



Effect of Transformational Leadership of Secondary School Principals on Teacher's Organizational Commitment: Base on the Mediating Role of Teacher-School Value Matching

Xiaodong Shu^(✉) and Na Li

School of Music and Performing Arts, Mianyang Teachers' College, Mianyang 621000, Sichuan, China
silent157768526@163.com

Abstract. In order to explore the mechanism of person-organization matching on teacher's organizational commitment, in present study the mechanism of transformational leadership of secondary school principals on teacher's organizational commitment is carried out by the theories of person-organization matching and organizational commitment. The results show that the transformational leadership of secondary school principals and the matching of teacher-school values have significant effects on teacher's emotional commitment, normative commitment and retention commitment. The teacher-school value matching has an intermediary effect between the transformational leadership of secondary school principals and the organizational commitment of teachers. At the same time, principal transformational leadership has significant influence on teacher-school value matching.

Keywords: transformational leadership · organizational commitment · teacher-school value matching

1 Introduction

The 21st century is a century of reform and competition, which is especially evident in the field of education. In the process of school transformation from traditional organization to modern organization, a high quality teacher team is the key factor for the success of the transformation. However, driven by migration movements, the mobility of teachers transfers from rural areas or small cities with relatively poor resources to large and medium-sized cities with relatively rich resources. As the most important human capital in schools, teacher's unbalanced mobility will inevitably aggravate the unbalanced development of compulsory education, which goes against the original intention of education policies and is not conducive to the sound development of education [1]. Teacher's organizational commitment is the psychological link between teachers and

schools, related to teacher's work effectiveness, retention intention, teacher's organizational citizenship behavior and the stability of the teachers, and affects the operation level of the school organization. Meanwhile, teacher's organizational commitment is an important basis for personnel decisions and the management strategies of schools. Therefore, how to improve teacher's organizational commitment level for improvement of the educational organizational performance has become an important topic for school leaders [2].

In the study of organizational commitment, transformational leadership theory leaders use influence to motivate deployment motivation, shape organizational culture and convey high-level values and vision, and constantly provide opportunities for the growth and development of subordinates, so as to improve members' organizational commitment and organizational effectiveness. In an empirical study involving 205 junior high schools, John A. Ross concluded through path analysis that transformational leadership can indirectly exert a positive impact on student achievement through teacher commitment and work belief [3]. Khasawneh et al. conducted a random survey on 340 teachers in vocational colleges and found that transformational leadership of principals is significantly positively correlated with teacher's career commitment. As the first person responsible for the implementation of quality education in schools, principals are also the leaders of school development and reform. Research shows that teacher's organizational commitment is largely influenced by transformational leadership behavior [4]. However, the human-organization matching theory believes that the subjective interaction between school organizations and teachers is one of the main measures to evaluate school order. In recent years, some scholars have introduced human-organization matching into the field of education. Relevant studies show that the goal consistency matching between teachers and schools can improve teacher's job satisfaction and work performance to a certain extent. Increase their loyalty to the school, eliminate job burnout and reduce turnover intention [5, 6].

In order to explore the mechanism of person-organization matching on teacher's organizational commitment, this paper takes middle school as the research object and uses the theory of person-organization matching and organizational commitment to explore the mechanism of transformational leadership of middle school principals on teacher's organizational commitment, as well as the mediating role of teacher-school value matching between transformational leadership and teacher's organizational commitment.

2 Study Design

2.1 Research Model

Teacher organizational commitment refers to a psychological phenomenon in which teachers identify with the school organization and its goals and hope to stay in the school. It includes three dimensions: emotional commitment, retention commitment and normative commitment. As the agent of middle school, the principal's transformational leadership will have an impact on the organizational commitment of teachers. At the same time, the principal's transformational leadership can also affect the value compatibility or matching degree between individual teachers and the school organization, and teacher's evaluation of the teacher-school value matching can improve their level

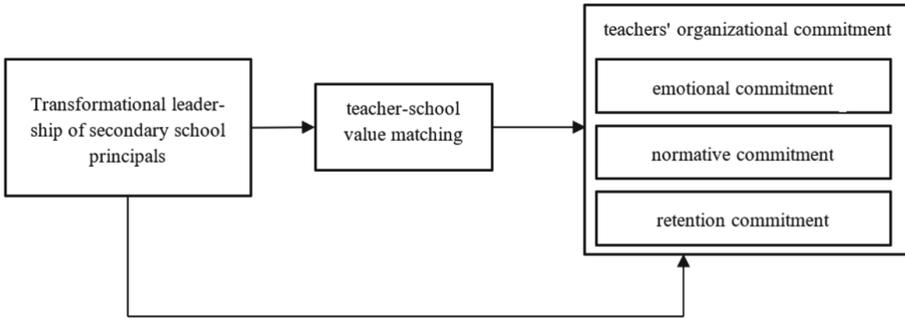


Fig. 1. Model framework of the impact of transformational leadership on teacher's organizational commitment

of commitment to the school. Therefore, the research model constructed in this paper is shown in Fig. 1. According to the model framework shown in Fig. 1, the hypothesis of the relationship between transformational leadership of middle school principals and teacher's organizational commitment is proposed:

Transformational secondary school principals often describe a clear vision and place high expectations on teachers, cultivate their interests and abilities, and care about their professional development. These behaviors can stimulate teacher's work enthusiasm and intrinsic motivation, enhance their sense of identity with the school organization through role models and their own charm, and make teachers realize that they have obtained support and resources. Therefore, teachers will naturally be more satisfied with their work and more loyal to the school, thus enhancing their retention commitment to the school. Based on this, hypothesis 1 is proposed:

- Hypothesis 1a: Transformational leadership of secondary school principals has a positive impact on teacher's emotional commitment.
- Hypothesis 1b: Transformational leadership of secondary school principals has a positive impact on teacher normative commitment.
- Hypothesis 1c: Transformational leadership by secondary school principals has a positive effect on teacher retention commitment.

This paper argues that the role model behavior and personality charm shown by the principal of transformational secondary school can encourage teachers to explore new teaching ideas and ideas through intellectual stimulation and personalized care, so as to make their own knowledge and ability more in line with the requirements of the school. Therefore, transformational leadership of the principal of secondary school can affect the teacher's values, abilities and requirements for the school. Furthermore, it affects the fit degree between individual teachers and school organizations. Based on this, hypothesis 2 is proposed:

- Hypothesis 2: Transformational leadership of secondary school principals has a positive impact on teacher-school value matching.

According to the human-organization matching theory, if the school provides an ideal working environment for teachers, the teachers are easy to form loyalty to the school organization, that is, the teacher's organizational commitment is the result of the interaction between the teacher and the school organization situation. Person - organization matching is an important index that focuses on the interaction between individuals and organizations. Relevant studies also show that person-organization matching has a predictive effect on employees' attitudes in the organization, so it can be judged that person-organization matching is an important factor in promoting teacher's organizational commitment. Based on this, hypothesis 3 is proposed:

Hypothesis 3a: Teacher-school value matching has a positive effect on teacher's emotional commitment.

Hypothesis 3b: Teacher-school value matching has a positive impact on teacher's normative commitment.

Hypothesis 3c: The matching of teacher-school values has a positive effect on teacher's retention commitment.

Based on the above logic and related theories in the hypothesis, we have reason to believe that the influence of school principals' leadership behavior on teacher's organizational commitment can be realized through the matching of teacher-school values. Therefore, hypothesis 4 is proposed:

Hypothesis 4a: Teacher-school value matching has a mediating effect between transformational leadership of secondary school principals and emotional commitment of teachers.

Hypothesis 4b: Teacher-school value matching has a mediating effect between transformational leadership of secondary school principals and normative commitment of teachers.

Hypothesis 4c: Teacher-school value matching has a mediating effect between transformational leadership of secondary school principals and retention commitment of teachers.

2.2 Research Methods

The transformational leadership scale used in this paper is mainly revised on the basis of the multi-factor leadership style questionnaire compiled by Bass [7]. The scale contains 23 items from four dimensions, including idealization influence, vision motivation, wisdom stimulation and individual care, and is measured by a 5-point scale (from complete conformity to complete inconsistency).

The organizational commitment scale for teachers mainly adopts the organizational commitment questionnaire, which has 15 items and also adopts the 5-point score. The questionnaire was compiled by Porter and Mowday et al. (1974) and was divided into emotional commitment, normative commitment and continuous commitment [8].

The teacher-school values matching scale was revised according to the questionnaire prepared by Cable and DeRue, with a total of 3 questions and a 5-point score [9].

Table 1. Reliability test

Variables and dimensions	Items	Cronbach's α coefficient
Transformational leadership of secondary school principals	23	0.942
Teacher's organizational commitment	15	0.894
Emotional commitment	5	0.927
Normative commitment	5	0.930
Retention commitment	5	0.916
Teacher-school value matching	3	0.908

Table 2. Validity test

Variables and dimensions	X ² /df	RMSEA	GFO	NFI	CFI	IFI
Transformational leadership of secondary school principals	2.127	0.083	0.904	0.871	0.880	0.849
Teacher's organizational commitment	1.794	0.075	0.871	0.895	0.914	0.919
Teacher-school value matching	2.418	0.061	0.964	0.911	0.927	0.885

2.3 Data Collection

A total of 500 secondary school teachers were randomly invited to conduct a questionnaire survey on the current situation of transformational leadership of principals, organizational commitment of teachers and matching of teacher-school values. Questionnaires were distributed on site and collected through online survey platforms. A total of 485 questionnaires were collected from January 2022 to June 2022, of which 483 were valid. Cronbach's α coefficients were tested for each dimension of the scale, and the results were shown in Table 1. Cronbach's α coefficients were all above 0.8, indicating that the reliability level of the scale was high and each measurement item of the scale had high internal consistency, which enabled further analysis of the data. AMOS25.0 was used to conduct confirmatory factor analysis on the questionnaire, and it was found that the fitting indicators were shown in Table 2, indicating that the model was well fitted and reached an acceptable level.

2.4 Statistical Analysis

In this paper, SPSS 17.0 software will be used to conduct a basic descriptive statistical analysis of the data obtained from the survey on transformational leadership of secondary school principals, teacher's organizational commitment and teacher-school values matching. The relationship among principal transformational leadership, teacher's

organizational commitment and teacher-school value matching is analyzed by using structural equation model approach and multiple linear regression analysis.

3 Results

In order to test the theoretical relationship hypothesis proposed in this paper, the collected sample data are used to analyze and test the structural equation model, and the unmediated path coefficient verification results are obtained, as shown in Table 3. It can be seen from Table 3 that the transformational leadership of secondary school principals and the matching of teacher-school values have significant influences on teacher's emotional commitment, normative commitment and retention commitment. At the same time, principal transformational leadership has significant influence on teacher-school value matching. Therefore, hypothesis 1, 2, and 3 are all true.

In order to test the mediating role of teacher-school value matching, multiple stepwise regression analysis is conducted with transformational leadership of secondary school principals, teacher-school value matching as independent variables, and teacher's emotional commitment, normative commitment and retention commitment as dependent variables. The results are shown in Table 4. After both teacher-school values matching and transformational leadership of secondary school principals entered the regression equation, the variation of teacher's organizational commitment (emotional commitment, normative commitment, retention commitment) ΔR^2 was greater than that of secondary school principals' transformational leadership, indicating that teacher-school values matching has an intermediary effect between secondary school principals' transformational leadership and teacher's organizational commitment. So hypothesis 4 is true.

Table 3. Standardized path coefficients of structural equation models without mediation influence

Path	St. factor load	S.E.	P
Transformational leadership → Emotional commitment	0.708	0.021	***
Transformational leadership → Normative commitment	0.634	0.028	***
Transformational leadership → Retention commitment	0.419	0.039	***
Transformational leadership → teacher-school value matching	0.762	0.023	***
teacher-school value matching → Emotional commitment	0.798	0.021	***
teacher-school value matching → Normative commitment	0.782	0.018	***
teacher-school value matching → Retention commitment	0.786	0.020	***

Table 4. Regression analysis of transformational leadership of secondary school principals and teacher-school value matching on teacher's organizational commitment

Dependent variable	Level	Independent variable	S.E.	t	F	ΔR^2
Emotional commitment	1	Constant	0.069	30.502***	551.014***	0.518
		Transformational leadership	0.021	23.648***		
	2	Constant	0.096	13.597***	412.597***	0.614
		Transformational leadership	0.020	20.912***		
		teacher-school value matching	0.029	11.930***		
Normative commitment	1	Constant	0.081	31.570***	176.582***	0.547
		Transformational leadership	0.004	13.290***		
	2	Constant	0.088	26.942***	115.328***	0.678
		Transformational leadership	0.005	9.728***		
		teacher-school value matching	0.006	6.385***		
	Retention commitment	1	Constant	0.116	16.789***	89.384***
Transformational leadership			0.003	5.119***		
2		Constant	0.070	28.914***	284.601***	0.619
		Transformational leadership	0.002	12.734***		
		teacher-school value matching	0.004	5.988***		

4 Conclusion

At present, secondary school principals responsible system is implemented in our country. Under the control of this system, in order to effectively achieve the school development goals, principals and teachers should make use of and rely on each other's resources. Principals who implement transformational leadership will integrate teachers into the school by explaining the school's vision and school-running philosophy, so that teachers can internalize the school's mission and values in the process of formulating and implementing the vision. Moreover, by virtue of their own personality charm, teachers can unconsciously identify with the common values of the school, so as to effectively realize the value matching between the school and teachers. Furthermore, it is easy for teachers to form loyalty to the school organization, that is, teacher's organizational

commitment is the result of the interaction between teachers and school organization situations. When the core values of teachers and schools are similar or compatible, the experience of “organization makes me able” generated by teachers in their teaching work, under the guidance of the reciprocity principle, will prompt them to have a sense of responsibility to repay the organization, thus enhancing teacher’s organizational commitment. Therefore, in the daily work, the principal should be good at cultivating his own transformational leadership behavior. By showing his personal charm, he should establish a positive interactive relationship with the teachers and communicate and discuss the development vision of the school. Use model effect to convey the sense of educational mission to teachers; Effectively differentiate the individual characteristics and needs of teachers, and on this basis provide differentiated consultation, support and care for the professional development of teachers. Through the effective play of transformational leadership behavior, teachers can perceive the consistency between individuals and school organizations, thus improving teacher’s organizational commitment.

References

1. Kean, H. T., Kannan, H., & Piaw, Y. C., The Effect of School Bureaucracy on the Relationship between Principals’ Leadership Practices and Teacher Commitment in Malaysia Secondary Schools. *Malaysian Online Journal of Educational Sciences*, 2021, 5(1), 37-55.
2. Zheng, Q., Li, J. Y., Chen, H. J., & Loeb, S., What Aspects of Principal Leadership Are Most Highly Correlated With School Outcomes in China? *Educational Administration Quarterly*, 2020, 53(3), 409-447.
3. Sayadi, Y., The effect of dimensions of transformational, transactional, and non-leadership on the job satisfaction and organizational commitment of teachers in Iran. *Management in Education*, 2019, 30(2), 57-65.
4. Ross J A, Gray P. School Leadership and Student Achievement: The Mediating Effects of Teacher Beliefs [J]. *Canadian Journal of Education*, 2006, 29(3):798-822.
5. Shaw, J. & Newton, J., Teacher retention and satisfaction with a servant leader as principal, *Education*, 2014, 135(1), 101-107.
6. Wahab, J. A., Fuad, C. F. M., Ismail, H., & Majid, S., Headmasters’ transformational leadership and their relationship with teachers’ job satisfaction and teachers’ commitments. *International Education Studies*, 2014, 7(13), 40-48.
7. Bass B M. On the Taming of Charisma: A Reply to Janice Beyer [J]. *Leadership Quarterly*, 1999, 10(4):541-553.
8. Mowday R T, Steers R M, Porter L W. The Measurement of Organizational Commitment [J]. *Journal of Vocational Behavior*, 1979, 14(2):224-247.
9. Cable D M, Derue D S. The Convergent and Discriminant Validity of Subjective Fit Perceptions [J]. *Journal of Applied Psychology*, 2002, 87(5):875-84.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

