
NEWSLETTER

How does Transformational Leadership of Principals Affect Teacher Organizational Commitment? An Empirical Analysis Based on Mediating and Moderating Effects

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IN recent years, the decline in the appeal of school organization and teaching profession has attracted wide attention in educational community. Published in the *Education Research*, this study employed the interaction ritual chains theory to examine the influence of transformational leadership of principals on teacher organizational commitment in the school context, and its influencing mechanism via the mediating and moderating effects. Teacher organizational commitment refers to teachers' mindset of identifying with the values of the school, being committed to its development, and aspiring to continue working in the school.

The research findings:

- Transformational leadership of principals has a significant positive predictive effect on teacher organizational commitment, which supports the argument that the positive predictive effect of transformational leadership on the organizational commitment of subordinates has cross-industrial and cross-cultural adaptability. Transformational principals attach importance to the social and emotional needs of teachers and can motivate their self-actualization by conveying the school visions.
- Teaching efficacy plays a partial mediating role in the relationship between transformational leadership of principals and teacher organizational commitment; in other words, transformational leadership affects teacher organizational commitment via its influence on teaching efficacy. Visions projected by transformational principals can improve teachers' self-efficacy; the higher their teaching efficacy, the more committed they are to the school.
- Teachers' social and emotional skills play a positive moderating role in the relationship between transformational leadership of principals and teacher organizational commitment. In other words, the higher the teachers' social and emotional skills, the stronger

the effect of the transformational leadership on teacher organizational commitment, and vice versa.

As a result, the study suggests boosting teachers' confidence in their roles and enhances their teaching efficacy; encouraging the change in the principals' roles and continuously improving their transformational leadership level; placing premiums on and promoting the development of teachers' social and emotional skills.

Source: Education Research, 2022; 43(6):134-147.