

**THE INFLUENCE OF TRANSFORMATIONAL
LEADERSHIP TOWARDS TEACHERS'
ORGANIZATIONAL COMMITMENT:
WORKPLACE SPIRITUALITY AS MEDIATOR
AND PSYCHOLOGICAL EMPOWERMENT
AS MODERATOR**

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AS MODERATOR**

by

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LIST OF ABBREVIATIONS

ACS	Affective Commitment Scales
AWOV	Alignment with Organizational Values
CCS	Continuance Commitment Scales
CFA	Confirmatory Factor Analysis
COM	Competence
CTP	Challenge the Process
EFA	Exploratory Factor Analysis
EOA	Enable Others to Act
ETH	Encourage the Heart
IC	Individualized Consideration
II	Idealized Influence
IM	Inspirational Motivation
IMPACT	Impact
IS	Intellectual Stimulation
ISV	Inspire a shared vision
KMO	Kaiser-Meyer-Olkin
KSA	Kingdom of Saudi Arabia
LMX	Leader-Member Exchange Theory
M	Meaning
MOE	Ministry of Education
MSA	Measure of Sampling Adequacy
MTW	Modelling the wat
MW	Meaningful Work
NCS	Normative Commitment Scales
PCA	Principal Component Analysis

PE	Psychological Empowerment
SC	Sense of Community
SD	Self-Determination
SPSS	Statistical Package for Social Science
TL	Transformational Leadership
TOC	Teachers' Organizational Commitment
VIF	Variance Inflation Factor
WS	Workplace Spirituality

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**PENGARUH KEPIMPINAN TRANSFORMASI TERHADAP KOMITMEN
ORGANISASI GURU: SPIRITUALITI DI TEMPAT KERJA SEBAGAI
MEDIATOR DAN PEMERKASAAN PSIKOLOGI SEBAGAI MODERATOR**

ABSTRAK

Tujuan utama kajian ini adalah untuk mengkaji Kepimpinan Transformasi pemimpin sekolah (TL) di Al Madinah Al Munawwarah dan pengaruhnya terhadap Spiritualiti Tempat Kerja (WS) dan Komitmen Organisasi Guru (TOC) di sekolah pertengahan. Selain itu, kajian juga mengkaji peranan Spiritualiti Tempat Kerja sebagai pengantara terhadap hubungan antara Kepimpinan Transformasi dan Komitmen Organisasi Guru. Selain itu, kajian juga mengkaji peranan Pemeraksanaan Psikologi sebagai moderator terhadap hubungan antara Kepimpinan Transformasi dan Komitmen Organisasi Guru. Berdasarkan kaedah pengumpulan data kuantitatif, kajian ini menggunakan reka bentuk tinjauan keratan rentas. Seramai 389 orang guru sekolah menengah dari Al Madinah Al Munawwarah telah dipilih sebagai responden menggunakan kaedah persampelan rawak. Satu set soal selidik yang terdiri daripada Soal Selidik Kepimpinan Transformasi (TL), Komitmen Organisasi Guru (TOC), Spiritualiti Tempat Kerja (WS) dan Pemeraksanaan Psikologi (PE). Data dianalisis menggunakan analisis deskriptif dan statistik inferensi. Dapatan kajian menunjukkan Kepimpinan Transformasi pemimpin sekolah ($M=4.39$, $SD=.43$), Spiritualiti Tempat Kerja ($M=4.41$, $SD=.50$) dan Pemeraksanaan Psikologi ($M=4.42$, $SD=.47$) berada pada tahap tinggi. Bagaimanapun, tahap Komitmen Organisasi Guru hanya berada pada tahap sederhana ($M=3.61$, $SD=.39$). Secara terperinci, setiap item pembolehubah ini (TL, WS, PE, TOC) ditunjukkan pada tahap tinggi dan sederhana dengan skor min 2.34 dan ke atas. Selain itu, dapatan kajian juga menunjukkan terdapat pengaruh

signifikan Kepimpinan Transformasi terhadap Spiritualiti Tempat Kerja dan Komitmen Organisasi Guru. Selain itu, Spiritualiti Tempat Kerja juga menunjukkan pengaruh yang signifikan terhadap Komitmen Organisasi Guru. Sehubungan itu, penemuan juga mendedahkan bahawa Spiritualiti Tempat Kerja sebahagiannya menjadi pengantara hubungan antara Kepimpinan Transformasi dan Komitmen Organisasi Guru. Dimensi Pemerksaan Psikologi yang berbeza telah disokong sebagai moderator antara dimensi Kepimpinan Transformasi yang berbeza dan dimensi Komitmen Organisasi Guru yang berbeza. Yang memperkayakan pemahaman kita tentang hubungan ini. Dari segi implikasi, kajian ini memberikan pandangan yang mendalam tentang persimpangan Kepimpinan Transformasi, Spiritualiti Tempat Kerja, Pemerksaan Psikologi, dan Komitmen Organisasi Guru di sekolah menengah di Al Madinah Al Munawwarah. Kesan pengantaraan yang mantap bagi Spiritualiti Tempat Kerja dan penyiasatan Pemerksaan Psikologi sebagai moderator mempunyai implikasi yang signifikan terhadap kaedah pengurusan pendidikan. Ia meningkatkan pemahaman tentang cara teknik kepimpinan, dinamik tempat kerja dan elemen psikologi mempengaruhi Komitmen Organisasi Guru di dalam institusi pendidikan, menyumbang dengan ketara kepada pengurusan pendidikan serantau.

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TEACHERS' ORGANIZATIONAL COMMITMENT: WORKPLACE
SPIRITUALITY AS MEDIATOR AND PSYCHOLOGICAL
EMPOWERMENT AS MODERATOR**

ABSTRACT

The primary goal of this research is to investigate Transformational Leadership (TL) among school principals in Al Madinah Al Munawwarah and its influence on Workplace Spirituality (WS) and Teachers' Organizational Commitment (TOC) in intermediate schools. In addition, the study looked at Workplace Spirituality as a mediator in the link between Transformational Leadership and Teachers' Organizational Commitment. Furthermore, the study investigated the effect of Psychological Empowerment as a moderator between Transformational Leadership and Teachers' Organizational Commitment. Based on quantitative data gathering methodologies, the study used a cross-sectional survey methodology. A total of 389 intermediate school teachers from Al Madinah Al Munawwarah were chosen as responders using the random selection technique. A series of questionnaires that includes the Transformational Leadership Questionnaire (TL), Teachers' Organizational Commitment (TOC), Workplace Spirituality (WS), and Psychological Empowerment (PE). The data were examined using descriptive and inferential statistics. The results indicated that school leaders' Transformational Leadership (M=4.39, SD=.43), Workplace Spirituality (M=4.41, SD=.50), and Psychological Empowerment (M=4.42, SD=.47) are all at a high level. However, the Teachers' Organizational Commitment level was only modest (M=3.61, SD=.39). In detail, each of these characteristics (TL, WS, PE, and TOC) was rated as high or moderate, with a

mean score of 2.34 or above. Furthermore, the study's findings revealed that Transformational Leadership Commitment has a considerable impact on Workplace Spirituality and Teachers' Organizational Commitment. Workplace Spirituality has a considerable impact on Teachers' Organizational Commitment, in addition. As a result, the data demonstrated that Workplace Spirituality served as a partial mediator between Transformational Leadership and Teachers' Organizational Commitment. As a mediator between various dimensions of Transformational Leadership and various dimensions of Teachers' Organizational Commitment, various degrees of Psychological Empowerment were supported. This enhances our comprehension of these linkages. This study sheds new light on the interaction of Transformational Leadership, Workplace Spirituality, Psychological Empowerment, and Teachers' Organizational Commitment in intermediate schools in Al Madinah Al Munawwarah. The confirmed mediation effect of Workplace Spirituality and the research on Psychological Empowerment as a moderator have important implications for educational management systems. This study highlights the critical relationship between leadership tactics, workplace dynamics, and psychological factors and their impact on teachers' organizational commitment within educational institutions. Understanding this relationship is essential for enhancing regional education management. The findings suggest the need for the development of effective leadership strategies that foster teacher commitment and contribute to improving the educational environment, ultimately leading to better educational outcomes and sustainable development within educational institutions.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Organizations encounter a variety of challenges, including the need for sustainability in a globally competitive landscape, economic fluctuations, and structural reorganizations. Addressing these challenges necessitates the implementation of supervisory functions that foster high levels of employee commitment critical to achieving organizational goals (Albrecht and Marty, 2020; Ikyanyon & Agber, 2020; Princy & Rebeka, 2019). Commitment in this context refers to an obligation or promise made to the organization, which is based on the benefits received in exchange for loyalty and work (Abbas et al., 2019).

The workforce, particularly teachers, is regarded as a vital determinant of an organization's competitive success. Their commitment to the organization significantly influences performance outcomes (Albrecht and Marty, 2020). When teachers are dedicated to their roles, they are less inclined to leave the organization. This commitment suggests that they are more likely to remain engaged, exert greater effort, and demonstrate integrity in their work, highlighting that an organization's success is closely tied to human resources fulfilling the leader's vision (Ikyanyon & Agber, 2020).

Research has shown a significant association between teachers' organizational commitment and their engagement within the workplace (Albrecht and Marty, 2020; Ikyanyon & Agber, 2020). Thus, organizational commitment has increasingly become a topic of interest among researchers in recent decades (Abbas et al., 2019). Effectively

utilizing this valuable resource can positively influence a school's ability to achieve competitive performance.

Transformational Leadership is one of several indicators that affect organizational performance. This leadership style applies to principals who enhance their followers' performance through inspiration, motivation, intellectual stimulation, idealized influence, and individual consideration, thereby fostering organizational commitment (Princy and Rebeka, 2019). Transformational principals are more likely to cultivate teachers' organizational commitment by promoting empowerment and fostering a sense of spirituality among their followers.

In the context of Saudi Arabia, research indicates that Saudi organizational principals tend to be less team-oriented and participative compared to their counterparts in other Arab countries, often exhibiting more authoritarian leadership styles (Al-Yahya, 2007; Assad, 2002; Idris, 2007). Conversely, some evidence suggests that Saudi principals may prioritize Islamic principles and personal relationships over organizational goals and performance (Kabasakal & Dastmalchian, 2001; Smith et al., 2007).

Extensive research has been conducted to examine the effects of transformational leadership on employee commitment, particularly within the academic sector, where it is crucial for fostering teacher commitment. Understanding the influence of transformational leadership on teachers' commitment is essential for grasping organizational dynamics and promoting positive teacher commitments. This research contributes theoretically to the study of teachers' organizational commitment in two notable ways: first, by clarifying how workplace spirituality enhances the relationship between transformational leadership and teachers' organizational

commitment; and second, by exploring the specific conditions under which psychological empowerment impacts this relationship.

1.2 Background

Education is a precious primary key for employment (Gerhardand Hoelscher, 2017). If the government implements appropriate education policies simultaneously, the educational investment may be expected to reduce income inequality and promote economic growth (Sun et al., 2019) and pursuit of national aspirations and values (Erichsen & Reynolds, 2020). In the context of Saudi Arabia, these educational policies are crucial for shaping the professional commitment of teachers (Bashayr, 2022; Alhoussawi,2024). When the government enforces well-structured educational policies, such as curriculum development, teacher training programs, and performance evaluations, it creates an improved educational environment and enhances teachers' commitment to their roles. For instance, establishing clear standards for teacher qualifications and providing ongoing professional development ensure that teachers are well-equipped with the latest teaching methodologies and understand the significance of their responsibilities. This professional training fosters a sense of accountability among teachers, which in turn amplifies their dedication to delivering high-quality education (Alqahtani, 2022). Moreover, policies that include financial incentives and rewards for committed teachers can further enhance their motivation and desire to achieve academic success for their students. Therefore, understanding the relationship between educational policies and teachers' professional commitment is vital for assessing the effectiveness of the educational system in Saudi Arabia (Algraigray, 2023).

Under the new Vision 2030 initiative introduced by His Royal Highness Prince Mohammed bin Salman, Deputy Crown Prince of Saudi Arabia, the education sector in the Kingdom is embarking on a transformative path. Similar to many other nations, the education system in Saudi Arabia has undergone significant changes in recent years. It is imperative for the Kingdom to ensure that its educational system aligns with the objectives of Vision 2030, which is approaching implementation in the near future. Saudi Arabia is making strides towards achieving educational excellence and innovation through various stages, strategies, and methodologies.

The Vision 2030 framework seeks to reform and develop the curriculum based on an innovative educational philosophy that aligns with Islamic principles while meeting contemporary demands (Ministry of Education, 2020). This vision emphasizes the integration of both life and technical skills into the updated curricula, facilitating students' adaptation to modern requirements and bolstering teachers' commitment to fulfilling educational objectives. Additionally, the initiative enhances professional development opportunities for teachers by offering ongoing training aimed at improving their proficiency in teaching technology and innovation-related subjects. This approach not only provides teachers with vital knowledge but also reinforces their dedication to their educational roles.

Additionally, curricula are being reviewed to include topics that promote cultural diversity and facilitate greater interaction, creating a more positive educational environment (Ahmed, 2024). The vision also emphasizes continuous education through programs aimed at elevating teachers' qualifications in line with new objectives and incorporating technology into education to help students meet contemporary challenges (Alenezi, 2024; Al-Mamary et al., 2022). By focusing on continuous assessment to improve performance, teachers are encouraged to enhance

the quality of education provided (AlTheyab, 2023). Through these transformations, teachers become more connected to the modern educational vision, thereby increasing their commitment to fulfilling the desired educational objectives (Elyas, 2023).

The vision 2030 aims to prepare the teachers by providing professional development opportunities in a way that are as per the requirements of teachers for the twenty-first century. What teachers need is to develop skills to keep pace with the developments of intellectual, cognitive, technological and industrial developments. As for a teacher, special attention has been given in developing the teacher by providing distinguished courses, familiarizing them with all the new curricula/teaching methods, enriching them with knowledge in many educational activities/workshops and giving them developmental opportunities to serve the education sector (Ministry of Education, 2020).

Moreover, the process of appointing public teachers and school principals in the Kingdom of Saudi Arabia is pivotal (Alamry, 2022; Otaif, 2023). There are specific requirements for individuals wishing to become teachers or school leaders, including the necessity of obtaining qualifications such as a bachelor's degree in education or related fields (Saenz, et al., 2023), and in many cases, obtaining a certificate from recognized teacher training programs. Furthermore, prospective teachers often need to pass certain tests that assess their knowledge and pedagogical skills. This rigorous selection process ensures that only qualified candidates are chosen for these vital educational roles, thereby increasing the overall quality of education in the Kingdom.

The schooling system in Saudi Arabia consists of public and private sectors. The Ministry of Education (MOE) decides the curricula to be taught in public schools and thus decides which topics or ideas are taught. Additionally, MOE has a strong and

rigid type of control over public schools because of the intense supervision of Ministry Supervisors on the public. As well as the selection of principals and teachers in the public sector is not transparent and varies based on cities in the country (Alkadi, 2020).

In terms of appointing teachers and school leaders, the process typically involves several key steps. Candidates must meet specific qualifications, including holding a relevant bachelor's degree and completing a teacher training program approved by the MOE. Prospective teachers often undergo an evaluation process that assesses their academic background and pedagogical skills (Mashuri, et al., 2022), ensuring that those selected are adequately prepared for the challenges of teaching. School leaders, similarly, are chosen based on their leadership experience, educational qualifications, and capability to manage educational institutions effectively (Maheshwari, 2024). This selection process influences professional commitment significantly, as transparent and fair recruitment practices not only attract qualified individuals but also foster a sense of trust and dedication among teachers (Ashu, 2021). When teachers feel that their appointment was based on merit, it enhances their commitment to their roles and the education sector as a whole (Ma, 2022). Conversely, a lack of transparency or perceived favoritism in the hiring process may diminish teachers' commitment and morale, negatively impacting student outcomes (Zaki, et al., 2023).

In Saudi Arabia, the Ministry of Education oversees 47 educational administrations (MOE, 2020). Each administration is led by an education director, who is responsible for supervising school and educational matters within their respective geographical regions. These departments are tasked with implementing the ministry's regulations, legislation, guidelines, and educational policies. Additionally, due to the

varying sizes of the provinces in the Kingdom, the availability of educational services, faculty, teachers, and schools differs across regions.

Intermediate education in Saudi Arabia consists of three years, covering grades 7 to 9. To advance to intermediate education, students must successfully pass an examination administered at the conclusion of Grade 6 in primary school, thereby obtaining the Elementary Education Certificate. The final phase of general education is secondary education, which also spans three years, encompassing grades 10 to 12. Students who complete the intermediate stage successfully are awarded the intermediate school certificate.

1.2.1 Leadership

The personality of the principal plays a crucial role in the effectiveness of the educational process. Kushman (1992) noted that teacher commitment is significantly influenced by the style of school leadership. The impact of a principal is largely determined by the alignment of their values with those of the teachers. There is a diversity of opinions regarding the relationship between teacher commitment and leadership styles, and this relationship can be further clarified in the context of Saudi education.

In this context, effective leadership styles reflect how to enhance teacher commitment, contributing to improved educational performance. Additionally, leadership practices based on transparency and collaboration can play a vital role in promoting educational democracy, which serves as a valuable example in other educational settings, where modern trends can be reinforced to improve educational outcomes.

The success of a school relies heavily on the capabilities of its principal (Tonkin, 2016). Effective school principals possess personal qualities that inspire teachers and navigate changes within the school environment (AlTheyab, 2023). Teacher commitment and loyalty to the profession stem from their adherence to values and standards crucial for classroom dynamics (Aljabri, 2024). Committed teachers remain dedicated to the ethical purpose of their role, even at significant personal costs. This professional commitment directly influences student academic performance (Kalai, 2022), as it fosters a positive educational environment essential for the overall success of the school.

Amid significant transformations within our educational system, Allmnakrah and Evers (2020) argue that effective leadership can drive school changes by integrating theory-based concepts with practical applications (Somprach et al., 2017). This suggests that choosing appropriate leadership styles tailored to specific situations and implementing them effectively can facilitate the desired changes. The success of schools is undeniably tied to the credibility and leadership competencies of their principals (Lokman et al., 2016), alongside the presence of dedicated teachers (Abdullah et al., 2019).

Exploring different leadership styles and their impact on teachers' professional commitment is particularly interesting, especially given the new changes occurring in Saudi education. Understanding how various approaches to leadership influence teacher engagement can shed light on ways to enhance educational outcomes and teacher satisfaction.

Currently, effective school principals must appreciate the significance of utilizing various leadership styles to motivate their teachers to engage in learning, address challenges, and enhance their commitment (Somprach et al., 2017). School leadership is a central focus in educational policy agendas and is crucial for improving school performance. It has a profound impact on teachers, the school environment, psychological empowerment, and workplace spirituality (Mydin et al., 2018).

In Saudi Arabia, it is essential for school principals to implement policies established by the Ministry of Education and local school districts (Almutair, 2017). The Ministry of Education has underscored the critical role of principals as educational leaders, emphasizing their responsibility to organize learning activities effectively within schools (MOE, 2020). In this framework, principals must ensure that all members of the school community are well-informed about the policies. The regulations enacted should be consistent with existing policies that define the school's direction and vision.

A clear understanding of educational policies significantly impacts teachers' professional commitment. When teachers comprehend the objectives and expectations set forth by educational authorities, they are more likely to feel aligned with the school's vision, fostering a sense of belonging and responsibility (Asem, 2024). This alignment can lead to increased motivation and a stronger commitment to their roles, ultimately enhancing the educational environment and outcomes.

Additionally, effective leadership is essential for improving academic performance, as it significantly impacts teachers, promotes a supportive school environment, and directs school management and administration towards the

attainment of organizational objectives while ensuring high-quality outcomes (Andriani et al., 2018).

1.2.2 Transformational Leadership

As humans, we necessitate strong leadership that effectively assists us in identifying our goals, directions, and purposes to fulfill our aspirations. Leadership encompasses the capacity to inspire and guide teachers, encouraging their contributions to the success of the organization and the achievement of its objectives.

Transformational leadership can significantly aid in achieving Vision 2030, particularly in the context of Saudi education (Alnajim, 2024; Asem, 2024). By focusing on inspiring and motivating educators, transformational principals can create an environment conducive to innovation and change. For instance, effective school principals can implement new teaching methodologies and curricula that align with the goals of Vision 2030, which aims to create a knowledge-based economy and improve educational outcomes. By fostering a shared vision among teachers and encouraging collaboration, transformational leadership can enhance the collective commitment to educational excellence (Kareem, 2023).

The term "Transformational Leadership" was initially introduced in a political context by James McGregor Burns and subsequently adopted by Bernard Bass within an organizational framework (Makruf, 2017). Transformational leadership emphasizes the pursuit of goals and actions aligned with the organization's vision rather than simply maintaining the status quo, aiming to accomplish objectives that were previously considered unattainable. The notion of "transform" implies the need for modifications within the organizational structure. This leadership style is characterized

by a willingness to delegate significant responsibilities and authority to subordinates across various contexts (Andriani et al., 2018).

Furthermore, transformational leadership has a profound impact on teacher commitment and the learning environment (Ausat, 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. 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.

The leadership style adopted by principals is critical in shaping the direction of a school, influencing whether its development is positive or insufficient. Transformational Leadership is identified as particularly effective in facilitating the restructuring of educational institutions (Noraazian & Khalip, 2016). Yukl (2010) contended that transformational principals appeal to the moral values of their followers, heightening their awareness and channeling their resources and energy toward organizational reform. This indicates that transformational principals prioritize the development of individual teachers rather than focusing solely on personal gains, aiming to achieve various goals and objectives for the organization. Consequently, it is not surprising that transformational leadership is a prevalent model in the realm of educational leadership (Bush, 2017; Gumus et al., 2018).

1.2.3 Teachers' Organizational Commitment

Schools should include passionate and committed teachers to teach students in a healthy environment. The essential role of a teacher in creating an effective school and producing quality students is crucial for ensuring academic success. Teachers play an important role in the ongoing efforts to improve the education system and address social and economic challenges (Allmnakrah & Evers, 2020).

In Saudi Arabia, the quality of teachers is a pressing concern due to the need for significant improvements in education, as well as a lack of awareness of recent educational developments during their service period (Allmnakrah & Evers, 2020), particularly in schools with high demands. Committed teachers are key elements in schools, as they must serve as professionals responsible for the success and well-being of students (Ismail & Mydin, 2019).

Teachers' organizational commitment is a crucial factor in evaluating the progress of educational reform and the efficacy of schools, as committed teachers can contribute to the achievement of the school's vision and goals (Selamat et al., 2013). Luyten and Bazo (2019) found that transformational leadership has a significant impact on teaching practices. However, this effect is not direct; rather, it operates through professional learning communities and teacher learning. Their findings align with the perspectives of Leithwood et al. (2017), who emphasized the importance of quality teaching and school leadership in enhancing student achievement.

In discussing Teachers' Organizational Commitment, it is essential to contextualize these variables within the framework of the Saudi educational system. Each variable, including transformational leadership (Puspitadani, 2022), workplace spirituality (Wajahat, 2024), and psychological empowerment (Spreitzer, 1995), plays

a critical role in shaping the educational experience for both teachers and students. The relevance of these variables in the Saudi context lies in the unique challenges faced by educators, such as adapting to rapid educational reforms and addressing the diverse needs of students in a culturally rich environment (Adeniyi, 2024).

Moreover, understanding why these four variables must be studied is crucial. These variables are selected as independent variables (IV), dependent variables (DV), mediators, and moderators due to their interconnectedness and their significant impact on educational outcomes. For instance, transformational leadership is considered an independent variable because it directly influences teachers' organizational commitment (DV) (Sugeng, 2022), while also serving as a mediator that enhances workplace spirituality and fosters a supportive school environment (Sapta, et al., 2021). Additionally, psychological empowerment acts as a moderator, strengthening the relationship between transformational leadership and teachers' organizational commitment by enhancing teachers' sense of efficacy and ownership in their professional roles.

By exploring these dynamics specifically within Saudi Arabia, researchers can gain insights into how to effectively implement educational policies and leadership practices that promote teacher commitment and improve student performance. This contextual focus not only clarifies the importance of these variables but also justifies their selection in the study, aligning with the broader goals of educational reform as outlined in the Kingdom's Vision 2030.

A variety of variables influence teacher s' dedication, including leadership style. Transformational leadership is essential for increasing teachers' commitment to their organization. Thomas et al. (2020) highlighted the importance of

transformational leadership in cultivating positive commitments among teachers and encouraging them to embrace change and defend the school's objectives.

In the field of organizational research, the study of organizational commitment is a significant area of interest. According to research conducted by Meyer and Allen (1991), organizational commitment includes three types: Affective Commitment, Continuance Commitment, and Normative Commitment. The combination of these three distinct elements produces a strong psychological commitment to the organization.

In the school environment, teachers' commitment is related to their willingness to fulfill their obligations creatively and responsively, thereby contributing to the growth of the school. Dedicated teachers develop a strong attachment to their institution and are willing to put in extra effort to achieve its goals. While dedicated, they can perform their responsibilities efficiently and effectively, which contributes to the school's success (Abdullah et al., 2019).

It is crucial to note that when teachers are dedicated, they expect the administration to consistently provide positive leadership and prioritize their well-being. The commitment of teachers, like other variables, is affected by several factors, and the level of commitment can vary from one individual to another. Influencing factors include meaningful work, sense of community (Alas and Mousa, 2016), psychological empowerment (Jomah, 2017), management support (Soltani & Karimi, 2016), perceived organizational politics (Ismail & Mydin, 2019), and leadership style, which is considered the most significant factor affecting commitment (Sabir & Khan, 2011).

1.2.4 Workplace Spirituality

Workplace Spirituality is defined by the recognition that teachers have an inner life that is nurtured and enhanced by their work, their community, and the meaningful aspects of their organization (Duchon & Plowman, 2005; Milliman et al., 2003). The field of Workplace Spirituality is emerging as an area of research connected to organizational outcomes, such as employee commitment, where workers seek environments that resonate with their internal feelings. Both their work and organizational culture play vital roles in creating a harmonious balance between individual spirit and professional responsibilities (Amen & Raziq, 2019).

To cultivate and sustain a healthy workplace, it is essential for school principals to promote spiritual development within the school environment. This is critical because Workplace Spirituality has a significant direct impact on school improvement (Mydin et al., 2018). The recent transformative changes in the Saudi educational context have heightened the demand for teachers to effectively navigate the challenges of the 21st century (Allmnakrah and Evers, 2020). These challenges necessitate organizations to implement new systems to successfully embrace change and understand workplace behavior. Furthermore, a lack of spirituality in the workplace has been linked to negative outcomes such as absenteeism, health issues, and burnout. Hence, school leadership in Saudi Arabia must adopt innovative approaches to work by fostering spirituality at work, where individuals can find deep fulfillment in their roles. Additionally, teachers who perceive alignment between their values and their work can contribute to improved organizational outcomes, such as enhanced quality and productivity, which ultimately supports the goals of the educational system and the Kingdom's Vision 2030.

The principal's leadership style is crucial in fostering teacher commitment. When principals promote workplace spirituality, teachers are more likely to demonstrate increased commitment and engagement with their school responsibilities. This relationship was explored in a study by Fanggidae et al. (2015), which found that workplace spirituality significantly and positively affects job satisfaction and organizational commitment. Furthermore, the principal plays a vital role in creating a welcoming atmosphere that fosters a positive and enthusiastic work environment, thereby establishing a harmonious learning climate within the school (Mydin et al., 2018). The behavior of leaders significantly impacts teachers' dedication, as evidenced by Mydin et al. (2018). Transformational Leadership, in particular, has a considerable influence on various aspects of the workplace, such as the meaningfulness of work, sense of community, and alignment with organizational values, all of which contribute to the promotion of workplace spirituality. Their research also indicates that Transformational Leadership positively impacts the cultivation of spirituality in the workplace, including in non-profit organizations. Moreover, Mahipalan et al. (2019) identified positive relationships between components of Workplace Spirituality and teacher efficacy related to Organizational Citizenship Behavior. Milliman et al. (2003) conducted an empirical examination of the links between Workplace Spirituality and various factors of organizational behavior, determining three essential dimensions to prioritize: meaningful work, sense of community, and alignment with organizational values.

Meaningful work impacts teachers on an individual level, influenced by how they manage routine tasks. The sense of community dimension encourages positive interpersonal relationships among teachers by promoting connections and interactions with colleagues (Malik et al., 2017). The primary aim of this approach is to provide

teachers with a sense of belonging within the organization, creating an environment that feels like home; ultimately, this policy would enhance organizational effectiveness (Malik et al., 2017). The alignment with organizational values aspect of workplace spirituality involves the interaction of teachers with the overarching organizational goals at the institutional level.

In the context of Saudi Arabia, Workplace Spirituality plays a vital role in enhancing the educational environment (Iman, 2024). Understanding 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 Saudi society. 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.

The selection of Workplace Spirituality as an independent variable (IV) is vital, as it can directly affect teachers' organizational commitment (DV). This relationship is particularly significant in the Saudi educational climate, where teachers frequently encounter challenges that necessitate strong emotional support and a sense of purpose in their roles (Vogel et al., 2021). By fostering a spiritually aware workplace, school principals can help create an environment that encourages teachers to excel and remain dedicated to their profession.

Moreover, Workplace Spirituality can act as a mediator between transformational leadership and teachers' commitment. Transformational principals who promote spiritual values in the workplace can enhance teachers' sense of belonging and purpose, ultimately resulting in higher levels of engagement and

performance. Therefore, it is essential to examine how these dynamics play out within Saudi educational institutions.

The incorporation of spiritual values into the educational framework supports the Kingdom's Vision 2030, which aims to foster a thriving educational environment that is conducive to innovation and learning. As educational principals in Saudi Arabia recognize the significance of these variables, they can develop strategies that not only align with national goals but also nurture a supportive and productive atmosphere for teachers and students alike.

1.2.5 Psychological Empowerment

Thomas and Velthouse expanded the concept of empowerment by linking it to an increase in intrinsic motivation related to tasks. Empowerment is a comprehensive concept, with Psychological Empowerment as a specific subdomain. Their definition includes four key dimensions: meaning, competence, self-determination, and impact. According to Spreitzer, these components collectively contribute to the overarching idea of psychological empowerment; when one dimension is absent, although empowerment may diminish, it does not imply its total absence (Offergelt et al., 2019). Spreitzer identified meaning, competence, self-determination, and impact as essential characteristics of psychological empowerment.

To empower and enhance their staff, organizations and principals can adopt various steps and strategies. Spreitzer (1995) discussed the dimensions of Psychological Empowerment, wherein meaning reflects the alignment between the requirements of a professional role and an individual's beliefs, values, and behaviors. Specifically, this dimension refers to the consistency among an individual's values, beliefs, expectations, and responsibilities in their work. Thomas and Velthouse (1990)

highlighted the significance of meaning, indicating that a strong sense of meaning leads to greater commitment, motivation, and energy (Kõiv et al., 2019).

Competence refers to an individual's belief in their ability to perform tasks effectively (Vance & Brandon, 2017). This self-confidence relates to personal trust in one's capacity to succeed in a task, which is inherently linked to self-esteem. Thomas and Velthouse (1990) emphasized the importance of competence in organizations, noting that individuals with high self-efficacy are more likely to take initiative, exert greater effort, and persevere in the face of challenges (Kõiv et al., 2019).

Self-determination is characterized by a sense of choice and autonomy in initiating and regulating actions (Deci et al., 1989). It underscores that autonomous teachers retain the ability to make decisions regarding their work processes, pace, and effort levels. Self-determination is crucial, as Deci et al. (1989) argued that autonomy fosters creativity, commitment, flexibility, and self-regulation among teachers (Kõiv et al., 2019). Lastly, impact refers to the degree to which the decision-making process is influenced within the workplace. Thomas and Velthouse (1990) posited that the benefit of having an impact reflects teachers' understanding of the significance of their opinions and perspectives, which ultimately contributes to the attainment of organizational goals (Kõiv et al., 2019).

Understanding the driving forces of psychological empowerment within the context of Saudi and Arab education necessitates a comprehensive discussion of the variables of "meaning," "competence," "self-determination," and "impact." These variables not only represent theoretical considerations, but they also actively contribute to the development of effective and sustainable educational environments.

In the Saudi educational context, these variables are essential as the educational system strives to empower both students and teaching staff to achieve better educational outcomes in line with Vision 2030 (Alotaibi, 2021). For instance, the feeling of meaning plays a vital role in motivating both teachers and students, enhancing their internal drive for achievement amidst professional growth and future careers (Katel, 2023). Additionally, finding a good balance between personal values and educational needs fosters educational commitment, leading to improvements in education quality (Amtu, 2021).

On the other hand, competence serves as a key indicator of teachers' success and their willingness to engage in academic activities. Confidence in personal abilities among students and teachers contributes to increased motivation and optimism, reflecting an improvement in academic performance (Yudho, 2022).

Self-determination, as another crucial variable, reflects the ability to make decisions regarding educational approaches and the pace of achievement. Allowing teachers the freedom to choose their learning pathways can enhance innovation and creativity, aligning with Saudi educational goals to cultivate a generation capable of critical thinking and problem-solving (Ahmad, 2023).

Lastly, impact reflects the extent to which opinions and contributions influence educational decisions (Ostafiński, 2022). When teachers feel that their voices matter and influence the educational environment, it leads to higher levels of commitment and engagement in the educational process.

Thus, studying these four variables within the Saudi context forms a foundation for understanding how to enhance psychological empowerment and develop educational environments that support innovation and creativity. These variables serve

as independent variables (IV), mediators, and dependent variables (DV), highlighting the increasing importance of these pillars in achieving educational goals within contemporary learning settings.

This study explores the impact of Transformational Leadership on teachers' organizational commitment in intermediate cluster schools in Al Madinah Al Munawwarah, Saudi Arabia, while examining the role of Workplace Spirituality as a mediator and Psychological Empowerment as a moderator. The research aligns with Vision 2030 and aims to provide valuable insights into the academic community by employing established conceptual frameworks and measurement instruments.

The study is based on Kouzes and Posner's (2007) Transformational Leadership theory, which emphasizes inspiring and motivating followers. Teachers' Organizational Commitment, as the dependent variable, is a crucial concept for understanding teachers' attachment to their organization, comprising affective, continuance, and normative dimensions (Meyer & Allen, 1991).

Workplace Spirituality, grounded in the works of Ashmos and Duchon (2000) and Milliman et al. (2003), is another key variable. Creating a spiritually supportive work environment is anticipated to positively influence teachers' organizational commitment. Psychological Empowerment, as defined by Spreitzer (1995), reflects individuals' beliefs in their effectiveness and ability to influence their work environment.

This research addresses the gap in literature regarding the interaction between transformational leadership, workplace spirituality, and psychological empowerment in the Saudi educational context, particularly under Vision 2030. Although previous studies have explored these constructs globally, the specific dynamics within the Saudi

educational setting need further investigation (Mohammed, 2023; Almakaty: 2024: Alnajim, 2024).

By focusing on these variables, this study aims to enhance understanding of how transformational leadership affects teachers' organizational commitment, potentially guiding policies and educational strategies in line with Vision 2030 goals.

The significance of examining these four interrelated variables—Psychological Empowerment, Workplace Spirituality, Teachers' Organizational Commitment, and Transformational Leadership—lies in their mutual influence on educational outcomes. Psychological Empowerment is posited as a moderator (M) enhancing the relationship between Transformational Leadership (IV) and Teachers' Organizational Commitment (DV), which is crucial for supporting teachers in adapting to changes within the educational system.

1.3 Problem Statement

Saudi Arabia's education system faces significant challenges, including low productivity and effectiveness in developing the necessary skills among students for the job market (Allmnakrah & Evers, 2019; Aldegether, 2023; AlRuthia et al., 2018; Othayman et al., 2020). Despite ongoing reforms under Vision 2030, which emphasize character building, skill development, and the crucial role teachers play in student success, gaps remain in execution and outcomes (Allmnakrah & Evers, 2019; ,Alotaibi, 2021).

A major issue is the resistance to change observed in Saudi schools, often arising from deep-rooted organizational structures that implement educational strategies in a top-down manner. This approach often leads to a lack of active

participation from teachers, who feel marginalized in decision-making processes (Alnefaie, 2016). Consequently, many teachers, who receive limited training, are appointed to leadership roles such as school principals without adequate preparation or the requisite licenses, leading to performance and commitment gaps (Aldossari & Tared, 2013).

Additionally, there is widespread misinterpretation of the curriculum, where teachers often view textbooks as the sole representation of educational content, indicating a lack of understanding of curriculum standards (Allmnakrah & Evers, 2019; AlSehli, 2021). This misunderstanding stems from teachers being excluded from curriculum development discussions (Al-Bahi & Soliman, 2016). As a result, the disconnect between teachers and educational policy undermines their organizational commitment (BinBakr & Ahmed, 2015; Singh, 2022; Alqahtani, 2024).

Research indicates that teachers' organizational commitment is adversely affected when they are not empowered to participate in school governance, leading to resistance toward reforms (Aldossari & Tared, 2013). However, existing educational policies largely ignore the necessity of teacher empowerment, resulting in minimal engagement and voice in the educational system.

Moreover, the role of transformational leadership in fostering an environment conducive to organizational commitment among teachers remains underexplored within the Saudi context. This study highlights an important gap in the literature regarding the connections between transformational leadership, teachers' organizational commitment, and the mediating factors of workplace spirituality and moderator factors of psychological empowerment.

To address this gap, the current research aims to investigate the relationship between transformational leadership and teachers' organizational commitment in intermediate schools in Saudi Arabia. It will specifically analyze how workplace spirituality and psychological empowerment mediate and moderate this relationship. Understanding these dynamics is crucial for developing effective educational leadership strategies that can enhance teachers' engagement and commitment, thereby contributing meaningfully to the broader objectives of Vision 2030.

1.4 Research Objectives

- i) To examine the levels of various dimensions of Transformational Leadership, Teachers' Organization Commitment, Workplace Spirituality, and Psychological Empowerment, in intermediate schools in Al Madinah Al Munawwarah.
- ii) To analysis the influence of different dimensions of Transformational Leadership on various dimensions of Teachers' Organizational Commitment behaviour in intermediate schools in Al Madinah Al Munawwarah.
- iii) To analysis the influence of different dimensions of Transformational Leadership on various dimensions of Workplace Spirituality behaviour in intermediate schools in Al Madinah Al Munawwarah.
- iv) To analysis the influence of different dimensions of Workplace Spirituality on various dimensions of Teachers' Organizational Commitment in intermediate schools in Al Madinah Al Munawwarah.