



The Interplay of Transformational Leadership, Meaningful Work, and Teacher Commitment in Education: A Systematic Synthesis of Empirical Studies

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ABSTRACT

This study systematically reviews peer-reviewed literature published between 2019 and 2025 on the relationships among transformational leadership, organizational commitment, and meaningful work in educational settings. Using thematic and interpretive review methods, the study synthesizes findings across diverse educational contexts. Results indicate that transformational leadership enhances organizational commitment through employee engagement, psychological empowerment, and organizational trust, which subsequently strengthen meaningful work. The review also identifies school culture and organizational support as important moderating factors influencing these relationships. By integrating fragmented findings, this study clarifies the theoretical linkages between transformational leadership and educational outcomes. The article concludes with recommendations for strengthening teacher commitment, improving leadership practices, and guiding future research in educational organizations

INTRODUCTION

Transformational leadership (TL) has been widely studied because of its significant influence on organizational commitment, employee engagement, innovation, and job performance across sectors such as education, healthcare, hospitality, and construction. Previous studies identified several important mediators and moderators in the relationship between TL and organizational commitment, including organizational citizenship behavior, communication, employee engagement, psychological empowerment, procedural justice, career growth, organizational learning, intrinsic motivation, perceived organizational support, and psychological capital. Although these studies provide valuable insights, the findings remain fragmented because most research focuses on specific sectors, single mediating variables, or limited contexts.

Transformational leadership, introduced by Burns (1978) and expanded by Bass (1985), emphasizes leaders' ability to inspire change, shape beliefs, and motivate followers toward collective goals. In educational settings, organizational commitment is especially important because teachers play a central role in achieving national educational objectives and ensuring effective school performance. High organizational commitment among teachers contributes to better educational outcomes and organizational effectiveness.

Recent research also shows that transformational leadership studies have evolved from theoretical foundations toward innovation, multicultural, and digital leadership contexts. However, existing literature still lacks comprehensive cross-sector synthesis and deeper understanding of the mechanisms underlying TL and organizational commitment. Therefore, a systematic review covering studies from 2020–2025 is necessary to identify trends, integrate mediating and moderating variables, and provide a stronger theoretical foundation for future leadership and organizational research (Makmur et al., 2023; Marsidini & Rosalinda, 2014).

Research indicates that transformational leadership and meaningful work positively influence organizational commitment by increasing job satisfaction, loyalty, creativity, and employee performance. Recent studies on transformational leadership have expanded significantly, especially in education, but important gaps remain, including limited integration of mediating variables such as organizational trust, meaningful work, and school culture. Most previous studies examined these variables separately, so an integrative review is needed to develop a comprehensive framework explaining how transformational leadership affects teacher organizational commitment in educational settings (Okoli et al., 2021).

To systematically investigate and assess trends in transformational leadership research, this study employs a Systematic Literature Review (SLR) spanning 2020–2025, adhering to PRISMA guidelines. The SLR approach is used to explore emerging themes, map mechanisms such as mediation and moderation, and evaluate the consistency of theoretical frameworks across sectors. In alignment with scholarly arguments for more integrative analysis, this review also draws on bibliometric and narrative synthesis to provide an enriched understanding of TL's evolving landscape. Therefore, this study not

only addresses the lack of synthesis in recent TL research but also aims to deliver a robust, evidence-based framework to guide future investigation and practice in organizational leadership.

The most recent findings from Hidayanti's research (2024) indicate that the average level of teacher commitment is 62.4%, which is in the strong category. This is further supported by Delsyia & Wijono's (2020) studies, which showed that high school teachers in Kupang who showed high organizational commitment had greater job satisfaction. On the other hand, low organizational commitment causes low teacher satisfaction. Teachers show job satisfaction by being engaged in their duties, prioritizing work, preserving educational values and goals, and valuing the teaching process. This is according to Vanden Berg's viewpoint (in Zembylas & Papanastasiou, 2004), who argued that teachers whom commit themselves to their jobs will be satisfied.

Transformational leadership enables school leaders to motivate teachers effectively by encouraging innovation, communication, collaboration, and organizational development. This leadership style not only fulfills employees' self-esteem needs but also inspires them to perform optimally while fostering shared organizational values and positive relationships (Makmur et al., 2023). Previous studies also indicate that transformational leadership significantly improves teacher performance by motivating teachers to work more effectively and efficiently in educational settings (Trisnawati, 2024).

The novelty of this study lies in its integrative approach, which systematically examines the relationships among transformational leadership, organizational trust, meaningful work, school culture, and teacher organizational commitment within a single conceptual framework. Unlike prior studies that explored these variables separately, this study synthesizes findings from literature published between 2019–2025 and proposes a structural model capturing both direct and indirect relationships. Additionally, the inclusion of organizational trust and school culture as contextual and mediating variables addresses important gaps in previous research.

Accordingly, this study aims to: (1) analyze the relationship between transformational leadership and teacher organizational commitment in educational settings; (2) investigate the mediating or moderating roles of organizational trust, meaningful work, and school culture; (3) synthesize findings from peer-reviewed studies published between 2019–2025 using systematic and thematic review methods; and (4) develop a structural model integrating these variables to provide a comprehensive theoretical framework for future educational leadership research and practice.

From this discussion, there is two main questions relation to different analytical levels arise.

1. Educational settings: Is there any significant relationship among these variables transformational leadership, orgnizational trust, meaningful work, school cultur and teacher organizational commitment?
2. Educational governance: Is there a suitable structural model that integrates the relationships among transformational leadership,

organizational trust, meaningful work, school culture and teacher organizational commitment?

The following article examines these issues further by utilizing findings of an in-depth research study. In addition to the outcomes for the three main domains, the research focuses on how they are interconnected. Furthermore, two concerns about the framework conditions and approach are of interest:

1. What contextual variables impact transformative leadership, organizational commitment, and meaningful work in each of these domains?
2. Which approaches are being used to evaluate transformative leadership and organisational commitment?

LITERATURE REVIEW

For instance, Williams Jr. et al. (2022) conducted an SLR on leader credibility and demonstrated how a structured review of 108 peer-reviewed articles revealed a fragmented construct, unclear definitions, and inconsistent measurement—highlighting deep conceptual gaps in leadership literature. Consequently, the use of systematic literature reviews has gained momentum in leadership research, particularly in capturing the evolving nature of constructs like transformational leadership across diverse organizational and cultural settings.

METHODOLOGY

Search Strategy

This study employed a Systematic Literature Review (SLR) following the PRISMA 2020 guidelines. A comprehensive search was conducted between January and March 2025 across major international and national databases. International databases included Scopus, Web of Science, ScienceDirect, Taylor & Francis, Sage, Emerald, Springer Nature, Frontiers in Psychology, ERIC, PubMed, Semantic Scholar, and APA PsycNet. To ensure local coverage, we also searched the Indonesian national databases SINTA and GARUDA.

Search terms were developed based on the research objectives and combined using Boolean operators. The following keywords and their variations were applied: “*transformational leadership*”, “*organizational commitment*”, “*meaningful work*”, “*school culture*”, and “*organizational trust*”. Search strings were adapted for each database to maximize retrieval.

Eligibility Criteria

Studies were included if they met the following criteria:

1. Published between 2019 and 2025.
2. Peer-reviewed journal articles written in English or Indonesian.
3. Empirical or review studies examining transformational leadership, organizational commitment, or meaningful work in educational settings.
4. Available in full text

Exclusion criteria were:

1. Non-peer-reviewed publications (conference abstracts, book chapters, theses).

2. Articles outside the education or organizational psychology domain.
3. Duplicates across databases.

Screening and Selection Process

The initial search yielded 451 articles. After removing 201 duplicates, 250 unique records remained. Automated and manual screening excluded 96 articles published outside the 2019–2025 timeframe and 24 articles not indexed in Scopus Q1–Q3. Titles and abstracts of 130 articles were screened, and 27 full texts were retrieved. Following eligibility assessment, 13 articles met all inclusion criteria and were included in the final synthesis. The full selection process is summarized in Figure 1 (PRISMA flow diagram).

Quality Appraisal

To ensure methodological rigor, included studies were assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist for qualitative and quantitative studies. Criteria included clarity of objectives, appropriateness of methodology, validity of instruments, and transparency of findings. Only studies rated as *moderate to high quality* were retained for synthesis.

Data Extraction and Synthesis

Data were extracted using a structured template covering: (i) author, year, and country, (ii) study design and methodology, (iii) sample characteristics, (iv) variables and measures, and (v) main findings. A **narrative synthesis** was applied, supported by thematic coding to identify recurrent patterns. Findings were categorized into five themes: (1) transformational leadership in educational settings, (2) organizational commitment in education, (3) meaningful work among teachers, (4) relationships between transformational leadership and organizational commitment, and (5) integrative models linking leadership, commitment, and meaningful work.

Peer-reviewed articles in English and Indonesia were included in the literature review, providing that they were available online under the full text licence policy of the authors' university. A total of 451 articles conforming to these requirement.

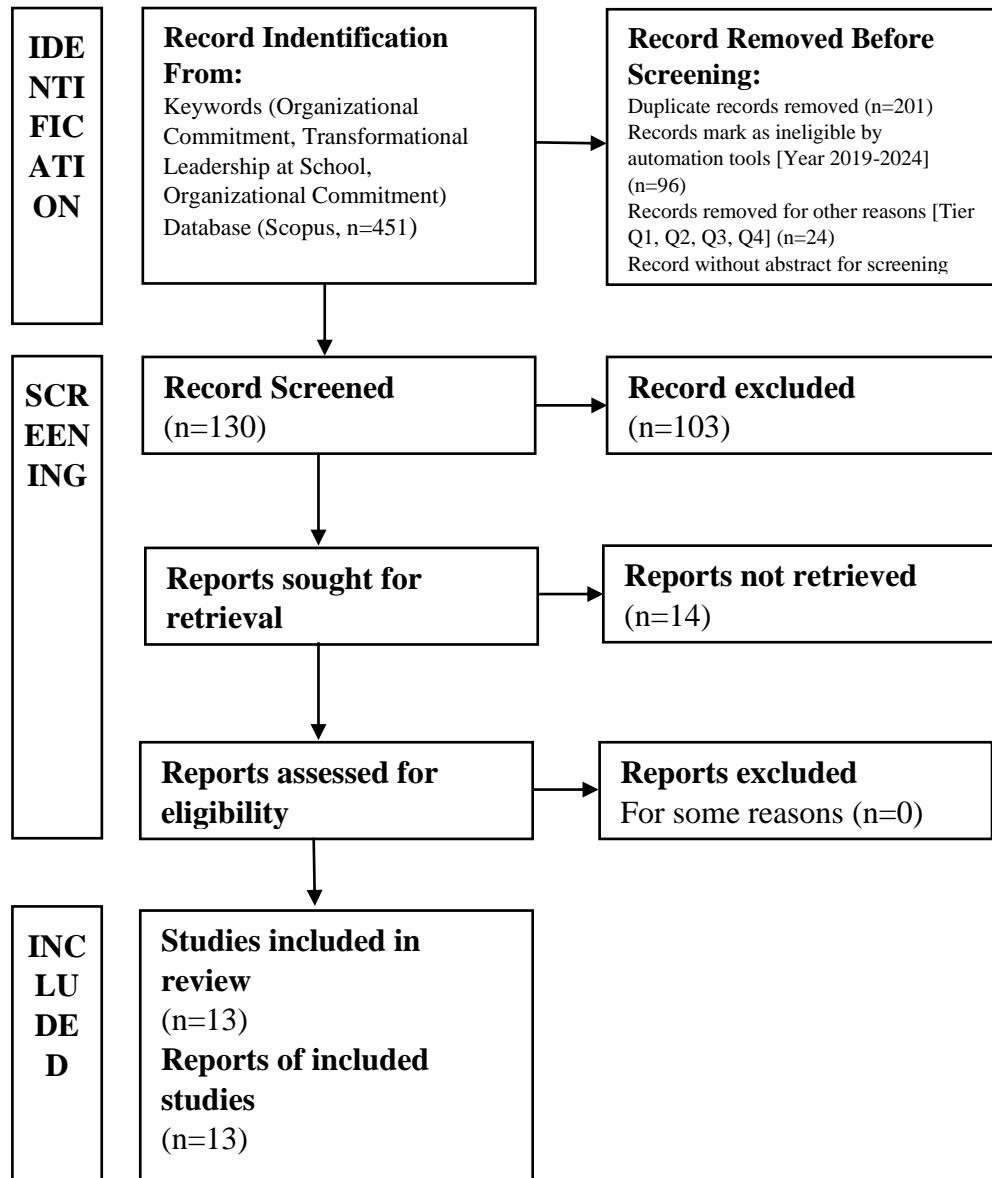


Figure 1. Flow chart according to PRISMA statement

A total of articles were initially identified from the database and screened through abstracts, titles, and keywords to determine their relevance to transformational leadership and organizational commitment. After excluding 103 irrelevant studies and removing 14 duplicate articles, 13 full-text articles met the eligibility criteria and were included in the systematic literature review. The review process involved all co-authors, who collaboratively evaluated titles, abstracts, and full papers, while disagreements were resolved through discussion until consensus was achieved. Most studies were related to educational science, although political science, public administration, and social science were also represented. The majority used quantitative methods, while qualitative, mixed-method, and systematic review approaches were limited. Most studies focused on educational settings, particularly schools and higher education, and were conducted mainly in European and Asian countries.

For the qualitative analysis, all 13 (total in PRISMA is actually two times is 21 articles) articles were classified using the following overarching categories (see Appendix S3):

1. Transformational leadership in educational settings
2. Organizational commitment in educational settings
3. Meaningful work among teachers
4. Relationship between transformational leadership and organizational commitment
5. Relationship between transformational leadership and meaningful work
6. Relationship between transformational leadership, organizational commitment and meaningful work among teachers in educational settings

These classifications were used to categorize all 21 articles. The subsequent research attempted to identify and summarize important findings. To achieve this, a combination of subject matter and interpretive examination was applied. To achieve this objective, both quantitative and qualitative data, as well as theoretical ideas from the research included in the review, were utilized in finding relevant an overview of the data search and reduction process is presented in Table 1. This table outlines the procedural flow for data identification and reduction based on the Scopus database.

Table 1. Overview of articles included in the literature review

<i>Academic field</i>	Educational science (21)
<i>Methodology</i>	Quantitative (17) Qualitative (2) SLR (1) Mixed Methods (1)
<i>Educational sector</i>	School (20) Inclusive Education (1)
<i>Geographical focus of single country studies</i>	Europe [Netherlands 1, Turkey 1, Belgium 1, Finland 1, Hungary 1, Germany 1] United Kingdom [Finland 1, Ireland 1] Asia [China 6, Indonesia 1, Yemen 1] South America [Peru 1] Australia [Australia 1, New Zealand 1]
<i>Geographical focus of international comparative study</i>	Europe (8) Asia (8) Intercontinental (3)

Traits related to transformative leadership and organizational commitment, as well as the connections between them. Quantitative data was utilized to prove sturdiness and adaptability, while qualitative data were used to acquire a more in-depth understanding. When all of the results were combined, three linked domains of variables seemed. Each domain was

meticulously examined, and the links between domains were examined. The analysis resulted in transformative leadership, organizational commitment, and meaningful work educational field.

RESEARCH RESULT

Steps to Test Your Results Here

In this section, you should describe each step taken to complete your research. You should not include too many descriptive statistical results here; on the other hand, it should be summarized in a more readable table or graph. You should never forget the numbers for each table and chart presented in your paper.

Table 1. Three Box Method (**Table in good quality and easy to understand**)

Score	Criteria
50,00 - 100,00	Low
100,01 - 150,00	Medium
	High

All formulas or formulas must also be numbered.

$$Y = G + C + I + N_x \dots\dots\dots (1)$$

In this section, each statistical test you perform should be thoroughly explained. This section is very important to describe the research methodology used. Each statistical finding should be summarized and presented in a table or graph; not just copy-paste from your statistics tool.

DISCUSSION

This section presents the findings of the systematic literature review on transformational leadership (TL) and its associated variables over the past five years. The analysis reveals several recurring themes, theoretical patterns, and methodological preferences in recent TL research.

Transformational leadership continues to emerge as a central construct in leadership studies, particularly due to its dynamic role in shaping employee behavior, psychological states, and organizational outcomes. The reviewed literature demonstrates consistent links between TL and variables such as organizational commitment, employee engagement, psychological empowerment, job performance, and organizational citizenship behavior (OCB) (Kayago et al., 2023; Lu & Li, 2021).

Recent studies also reflect a shift from single-variable associations toward more integrative models that incorporate mediating and moderating mechanisms—such as trust in leadership, innovation climate, and digital transformation—as part of the TL effect pathway. This indicates a growing recognition of the complexity of leadership processes and their context-dependent nature. Furthermore, TL has been increasingly studied across diverse sectors including healthcare, education, public administration, and

hospitality highlighting its wide applicability and adaptive potential in varying organizational environments.

This section presents the crucial findings from the analysis. First, the findings for the domains of transformational leadership, organizational commitment, and meaningful work are given, after which follows an examination of their relationship. The literature has concentrated largely on the correlation between transformative leadership and organizational commitment. Findings linked to this unity are therefore distinct variables in the current research (Delsyia & Wijono, 2020; Ding & Lin, 2020; Edirisooriya, 2020).

Four Domains of Transformational Leadership

The transformative leadership style has been shown as offering significant success to firms (Agarwal, 2020). Transformational leadership demands inspiring, developing trust, motivating, considering inventive concepts, and strengthening followers' capacities (Shaikh & Udin, 2022). Transformational leadership has four primary domains: (i) Idealized influence: Leaders who possess idealized influence are trusted and valued by the employees to make sophisticated decisions not just "for the good of the organization," nonetheless for the good of the team and themselves as people. Leaders must uphold ethical and moral standards with the goal to establish a company environment and inspire employee commitment to the organization's goals and vision (Kariuki, 2021). (ii) Inspirational motivation takes place when a leader motivates and encourages their employees (Chebon et al., 2019; Cooper & Finkelstein, 2021; Delsyia & Wijono, 2020).

Expressing the company's purpose, vision, and objectives. This increases pleasant emotions and intrinsic drive (Rafferty and Griffin, 2004). (iii) Intellectual stimulation comprises leaders enhancing their followers' ability to develop beneficial, flexible approaches and handle an assortment of challenges (Bednall et al., 2018). As a consequence, followers will be driven to show responsibility in completing their duties (Nguyen et al., 2019). By emphasizing the opportunities to grow and learn, rather than focusing on the outcomes of the efforts, leader who used transformational as their leadership style will remove the fear factor from work, empowering employees to constantly be learning and looking for and acting upon opportunities, rather than playing it safe. (iv) *Individualized consideration*, a leader can take into account the needs, desires, values, and abilities of each individual (Khalil & Sahibzadah, 2021). Leaders provide empathy, support, and maintain open communication among team members, can reward individual contributions in the team, creating a willingness and aspiration for self-development (Bass et al., 2003).

Transformational leaders develop and maintain intimate relationships with employees by decreasing the authority disparity and focusing on their demands and abilities (Puni, Mohammed, & Asamoah, 2018). The relationship described above is based on mutual confidence amongst the leader and the subordinate, which allows truthful and rich communication as well as feedback between them (Salanova et al., 2011). In this excellent working atmosphere,

leaders and staff members collaborate to help the business achieve its goals. As stated by Cheng et al. (2012), transformational leadership might have a beneficial effect on employees' attitudes and behavior. Moreover, the findings indicate that a transformational leader extensively contributes to the development of his subordinates' abilities, which resulted in an increase in productivity in the organization (Garad et al., 2022). Transformational leadership has been connected to a greater employee performance, job fulfillment, and organizational commitment (Eliyana & Ma'arif, 2019).

Table 2. Key findings for the four domains of transformational leadership

Domain	Findings
<i>Transformational leadership in educational settings</i>	<p><u>Idealized influence</u> In order to establish the culture of an organization and inspire staff commitment to the organization's purpose and vision, leaders must adhere to ethical and moral values (Kariuki, 2021). Leaders become role models for those beneath them (Afshari, 2021). A leader is perceived as imposing, attractive, and trustworthy (Alhasheedi et al., 2020).</p> <p><u>Inspirational motivation</u> This enhances positive emotions and intrinsic drive (Rafferty & Griffin, 2004). Leaders' ability to motivate and encourage their people to succeed in ambitious goals. Leaders inspire trust among those around them by their positive attitude and enthusiasm (Bakker et al., 2023). A leader's ability to convey a compelling vision of greater possibilities for an organization, so that adherents switch from their own interests to the organization's shared goals (Edirisooriya, 2020). In addition stated, the leader establishes an environment of community amongst adherents to make it easier for them to focus on shared objectives (Okoli & Ugbo, 2021).</p> <p><u>Intellectual stimulation</u> Leaders enhance the people they lead's capability to build productive, adaptable plans and deal with varied obstacles (Bednall et al., 2018). Members will be motivated to be proactively in fulfilling their duties (Nguyen et al., 2019). Support employees' personal innovation by enlisting them in making solutions to obstacles based on their different points of view (Ding & Lin, 2020). Efforts to increase employee capacity and awareness in evaluating ideas in innovative ways (Rasheed et al., 2021).</p> <p><u>Individualized consideration</u></p>

	<p>A leader can take into account the needs, desires, values, and abilities of each individual (Khalil & Sahibzadah, 2021)</p> <p>A better level of trust in the leader results from taking into account individual requirements (Ogola et al., 2017)</p>
	<p>Leaders' efforts to individually listen to others, form solid connections, and establish a harmonious environment at work lead to satisfaction among employees (Yin et al., 2019).</p>

Relationships Between Domains of Transformational Leaderships and Organizational Commitment

Transformational leadership has been widely recognized for its positive influence on organizational commitment, employee performance, innovation, and engagement across sectors such as education, healthcare, and business. Various studies show that transformational leadership enhances employee commitment through mediating factors such as psychological empowerment, organizational citizenship behavior, communication, employee engagement, organizational learning, career growth, and perceived organizational support (Afshari, 2021; Alhasheedi et al., 2020).

Transformational leadership emphasizes leaders' ability to inspire change, motivate followers, foster innovation, and build collective goals. In educational settings, strong organizational commitment among teachers is essential to improve educational quality and organizational effectiveness. Recent research also highlights the growing complexity of transformational leadership studies, particularly in multicultural, digital, and innovation-oriented contexts.

Despite the growing number of studies, existing research remains fragmented because many studies focus only on specific sectors, mediators, or contexts. Therefore, a systematic review is needed to integrate findings, identify trends and gaps, and develop a more comprehensive understanding of how transformational leadership influences organizational commitment and organizational outcomes.

Sybnthesis of Results:

This section proposes a transformational leadership model that considers each domain and their connections with one another. This concludes by an exploration of the primary framework conditions observed in the literature, as well as an examination of difficulties associated with trust examination and their implications for future research.

Combining the previously summarised evidence together provides a model of transformative leadership (Figure 2). The idea encompasses four essential elements—idealized influence, inspiring motivation, intellectual stimulation and individual consideration.

A Model of Transformational Leadership

The element of transformational leadership was added to the four essential domains because it was found to play an important intermediate role between transformational leadership style in educational settings.

The component of transformative leadership had been added to the four main domains as it proved that it fulfills an essential link function between transformational leadership approaches in contexts of education. Following the theoretical framework outlined beforehand, the aspect of transformational leadership encompasses four main variables that encourage the development of transformational leaders. There are also other models of transformational leadership based on Bass's (1985) framework, such as the 4R model, the dual-level model, and the Full Range Leadership paradigm. The 4R Model was developed by Dr. Mark W. 4R is a framework for consciously cultivating and executing leadership through Relationships, Roles, Responsibilities, and Results. The four foundational elements that leaders must get clear and create commitment around in order to lead and manage their teams.



Figure 2. The 4R Model (4R Framework)

The concepts of dual-level transformational leadership, which splits individual-focused TL behavior with group-focused TL behavior, has been proposed to distinguish across leader-follower interaction and leader-team interaction (Lu & Li, 2021). Individual-focused TL can be identified by entirely realizing differences among adherents, delivering specifics coaching, and attaching reasonable standards. Group-focused TL attempts to optimize team potential whilst additionally cultivating shared principles and convictions about the goal of the team. It is defined by leaders who treat all group members fairly. The individual-focused TL has four dimensions: (a) expressing high expectations, (b) follower growth, (c) intellectual stimulation, and (d) personal

acknowledgment. The characteristics of team-focused TL include (a) stressing group identity, (b) expressing collective vision, and (c) group-building.

Burns (1978) stated leadership as an interpersonal endeavor which is part of the relationships of conflict and power, different from raw power, and changed by leaders and followers striving towards a shared goal. Bass's (1985) proposal evolved into the Full Range Leadership Model invented by Bass and Avolio (1994), which currently acknowledges three leadership styles: (a) passive-avoidant leadership, which is characterized by laissez-faire behaviors and passive management by exception; (b) transactional leadership, that involves active management by exception and contingent reward; and (c) transformational leadership.

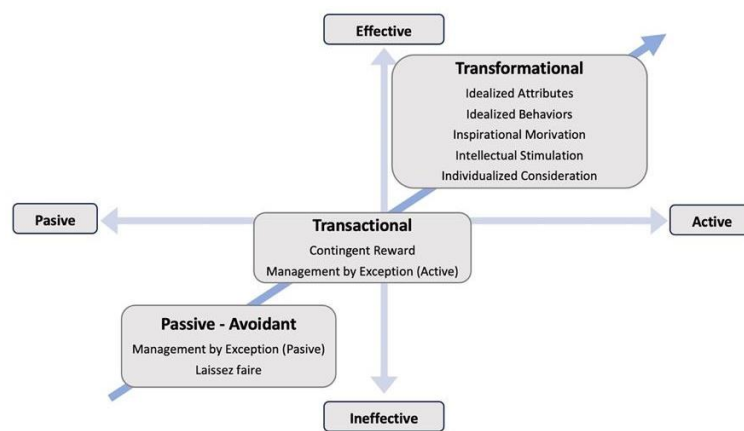


Figure 4. The Full Range Leadership Model by Bass & Avolio (1994)

CONCLUSIONS AND RECOMMENDATIONS

The goal of this systematic literature review was to determine transformational leadership, organizational commitment, and meaningful work as interrelated domains of all three of these variables. It is based on an extensive examination of 130 current research studies on trust in different educational settings. In our theory-generating synthesizing, we recognized concepts related to transformative leadership, organizational commitment, and meaningful work that had been addressed in recent research.

Summary

Transformational leadership can be defined as the ability to transform behaviors, attitudes, and aspirations for the benefit of others, particularly in educational contexts. The study underlines the relevance of organizational commitment, which Meyer and Allen (1990) define as a psychological link between individuals and their organization that includes emotional, continuous, and normative commitment. Achieving this needs strong commitment from instructors, who play a crucial part in educational implementation. According to research, transformational leadership has a major impact on teachers' organizational commitment, which leads to favorable

outcomes such as work satisfaction, reduced absenteeism, and enhanced student success.

Apart from the transformational leadership will impact the organizational commitment and meaningful work, articles included in this systematic literature review revealed many additional factors that affect teachers commitment in organization and meaningful work what they feel as an teachers. However, recent research on transformational leadership, organizational commitment and meaningful work in educational settings is insufficient in terms of considerations the manifold relevance of those variables for teachers, for educational institutions. Additionally, recognizing transformational leadership style through the lens of all its variables will require a more done, empirically and theoretically driven approach.

Limitations

This review has several limitations. First, it only included studies published in English and Indonesian from 2019–2024, potentially excluding relevant earlier research. Second, the review focused specifically on studies addressing transformational leadership, organizational commitment, and meaningful work simultaneously, which may have omitted studies discussing related subdimensions. Third, the review examined studies based on objectives, methods, and findings without evaluating their research quality, so the findings should be interpreted cautiously. Lastly, the review did not clearly define the three main concepts beforehand and did not limit the analysis to a single methodological approach.

Contribution to Research

Although most academics suggest that transformational leadership influences teachers' commitment to the organization which encourages them, as well as their knowledge of their duties at school, this research's vulnerable has yet to be completely expressed. The present research addressed this issue only by concentrating on specific variables. The model shows and emphasizes (potential) connections and interconnections between the different aspects. Some of them have been specifically and expressly stated in current research, whereas others have been highlighted, and yet more are 'blind spots' in previous research.

The most significant finding from this literature review is the establishment of a deeper and more systematic perspective on the phenomenon of transformational leadership, organizational commitment, and meaningful work in the educational settings. This presents an additional perspective to educational research, which has previously neglected this issue. Our extensive review of the literature expands the trust research perspective, which previously concentrated on thorough and isolated examinations of the phenomenon.

Outlook for Prospective Research

The literature review focused on certain domains. In contrary, knowledge on complex interactions throughout several domains is still limited, requiring creative research approaches. Thus, an important finding for future research is the need to take a more complete, systematic method for transformative leadership, organizational engagement, and meaningful work at all levels of the educational system. A school leader's leadership style might have an impact on organizational commitment and the significance of a teacher's work at school. The various styles of leadership used by school leaders undoubtedly will have an impact on daily activities of teachers, especially in terms of cultivating commitment to the organization where they work. A leader must use an approach with the aim to make teachers feel respected for their work and accomplishments. Because if their dedication as teachers get recognized, meaningful work will grow inside the teacher. Although variable-oriented research may contribute to our comprehension of variables during time, the findings should be understood in context. In this review, we present a model that could potentially applied as a basis for further research.

The framework is based on the premise of interplay between institutions, transformational leadership, organizational commitment, and meaningful workers in educational settings. As a result, whole nations are the primary unit of study. We suggest that exhaustive, multi-level, individual country research and globally comparisons are an intriguing trajectory onward. This is no insignificant efforts, and the particulars of such an endeavor had yet to be realized out.

Open questions include, but are not limited to, the following:

1. ***Country Selection:*** Future research should concentrate on identifying and comparing patterns across countries. Ideally, such research should focus on an informed choice of countries with similar and dissimilar limitations. What would be suitable choice criteria? The literature examination identifies multiple causes, including societal vs individualistic political cultures and the degree of decentralization of the government and/or educational institutions. rather than focusing on a single system characteristic, we contend that a complex typology should serve as a basis for selection.
2. ***Conceptual Elements:*** To develop comparisons across nations, the factors that are going to be included in the study must be specified. While this should be a continuous endeavor through every phase of a research project (Sobe, 2018), the framework for research provided in our model may be considered as a starting point. However, it grows increasingly essential to look beyond research that addresses the relationship amongst education and trust as a way to cast more perspective on the many components of the framework.
3. ***Methodology and Database:*** The synthesis of findings provided in the previous sections indicates the majority of the study is based on quantitative research methods, and specifically addresses the

preconditions for leadership style, organizational commitment, and meaningful work. However, there are multiple critiques of the quantitative method. Scholars have particularly addressed the scope and validity of items often used in big surveys, as well as whether respondents from different cultural or national contexts understand and apply them in the same way.

CONCLUSION

The findings highlight that transformational leadership fosters environments characterized by trust, psychological safety, and personal growth, which are essential for cultivating teachers' emotional attachment and loyalty to their institutions. Moreover, meaningful work, as facilitated by effective leadership, reinforces teachers' engagement, satisfaction, and performance.

This study also identifies potential directions for future research. Concepts such as transformational leadership, meaningful work, and organizational commitment remain underexplored, particularly in relation to teachers. However, current research demonstrates several limitations. Notably, studies often isolate variables rather than adopting integrative, context-sensitive approaches. The lack of cross-cultural and multi-level analyses also restricts the generalizability of findings.

Future studies should therefore incorporate diverse methodologies, including longitudinal and comparative designs, to deepen understanding of how transformational leadership influences teacher commitment and meaningful work across different educational systems.

In conclusion, this research underscores the pivotal role of transformational leadership in enhancing not only institutional effectiveness but also teachers' professional fulfillment and organizational commitment. It provides a conceptual model and theoretical basis for future inquiry into leadership practices that prioritize human-centered, value-driven change in education.

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