madinah Al Munawwarah, Saudi Arabia. The results provide both theoretical and practical insights into these relationships, emphasizing the flexibility of Transformational Leadership principles and the role of Psychological Empowerment in enhancing teachers' commitment. The study also contributes to the literature on Workplace Spirituality, highlighting its mediating role in improving teachers' organizational commitment. The specific focus on Al Madinah Al Munawwarah offers detailed, context-specific insights, aiming to promote Transformational Leadership behaviors among educational principals to improve teachers' commitment and well-being. The findings support Saudi Arabia's Vision 2030 and offer detailed guidance for educational leaders, policymakers, and researchers. Furthermore, the study's results align with Saudi Arabia's goals for educational excellence and progress, underscoring the vital role of leadership and empowerment in achieving these objectives.

REFERENCES

Aboobaker, N., Edward, M., & Zakkariya, K. A. (2019). Workplace spirituality, employee wellbeing and intention to stay: A multi-group analysis of teachers' career choice. *International Journal of Educational Management, 33*(1), 28-44. https://doi.org/10.1108/ijem-02-2018-0049

Abu-Rumman, A. (2021). Transformational leadership and human capital within the disruptive business environment of academia. *World Journal on Educational Technology: Current Issues, 13*(2), 178-187. https://doi.org/10.18844/wjet.v13i2.5652

Abubakar, A., & Ahmed, S. (2021). The effect of a transformational leadership style on the performance of universities in Nigeria. *Pakistan Journal of Educational Research and Evaluation, 2*(1), 59-76.

Afsar, B., & Umrani, W. A. (2020). Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity and innovation climate. *European Journal of Innovation Management, 23*(3), 402-428. https://doi.org/10.1108/ejim-12-2018-0257

Ahmed, E. I. (2021). The relationship between principals' transformational leadership and teachers' work engagement in Saudi Arabia. *International Journal of Innovation, Creativity and Change, 15*(2), 378-398.

Al-Mahdy, Y. F. H., Emam, M., & Hassan, T. (2021). Workplace spirituality and organizational citizenship behavior among teachers in bahrain: Commitment as a mediator. *Journal of Beliefs & Values, 43*(3), 301-319. https://doi.org/10.1080/13617672.2021.1957601

Alharbi, K. A., Alharbi, A. A., Al-Thunayyan, F. S., Alsuhaibani, K. A., Alsalameh, N. S., Alhomaid, M. H., . . . Hamid, P. F. (2019). School's teachers knowledge about autism in Al-Badaya city, Al-Qassim Region, Kingdom of Saudi Arabia. *Materia Socio-Medica, 31*(1), 4-9.

Alharbi, M. M. H. (2022). Kingdom vision 2030 and the women's empowerment in Saudi Arabia: An empirical investigation. *International Journal of Islamic Thought, 21*, 62-73. https://doi.org/10.24035/ijit.21.2022.226

Ali, S., & Farid, F. (2016). *Effect of transformational leadership on job satisfaction and organizational commitment.* Humanistic Management Network, Research Paper Series, No. 02/16.

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific & Technology Research, 7*(7), 19-29.

Astakoni, I. M. P., Sariani, N. L. P., Yulistiyono, A., Sutaguna, I. N. T., Utami, N. M. S. (2022). Spiritual leadership, workplace spirituality and organizational commitment; Individual spirituality as moderating variable. *Italienisch, 12*(2), 620-631.

Ausat, A. M. A., Suherlan, S., Peirisal, T., & Hirawan, Z. (2022). The effect of transformational leadership on organizational commitment and work performance. *Journal of Leadership in Organizations, 4*(1), 61-82. https://doi.org/10.22146/jlo.71846

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). New York: Psychology Press.

Boddy, C. R. (2014). Corporate psychopaths, conflict, employee affective well-being and counterproductive work behaviour. *Journal of Business Ethics, 121*(1), 107-121. https://doi.org/10.1007/s10551-013-1688-0

Burns, J. M. (1978). *Leadership.* New York: Harper & Row.

Crawford, A., Hubbard, S. S., Lonis-Shumate, S. R., & O'Neill, M. (2008). Workplace spirituality and employee attitudes within the lodging environment. *Journal of Human Resources in Hospitality & Tourism, 8*(1), 64-81. https://doi.org/10.1080/15332840802274445

Garg, N., Punia, B. K., & Jain, A. (2019). Workplace spirituality and job satisfaction: Exploring mediating effect of organization citizenship behaviour. *Vision: The Journal of Business Perspective, 23*(3), 287-296. https://doi.org/10.1177/0972262919850928

Greimel, N. S., Kanbach, D. K., & Chelaru, M. (2023). Virtual teams and transformational leadership: An integrative literature review and avenues for further research. *Journal of Innovation & Knowledge, 8*(2), 100351. https://doi.org/10.1016/j.jik.2023.100351

Gunawan, I., Adha, M. A., Nurabadi, A., Irianto, J., Bafadal, I., & Juharyanto, J. (2021). The effect of instructional, transformational and spiritual leadership on elementary school teachers' performance and students' achievements. *Cakrawala Pendidikan, 40*(1), 17-31.

Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). New York: Guilford Press.

Houghton, J. D., Neck, C. P., & Krishnakumar, S. (2016). The what, why, and how of spirituality in the workplace revisited: A 14-year update and extension. *Journal of Management, Spirituality & Religion, 13*(3), 177-205. https://doi.org/10.1080/14766086.2016.1185292

Hulpia, H., Devos, G., & Van Keer, H. (2011). The relation between school leadership from a distributed perspective and teachers' organizational commitment: Examining the source of the leadership function. *Educational Administration Quarterly, 47*(5), 728-771. https://doi.org/10.1177/0013161x11402065

Hunsaker, W. D., & Ding, W. (2022). Workplace spirituality and innovative work behavior: The role of employee flourishing and workplace satisfaction. *Employee Relations: The International Journal, 44*(6), 1355-1371. https://doi.org/10.1108/ER-01-2021-0032

Jackson, M. (2021). Transformational leadership. *Academia Letters, 2745*, 1-4. https://doi.org/10.20935/AL2745

Jomah, M. S. (2017). Psychological empowerment and organizational commitment among employees in Saudi Arabian universities: A study at King Saud University. *Journal of Educational Administration, 55*(6), 617-634.

Jurkiewicz, C. L. (2010). The role of workplace spirituality in employee commitment. *Journal of Business Ethics, 91*(1), 29-39.

Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research, 1*(1), 63-73. https://doi.org/10.31098/aqr.v1i1.1380

Lee, E. K., Avgar, A. C., Park, W.-W., & Choi, D. (2019). The dual effects of task conflict on team creativity: Focusing on the role of team-focused transformational leadership. *International Journal of Conflict Management, 30*(1), 132-154. https://doi.org/10.1108/ijcma-02-2018-0025

Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of "The four paths model". *Educational Administration Quarterly, 56*(4), 570-599. https://doi.org/10.1177/0013161x19878772

Li, M., Liu, F., & Yang, C. (2024). Teachers' emotional intelligence and organizational commitment: A moderated mediation model of teachers' psychological well-being and principal transformational leadership. *Behavioral Sciences, 14*(4), 345. https://doi.org/10.3390/bs14040345

Luyten, H., & Bazo, M. (2019). Transformational leadership, professional learning communities, teacher learning and learner centred teaching practices; evidence on their interrelations in Mozambican primary education. *Studies in Educational Evaluation, 60*, 14-31. https://doi.org/10.1016/j.stueduc.2018.11.002

Mahipalan, M., Sheena, & Muhammed, S. (2019). Examining the role of workplace spirituality and teacher self-efficacy on organizational citizenship behaviour of secondary school teachers: An Indian scenario. *Vision: The Journal of Business Perspective, 23*(1), 80-90. https://doi.org/10.1177/0972262918821241

Makruf, I. (2017). Management of Arabic language learning integration in Islamic Boarding School-Based Madrasahs. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan, 1*(2), 267–280.

Malik, M., Sarwar, S., & Orr, S. (2021). Agile practices and performance: Examining the role of psychological empowerment. *International Journal of Project Management, 39*(1), 10-20. https://doi.org/10.1016/j.ijproman.2020.09.002

Mathew, J., & Nair, S. (2022). Psychological empowerment and job satisfaction: A meta-analytic review. *Vision: The Journal of Business Perspective, 26*(4), 431-440. https://doi.org/10.1177/0972262921994350

Matnazarova, M. (2022). Principles of management of transformational processes of teachers' professional development. *Journal of Pharmaceutical Negative Results, 13*, 1762-1767.

Ministry of Education, S. A. (2018). *Educational statistics report 2018: Number of schools and teachers in Saudi Arabia*. Riyadh, Saudi Arabia: Ministry of Education.

Murphy, A. F., & Torff, B. (2015). Growing pains: The effect of common core state standards on perceived teacher effectiveness. *The Educational Forum, 80*(1), 21-33. https://doi.org/10.1080/00131725.2015.1102999

Petchsawang, P., & Duchon, D. (2012). Workplace spirituality, meditation, and work performance. *Journal of Management, Spirituality & Religion, 9*(2), 189-208. https://doi.org/10.1080/14766086.2012.688623

Prabhu, N., Ramaprasad, B. S., Prasad, K., & Modem, R. (2022). Does workplace spirituality influence reflexivity in ongoing teams? Examining the impact of shared transformational leadership on team performance. *South Asian Journal of Business Studies, 11*(3), 341-369. https://doi.org/10.1108/sajbs-07-2020-0246

Rani, N., & Samuel, A. A. (2019). Generational differences in relationship between prosocial identity fit and affective commitment. *International Journal of Organization Theory & Behavior, 22*(3), 259-277. https://doi.org/10.1108/IJOTB-07-2018-0075

Rego, A., Pina Cunha, M. E., & Souto, S. (2007). Workplace spirituality, commitment, and self-reported individual performance: An empirical study. *Management Research: The Journal of the Iberoamerican Academy of Management, 5*(3), 163-183. https://doi.org/10.2753/jmr1536-5433050303

Sapta, I. K. S., Rustiarini, N. W., Kusuma, I. G. A. E. T., & Astakoni, I. M. P. (2021). Spiritual leadership and organizational commitment: The mediation role of workplace spirituality. *Cogent Business & Management*, *8*(1), 1966865. https://doi.org/10.1080/23311975.2021.1966865

Schermuly, C. C., Creon, L., Gerlach, P., Graßmann, C., & Koch, J. (2022). Leadership styles and psychological empowerment: A meta-analysis. *Journal of Leadership & Organizational Studies*, *29*(1), 73-95. https://doi.org/10.1177/15480518211067751

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, *38*(5), 1442-1465.

Sugeng, S. (2022). The optimization of teacher performance based on transformational leadership, organizational commitment and organizational culture. *Technium Business and Management*, *2*(3), 63-74. https://doi.org/10.47577/business.v2i3.7619

Sun, J., & Leithwood, K. (2015). Leadership effects on student learning mediated by teacher emotions. *Societies*, *5*(3), 566-582. https://doi.org/10.3390/soc5030566

Tsang, K. K., Du, Y., & Teng, Y. (2022). Transformational leadership, teacher burnout, and psychological empowerment: A mediation analysis. *Social Behavior and Personality: An International Journal*, *50*(1), 1-11. https://doi.org/10.2224/sbp.11041

Utami, N. M. S., Sapta, I., Verawati, Y., & Astakoni, I. (2021). Relationship between workplace spirituality, organizational commitment and organizational citizenship behavior. *The Journal of Asian Finance, Economics and Business*, *8*(1), 507-517.

Utami, P. P., Widiatna, A. D., Ayuningrum, S., Putri, A., Herlyna, H., & Adisel, A. (2021). Personality: How does it impact teachers'organizational commitment? *Jurnal Cakrawala Pendidikan*, *40*(1), 120-132.

Zhang, J., Huang, Q., & Xu, J. (2022). The relationships among transformational leadership, professional learning communities and teachers' job satisfaction in China: What do the principals think? *Sustainability*, *14*(4), 2362. https://doi.org/10.3390/su14042362