

The role of organizational commitment in improving teachers' job satisfaction in public high schools in Indonesia



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ABSTRACT

This study examines the impact of transformational leadership and organizational culture on teacher job satisfaction, with organizational commitment as a mediating factor. The research employs a quantitative survey method, involving 126 teachers from three public high schools on Bacan Island, South Halmahera Regency, Indonesia, namely SMAN 1, SMAN 7, and SMAN 8. The findings reveal that both transformational leadership and organizational culture have a positive and significant effect on job satisfaction. Additionally, organizational commitment mediates the relationship between transformational leadership, organizational culture, and job satisfaction. Among the factors studied, organizational commitment has the strongest influence on teacher job satisfaction. These results highlight the critical role of organizational commitment in improving job satisfaction among teachers in public high schools. The practical implications of these findings are discussed.

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1. Introduction

Job satisfaction has become a strategic issue in assessing the success of organizations. Job satisfaction is an important factor in the work environment. When job satisfaction is lost, it can lead to a decrease in work results, indiscipline, and various other work problems. Job satisfaction refers to the positive feelings of employees towards the workplace and the level of satisfaction in an organization (Ahmad and Jameel, 2018; De Nobile, 2017). In the educational sector, including primary and secondary education always want success or progress, especially in student achievement. To fulfill this, it is essential to consider teacher job satisfaction. Currently, low teacher job satisfaction is one factor contributing to the poor quality of learning. Teachers play an important role in the success and sustainability of schools (Byun and Kim, 2011; Lane and McAndrew, 2010; Wiesner and Yuniarti, 2018). Principals must ensure that teachers are satisfied with their profession and committed to

the organization. A number of studies or studies have shown that employees who are satisfied with their work will show loyalty to the organization where they work, which leads to improved job performance (Hoyt, 2012; Lim, 2010). Thus, teacher job satisfaction has been considered important to support educational success.

Job satisfaction is influenced by many factors. Based on research by Gokce (2013), teacher job satisfaction is closely related to the principal's leadership, school culture, and various other supporting factors. Leadership style, particularly transformational leadership, affects employee job satisfaction. According to previous studies, transformational leadership must be able to understand the diverse needs of employees. Accordingly, transformational leadership is one approach that can increase the job satisfaction of academic staff (Jameel and Ahmad, 2019). Additionally, Batugal and Tindowen (2019) and Widagdo and Roz (2020) said that organizational culture has a positive influence on teacher job satisfaction in Catholic higher education institutions in the Philippines. They reported that there is a correlation between organizational culture and job satisfaction, showing that Catholic higher education institutions prioritize the importance of having a strong organizational culture. Another study also found that organizational culture has a significant effect on job satisfaction. This study was conducted

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in a private university in Indonesia, involving 114 lecturers as respondents (Dou et al., 2017).

Many studies have found a relationship between job satisfaction and organizational commitment. Unfortunately, some empirical studies still present contradictory findings on whether job satisfaction influences organizational commitment and vice versa. According to Sayadi (2016) and Rajabi et al. (2021), job satisfaction considerably and positively influences organizational commitment. They found that when employees experience high job satisfaction due to greater provisions offered by the employer, they exhibit high organizational commitment.

On the other hand, in fields such as hospitality research, there is substantial evidence supporting the benefits of organizational commitment for organizations, including enhanced employee job satisfaction and reduced employee turnover intentions. Organizational commitment plays a crucial role in the hotel industry, where it significantly influences job satisfaction and, consequently, the quality of interactions with clients, which positively impacts customer satisfaction. While these findings are valuable, the majority of the studies discussed above were conducted in industries such as IT (Choudhary and Saini, 2021), hospitality (García-Rodríguez et al., 2020; Kim et al., 2017), insurance (Rajabi et al., 2021), and healthcare (Ibidunni et al., 2018), leaving a notable gap in research concerning the role of organizational commitment within educational institutions, particularly in secondary education (Choudhary and Saini, 2021; Sayadi, 2016).

In Indonesia, where secondary education faces unique challenges in maintaining teacher satisfaction and organizational commitment, investigating these factors is crucial to improving overall educational outcomes. Public high schools, in particular, experience distinct organizational dynamics compared to other sectors, necessitating a focused study in this area. Therefore, this study aims to fill the existing gap by examining the role of organizational commitment in the educational setting. To the best of the authors' knowledge, this is the first study to investigate the simultaneous influence of transformational leadership, organizational culture, and job satisfaction, mediated by organizational commitment, in public high schools in Indonesia. This study significantly extends the current literature by providing empirical evidence in an educational context that has been largely underexplored. The results of this study help school principals understand the importance of organizational commitment in improving teacher job satisfaction, which will ultimately have a positive impact on the quality of education in Indonesian secondary schools.

This study aims to analyze (1) the effect of transformational leadership on organizational commitment; (2) the influence of the principal's transformational leadership style on teacher job satisfaction; (3) the influence of organizational

culture on organizational commitment; (4) the influence of organizational culture on teacher job satisfaction; (5) The effect of organizational commitment on teacher job satisfaction; (6) the effect of transformational leadership on teacher job satisfaction mediated by organizational commitment; (7) the influence of organizational culture on teacher job satisfaction mediated by organizational commitment.

The rest of this paper is organized as follows: The next section provides a relevant review of the literature. Specifically, we discuss how transformational leadership, organizational culture, and organizational commitment influence teacher job satisfaction. Based on the existing theories and empirical findings in the literature, we propose hypotheses to be tested. In the methodology section, we describe the sample of the study and measures and analysis of validity and reliability. We then present the results. The last section concludes the study with a discussion of the findings, limitations, and research future directions.

2. Literature review

2.1. Job satisfaction

Job satisfaction refers to the positive feelings of employees toward their workplace and their level of contentment within the organization (Ahmad and Jameel, 2018; De Nobile, 2017). It arises when employees experience mental, physiological, and financial fulfillment (Aljarah et al., 2020). Greenberg (2010) defined job satisfaction as the attitude, either positive or negative, that employees have toward their work. Several factors influence job satisfaction, including individual characteristics, socio-cultural elements (Alghamdi et al., 2018), and the degree of participation in decisions affecting the individual. High employee satisfaction contributes to greater organizational productivity and effectiveness (Dappa et al., 2019).

2.2. Transformational leadership

Transformational leadership is a leadership style that motivates subordinates to work optimally. Several studies have demonstrated the positive impact of transformational leadership on job satisfaction, such as those by Ölçer (2015), who found a significant positive effect on job satisfaction. Similarly, Boamah et al. (2018) highlighted that transformational leadership enhances the quality of the work environment, leading to better performance and increased employee satisfaction.

This leadership style also positively influences organizational commitment, as supported by Hussain et al. (2019), who confirmed its significant impact. Employees' commitment to the organization improves when transformational leadership is practiced effectively, as indicated by studies such as Nurjanah et al. (2020).

Moreover, organizational commitment can mediate the relationship between transformational leadership and job satisfaction, as shown by Shurbagi (2014), who found that organizational commitment significantly strengthens the link between transformational leadership and job satisfaction. Thus, the research hypothesis is formulated as follows:

H1: Transformational leadership has a positive and significant effect on organizational commitment.

H2: Transformational leadership has a positive and significant effect on teacher job satisfaction

H3: Transformational leadership has a positive and significant effect on teacher job satisfaction mediated by organizational commitment.

2.3. Organizational culture

Organizational culture refers to shared basic assumptions and beliefs that guide members in addressing internal and external challenges (Farrell, 2018). Several studies, such as those by Çelik et al. (2015), Batugal and Tindowen (2019), and Al-Sada et al. (2017), have consistently shown that organizational culture positively and significantly affects job satisfaction.

Similarly, research by Yusuf (2020), Marcos et al. (2020), and Hamonangan et al. (2020) highlighted the positive impact of organizational culture on organizational commitment. Furthermore, studies by Rizwan et al. (2017) indicated that organizational commitment mediates the relationship between

organizational culture and job satisfaction, further validating the importance of these variables in organizational settings. Thus, the research hypothesis is formulated as follows:

H4: Organizational culture has a positive and significant effect on organizational commitment.

H5: Organizational culture has a positive and significant effect on teacher job satisfaction

H6: Organizational culture has a positive and significant effect on teacher job satisfaction mediated by organizational commitment.

2.4. Organizational commitment

Organizational commitment reflects an individual's psychological bond with the organization, motivating them to maintain their membership and strive for excellence (Hamonangan et al., 2020). Numerous studies have demonstrated that organizational commitment significantly influences job satisfaction (Batugal and Tindowen, 2019; Loan, 2020). Specifically, Veraya (2020) found a positive relationship between organizational commitment and teacher job satisfaction. Thus, the research hypothesis is formulated as follows:

H7: Organizational commitment has a positive and significant effect on teachers' job satisfaction.

Based on the formulated hypothesis, the researcher developed the research model as shown in Fig. 1.

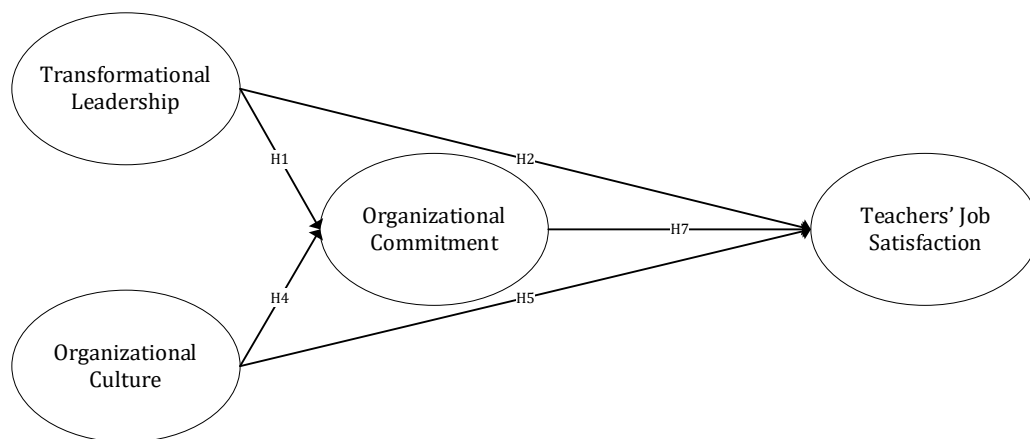


Fig. 1: Research model

3. Methodology

The method used in this research is the survey technique and the research method is quantitative. In this study, purposive sampling was employed to select public high school teachers from Bacan Island, South Halmahera Regency. This method was chosen to ensure that the sample aligned with the study's focus on organizational commitment and job satisfaction within public education. Public high schools were selected because they are a key part of Indonesia's education system, where the schools—SMAN 1, SMAN 7, and SMAN 8—have similar

organizational structures and relevance to the research objectives, providing a representative sample for investigating the relationships between leadership, organizational culture, and job satisfaction. The instrument used in this study was a questionnaire consisting of 20 statement items with 5 statements for each variable. The questionnaire items were adapted from well-established studies, ensuring their reliability and validity in measuring key variables like job satisfaction, leadership, and organizational commitment. The items for the job satisfaction variable were adapted from Keser and Bilir (2019), the items for transformational

leadership were adapted from [Abdul Wahab et al. \(2014\)](#), the items for organizational culture were adapted from [Tsai \(2011\)](#), and the organizational commitment variable was adapted from [Çelik et al. \(2015\)](#). This research was conducted from July to September 2021. The study was conducted in three public high schools (SMAN) on Bacan Island, South Halmahera Regency, namely SMAN 1, SMAN 7, and SMAN 8, South Halmahera. Data were collected by distributing questionnaires to all teachers in three schools with a total of 126 teachers, consisting of 57 teachers at SMA Negeri 1 Halmahera Selatan, 44 teachers at SMA Negeri 7 Halmahera Selatan and 25 teachers at SMA Negeri 8 Halmahera Selatan. Each statement item had five alternative answer choices: namely strongly agree (SS) scored 5, agree (S) scored 4, quite agree (CS) scored 3, disagree (TS) scored 2, and strongly disagree (STS) scored 1. The questionnaire was previously tested on 23 teachers of Madrasah Aliyah Negeri 2 North Halmahera to assess its validity and reliability. The data processing method used inferential statistics using SPSS version

23 software. For the validity test, we employed Pearson correlation analysis to ensure that each item in the questionnaire appropriately measured its corresponding construct. The correlation coefficients for all items exceeded the critical threshold of 0.351, indicating that each item was strongly correlated with the total score of its respective construct. This result supports the conclusion that the items in the questionnaire were valid and accurately represented the dimensions we intended to measure. Following the validity test, we conducted a reliability test using Cronbach's alpha to assess the internal consistency of the questionnaire. Cronbach's alpha values for all constructs surpassed the recommended threshold of 0.70, confirming a high level of reliability. Specifically, the alpha values ranged from 0.776 to 0.821, indicating that the items within each construct consistently measure the same underlying concept. These results demonstrate that the instrument is both reliable and valid for measuring the intended variables. The research instrument for each variable can be seen in [Table 1](#).

Table 1: Research instrument

| Variable | Reference | Item | Validity | Reliability |
|-----------------------------|---|---|----------|-------------|
| Job satisfaction | Keser and Bilir (2019) | I am paid a fair amount for the work I do | 0.824 | 0.821 |
| | | The principal is competent in doing his job | 0.825 | |
| | | When I do a good job, I get an award | 0.811 | |
| | | I like doing new things at work | 0.723 | |
| | | I am proud of my work as a teacher | 0.595 | |
| Transformational leadership | Abdul Wahab et al. (2014) | The principal dares to take risks from every action he takes | 0.738 | 0.802 |
| | | The principal has a clear vision and mission in achieving school goals | 0.815 | |
| | | The principal assumes that every teacher has their own abilities | 0.782 | |
| | | The principal always works together in completing assignments | 0.773 | |
| | | The principal always emphasizes the importance of completing the mission together | 0.613 | |
| Organizational culture | Tsai (2011) | The school has a comprehensive system and regulations for all school members | 0.710 | 0.776 |
| | | Our school really maintains work discipline | 0.785 | |
| | | Schools have clear rules about rewards and punishments (sanctions) | 0.750 | |
| | | The principal cares about the teacher's opinion or ideas | 0.768 | |
| | | Schools set clear goals for teachers | 0.618 | |
| Organizational commitment | Çelik et al. (2015) | I accept all kinds of assignments given by the principal for the betterment of the school | 0.816 | 0.817 |
| | | I am proud to tell others that I am part of this school | 0.721 | |
| | | For me this school is the best place to work | 0.820 | |
| | | I always tell other friends that our school is a great school as a place to work | 0.820 | |
| | | This school really gave me the best inspiration to improve my performance | 0.614 | |

Moreover, we employed simple linear regression to test the direct relationships between individual independent variables (e.g., transformational leadership, organizational culture) and the dependent variables (e.g., organizational commitment, job satisfaction). This method was chosen to evaluate the direct effects of each independent variable on the outcomes separately. Since each hypothesis in our study addresses a distinct pair of independent and dependent variables, simple linear regression was deemed appropriate for isolating and understanding these specific relationships.

Additionally, SPSS software was chosen for the analysis because it is widely used and reliable in social science research. SPSS provides easy-to-use tools for running regression analyses and ensures accurate results, making it suitable for both simple and complex statistical tests. Its ability to handle large datasets efficiently also made it an ideal choice

for this study. The instrument, after testing, was then analyzed for validity and reliability using SPSS version 23 software, with results indicating that the items for each variable met the validity requirements, namely an r-value greater than the critical threshold (0.351). The correlation value obtained ranged from 0.595-0.825 as shown in [Table 1](#), while the reliability analysis showed Cronbach's alpha values between 0.776 and 0.821, which exceed the recommended threshold of 0.70. With these provisions, the instrument is confirmed as reliable and valid for data collection.

4. Results and discussion

4.1. Results

The demographic profile of respondents, including age, work period, and education level is shown in [Table 2](#).

Table 2: Profile of respondents

| Demography | Criteria | Total |
|-----------------|---------------|-------|
| Age | < 30 years | 15 |
| | 30 – 40 years | 56 |
| | 41 – 50 years | 41 |
| | > 50 years | 14 |
| Work period | < 5 years | 14 |
| | 5 – 10 years | 48 |
| | 11 – 20 years | 50 |
| | > 20 years | 14 |
| Education level | Bachelor | 115 |
| | Master | 11 |

Respondents aged under 30 years included 15 teachers (11.90%), those aged 30-40 years included 56 teachers (44.44%), respondents aged 41-50 years included 41 teachers (32.54%), and those above 50 years included 14 teachers (11.11%). The working period of each teacher is varied: 14 teachers (11.11%) had worked for under 5 years, 48 teachers

(38.10%) for 5-10 years, 50 teachers (39.68 %) for 11-20 years, and 14 teachers (11.11%) for more than 20 years. Furthermore, most of the respondents held a bachelor's degree, with 115 teachers (91.27%), while the remaining 11 teachers (8.73%) had obtained a master's degree.

Before the hypothesis was conducted, the data obtained through the survey method was analyzed for normality to assess whether the data were normally distributed or drawn from a normal population. After testing for normality using Kolmogorov-Smirnov in SPSS version 23, the result was 0.073, indicating that the data were normally distributed, as the test result was greater than the probability value of 0.05. Hypotheses 1, 2, 4, 5, and 7 were then analyzed using simple linear regression with SPSS version 23, and the results of the analysis are presented in [Table 3](#).

Table 3: Hypothesis test results (direct effect)

| Hypothesis | Variables | R ² | F | Beta | t _{test} | Sig. | Conclusion |
|------------|---|----------------|---------|-------|-------------------|------|---------------------|
| H1 | Transformational leadership → organizational commitment | 0.802 | 503.067 | 0.754 | 22.429 | 0.00 | Hypothesis accepted |
| H2 | Transformational leadership → job satisfaction | 0.527 | 138.409 | 0.570 | 11.765 | 0.00 | Hypothesis accepted |
| H4 | Organizational culture → organizational commitment | 0.652 | 232.218 | 0.914 | 15.239 | 0.00 | Hypothesis accepted |
| H5 | Organizational culture → job satisfaction | 0.511 | 129.520 | 0.754 | 11.381 | 0.00 | Hypothesis accepted |
| H7 | Organizational commitment → job satisfaction | 0.543 | 147.252 | 0.686 | 12.135 | 0.00 | Hypothesis accepted |

4.2. Discussion

4.2.1. Hypothesis 1: Transformational leadership has a positive and significant effect on organizational commitment

The statistical analysis for Hypothesis 1 shows that transformational leadership has a positive and significant effect on organizational commitment, with an F value of 503.067, a t-value of 22.429, and a p-value < 0.05 (H1 is supported). The R-squared value of 0.802 indicates that transformational leadership explains 80.2% of the variance in organizational commitment, leaving 19.8% influenced by other factors. These findings suggest that the more transformational leadership is demonstrated by school principals, the higher the level of organizational commitment among teachers.

This finding aligns with previous research by [Selamat et al. \(2013\)](#), who found a strong correlation between principals' transformational leadership and organizational commitment. Studies by [Aydin et al. \(2012\)](#) also support this relationship, highlighting the critical role of school leadership in shaping teacher commitment. Additionally, research by [Abdul Wahab et al. \(2014\)](#) and [Khasawneh et al. \(2012\)](#) further affirms that such leadership not only enhances commitment but also strengthens teacher loyalty. The positive effect of transformational leadership on organizational commitment may be attributed to how leaders inspire and align teachers with the school's vision. By fostering a supportive environment and offering recognition and growth opportunities, transformational leaders strengthen teachers' emotional connection and dedication to the organization.

4.2.2. Hypothesis 2: Transformational leadership has a positive and significant effect on teachers' job satisfaction

The analysis of Hypothesis 2 demonstrates that transformational leadership has a positive and significant effect on teacher job satisfaction. The regression results show an F value of 138.409, a t-value of 11.765, p-value<0.05 (H2 is supported). The R-squared value of 0.527 indicates that transformational leadership explains 52.7% of the variance in teacher job satisfaction, while the remaining 47.3% is influenced by other factors. These findings confirm that transformational leadership plays a crucial role in enhancing teacher job satisfaction.

These findings are supported by [Jameel and Ahmad \(2019\)](#), who found that transformational leadership significantly enhances job satisfaction by involving staff in decision-making, which boosts commitment and performance. [Sayadi \(2016\)](#), [Metaferia et al. \(2023\)](#), and [Tesfaw \(2014\)](#) also observed a positive effect of transformational leadership on teacher job satisfaction in Iraq and also in Ethiopia's public secondary schools, respectively. Similar conclusions were reached by [Aydin et al. \(2012\)](#) and [Sow \(2017\)](#), affirming the significant role of transformational leadership in improving job satisfaction. Additionally, [Kouni et al. \(2018\)](#) confirmed its strong impact on job satisfaction across various contexts. A possible explanation for this finding is that transformational leaders create a supportive environment, boosting teacher satisfaction by encouraging open communication, recognizing achievements, and involving teachers in decision-making. This fosters a

sense of value and engagement, which enhances job satisfaction and commitment.

4.2.3. Hypothesis 3: Transformational leadership has a positive and significant effect on teachers' job satisfaction mediated by organizational commitment

The analysis for Hypothesis 3 reveals that transformational leadership has a significant positive effect on teacher job satisfaction, mediated by organizational commitment. The R-squared value of 0.565 indicates that 56.5% of the variance in teacher job satisfaction is explained by the model. Specifically, transformational leadership has a strong effect on organizational commitment (0.896), and organizational commitment, in turn, significantly influences job satisfaction (0.436). The direct effect of transformational leadership on job satisfaction is 0.335, with a p-value of 0.013, indicating statistical significance. As shown in Fig. 2, the indirect effect of transformational leadership on job satisfaction through organizational commitment (0.391) is

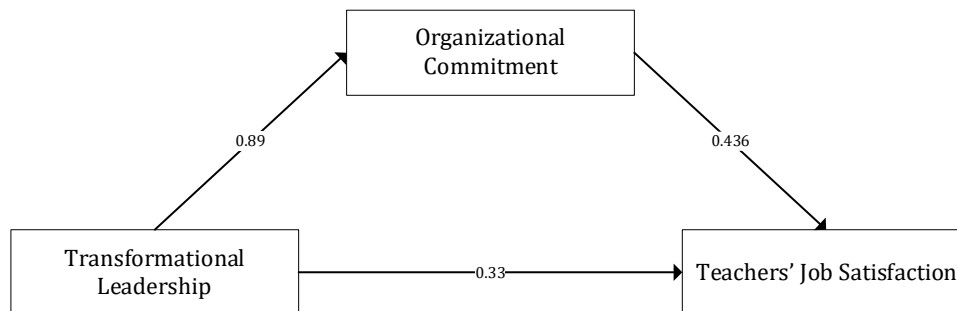


Fig. 2: The effect of transformational leadership on teacher job satisfaction mediated by organizational commitment

4.2.4. Hypothesis 4: Organizational culture has a positive and significant effect on organizational commitment

The analysis results for Hypothesis 4 indicate that organizational culture has a positive and significant effect on organizational commitment. The F value of 232.218, a t-value of 15,239 and a p-value < 0.05 demonstrate the significance of the regression model (H4 is supported), with an R-squared value of 0.652, meaning that 65.2% of the variance in organizational commitment is explained by organizational culture, while the remaining 34.8% is influenced by other factors.

These findings align with those of Karadağ et al. (2011) and Rizwan et al. (2017), all of whom found a positive relationship between school culture and organizational commitment. Hamonangan et al. (2020) also supported the conclusion that a strong school culture enhances teacher commitment. The results underscore the importance of nurturing a strong organizational culture within schools. By fostering a positive school culture, school leaders can significantly enhance teachers' commitment, ultimately contributing to better organizational outcomes.

greater than the direct effect (0.335), demonstrating that organizational commitment plays a mediating role in this relationship (H3 is supported).

These findings align with studies by Shurbagi (2014), Dappa et al. (2019), and Veraya (2020), all of which highlighted the mediating role of organizational commitment in enhancing the impact of transformational leadership on job satisfaction. This evidence suggests that principals should focus on enhancing their transformational leadership qualities to foster organizational commitment, which in turn boosts teacher job satisfaction. An explanation for this finding is that transformational leaders inspire loyalty and commitment by promoting a shared vision and supportive environment. As teachers become more committed to the organization, their job satisfaction increases due to better alignment of personal and organizational goals. Organizational commitment thus amplifies the effects of leadership on job satisfaction by fostering intrinsic motivation and a sense of belonging.

An explanation for this finding is that a positive organizational culture creates an environment where teachers feel valued and supported. When the organizational culture promotes mutual respect, shared values, and a sense of belonging, teachers are more likely to develop stronger emotional and psychological ties to the organization. This bond increases their motivation to contribute to the organization's success and enhances their willingness to remain committed, leading to higher levels of organizational commitment.

4.2.5. Hypothesis 5: Organizational culture has a positive and significant effect on teachers' job satisfaction

The results for Hypothesis 5 demonstrate that organizational culture has a positive and significant effect on teacher job satisfaction. The R-squared value of 0.511 indicates that organizational culture accounts for 51.1% of the variance in job satisfaction, with the remaining 48.9% influenced by other factors. The statistical analysis yields an F value of 129.520, and a t-value of 11,381 with a probability of less than 0.05, confirming the significance of the relationship (H5 is supported).

These findings align with previous studies, such as those by Rizwan et al. (2017), Belias et al. (2015), and Al-Sada et al. (2017), all of which found a significant positive relationship between organizational culture and job satisfaction. Similarly, Fidyah and Setiawati (2020) confirmed that a supportive organizational culture enhances job satisfaction. A possible explanation for this finding is that a positive organizational culture fosters a sense of belonging and alignment with shared values and goals among teachers, which in turn increases their job satisfaction. When the organizational culture emphasizes collaboration, support, and professional development, teachers are more likely to feel valued and motivated, leading to higher levels of satisfaction. Additionally, a strong organizational culture can provide a stable and predictable work environment, reducing stress and uncertainty, which further contributes to job satisfaction.

4.2.6. Hypothesis 6: Organizational culture has a positive and significant effect on teacher job satisfaction mediated by organizational commitment

The analysis of the impact of organizational culture on teacher job satisfaction, mediated by organizational commitment, yielded an R-squared value of 0.584, indicating that 58.4% of the variance in job satisfaction is explained by the model. Specifically, the path analysis showed that the effect

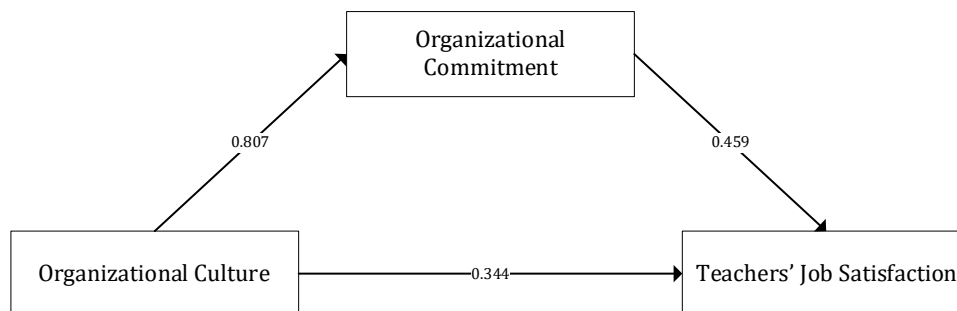


Fig. 3: The effect of organizational culture on teachers' job satisfaction mediated by organizational commitment

4.2.7. Hypothesis 7: Organizational commitment has a positive and significant effect on teacher job satisfaction

The analysis for Hypothesis 7 indicates that organizational commitment has a positive and significant effect on teacher job satisfaction, with an R-squared value of 0.543, meaning that 54.3% of the variance in job satisfaction is explained by organizational commitment. The F value of 147.252, a t-value of 12,135 with $p < 0.05$ confirms the significance of the regression model (H7 is supported).

These findings align with previous studies, such as those by Çelik et al. (2015) and Rizwan et al. (2017), which also found a positive correlation between organizational commitment and job satisfaction. Önder et al. (2019) similarly concluded that organizational commitment has a significant

of organizational culture on organizational commitment was 0.807, and the effect of organizational commitment on job satisfaction was 0.459. As shown in Fig. 3, organizational culture directly impacts SMAN teachers' job satisfaction on Bacan Island with a value of 0.344. However, the indirect effect through organizational commitment was greater (0.370), with a significance level of $p < 0.05$. This demonstrates that the indirect influence of organizational culture on job satisfaction, mediated by organizational commitment, exceeds the direct effect (0.370 > 0.344). Thus, organizational commitment serves as an effective mediator between organizational culture and job satisfaction (H6 is supported).

These findings are consistent with previous research by Rizwan et al. (2017), which concluded that organizational culture positively affects job satisfaction through organizational commitment. Similarly, Batugal and Tindowen (2019) found that organizational commitment plays a significant role in linking organizational culture to job satisfaction. A supportive organizational culture fosters a sense of belonging and commitment among teachers. When teachers feel aligned with the organization's values and supported in their growth, they are more committed, which in turn enhances their job satisfaction. Thus, organizational commitment serves as the pathway through which a positive culture boosts job satisfaction.

positive effect on teacher job satisfaction, particularly in the secondary school. A possible explanation for this finding is that teachers with higher organizational commitment feel more connected to their school, fostering a positive work environment. This attachment enhances their sense of value and support, leading to increased job satisfaction. Additionally, committed teachers are more likely to seek personal and professional growth, further boosting their satisfaction.

To further strengthen the study's contribution, both theoretical and practical implications are highlighted. Theoretical implications: This study contributes to the literature by underscoring the crucial mediating role of organizational commitment in enhancing teacher job satisfaction, particularly within the context of public high schools in Indonesia—an area that has been less explored. While existing studies have examined

transformational leadership and organizational culture in various fields, this research highlights how organizational commitment serves as a vital link between these factors and job satisfaction in educational settings. By demonstrating that a higher level of organizational commitment significantly amplifies the positive impact of transformational leadership and a supportive organizational culture, the study extends theoretical insights into the interplay of these elements within schools.

Practical implications: For school administrators and policymakers, the findings emphasize the importance of fostering organizational commitment as a pathway to improving teacher job satisfaction. School leaders can actively promote practices that build a strong sense of commitment among teachers by cultivating an inclusive, value-driven environment aligned with teachers' professional goals. Training programs designed to develop transformational leadership qualities in school principals, combined with policies that support a positive organizational culture, can be instrumental in strengthening teacher commitment. Ultimately, this focus on organizational commitment not only enhances job satisfaction but also contributes to a more stable, motivated teaching workforce, which is essential for advancing educational outcomes in public high schools.

5. Conclusions

In today's competitive environment, all organizations, including schools, seek success, particularly in achieving high student performance. Teacher job satisfaction is a crucial factor, as low satisfaction levels can negatively affect the quality of education. Schools must prioritize teacher satisfaction, as satisfied teachers are more loyal and dedicated to their institutions, contributing to overall school success and sustainability. This study explores the role of organizational commitment in enhancing teacher job satisfaction and examines the influence of transformational leadership and organizational culture within Indonesian public high schools.

The findings indicate that organizational commitment plays a key mediating role, strengthening the positive impact of both transformational leadership and organizational culture on teacher satisfaction. This suggests that organizational commitment has a greater influence on job satisfaction than leadership or culture alone. From a practical perspective, school leaders should focus on fostering a culture of commitment, alongside transformational leadership and a strong organizational culture. Such an approach can create a supportive work environment that enhances teacher satisfaction and improves overall school performance. This strategy provides a foundation for school administrators aiming to enhance educational outcomes and sustain a motivated teaching workforce.

This study has several limitations that should be considered. First, it is geographically restricted to public high schools on Bacan Island, South Halmahera Regency, Indonesia. This limits the generalizability of the findings, as organizational dynamics, leadership styles, and cultural contexts may differ across other regions in Indonesia and internationally. Second, the study uses cross-sectional data collected at a single point in time, which restricts the ability to track changes over time or establish causal relationships between variables. Third, it relies exclusively on quantitative methods, specifically a questionnaire-based survey. While this approach provides valuable statistical insights, it lacks the depth of qualitative methods. Finally, the study focuses on three key variables—transformational leadership, organizational culture, and organizational commitment—with job satisfaction as the dependent variable. Other potential factors, such as teacher motivation, work-life balance, external social influences, and government policies, were not included.

For future research, expanding the study to include schools from different regions, as well as private and urban schools, would improve the generalizability of the findings. A longitudinal approach could also be used to analyze how variables change over time and whether the observed relationships remain consistent. Additionally, incorporating qualitative methods, such as interviews or focus groups, could provide deeper insights into teachers' experiences. Finally, future research could explore additional factors, such as teacher motivation and work-life balance, to develop a more comprehensive understanding of job satisfaction.

Compliance with ethical standards

Ethical considerations

This study adhered to ethical research guidelines. All participants provided informed consent, and their responses were anonymized to ensure confidentiality. No personal or sensitive data was collected.

Conflict of interest

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