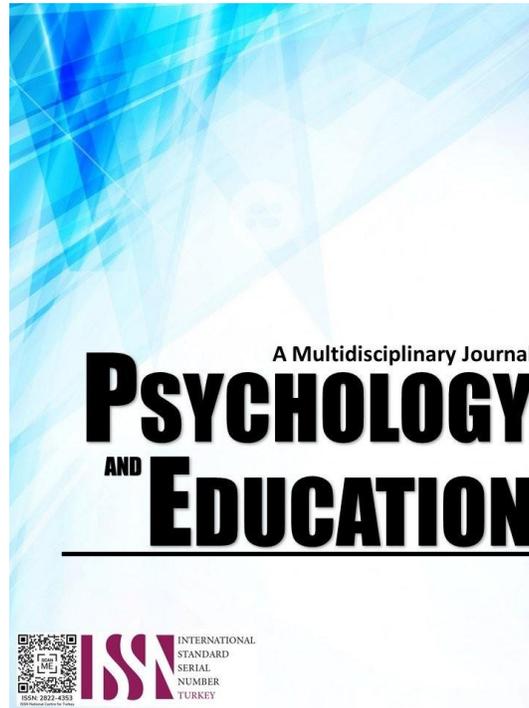# THE INFLUENCE OF PERCEIVED ORGANIZATIONAL SUPPORT AND TRANSFORMATIONAL LEADERSHIP ON TEACHERS' WORK ENGAGEMENT: THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT

The Influence of Perceived Organizational Support and Transformational Leadership on Teachers' Work Engagement: The Mediating Role of Organizational Commitment

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Abstract

This study examined the influence of perceived organizational support and transformational leadership on teachers' work engagement, with organizational commitment serving as a mediating variable, within the educational context of the El Salvador City Division, Philippines. Using a cross-sectional explanatory design, data were collected from 229 teachers through standardized self-report questionnaires and analyzed using structural equation modeling (SEM) in AMOS version 21. Results revealed that perceived organizational support and transformational leadership were significantly associated with higher levels of teachers' work engagement. Organizational commitment was also found to significantly mediate the relationships among perceived organizational support, transformational leadership, and work engagement, underscoring its central role in fostering teachers' engagement. Although respondents reported generally high perceptions across the study variables—an outcome that may partly reflect the use of self-report measures— the findings nonetheless highlight the importance of supportive organizational practices and transformational leadership in strengthening teachers' commitment and engagement. The study contributes to the literature by clarifying the mediating role of organizational commitment as a key psychological mechanism linking organizational and leadership resources to teacher engagement in an educational setting.

Keywords: *organizational support, transformational leadership, organizational commitment, and work engagement*

Introduction

Teachers' work engagement is a crucial condition for effective teaching and learning because it shapes how teachers invest energy, persistence, and attention in instructional tasks. Work engagement is commonly described in terms of vigor, dedication, and absorption—reflecting sustained effort, commitment to teaching goals, and deep involvement in work activities (Bakker & Bal, 2010; Schaufeli & Bakker, 2003). In school settings, engaged teachers are more likely to demonstrate instructional creativity, manage classroom demands effectively, and remain resilient in the face of challenges, which supports positive learning environments and student outcomes (Klassen et al., 2013).

A growing body of literature suggests that work engagement is strengthened not only by personal motivation but also by the quality of organizational and leadership conditions in schools. One important contextual factor is perceived organizational support (POS), defined as teachers' beliefs that their organization values their contributions and cares about their well-being (Eisenberger et al., 1986). In educational contexts, organizational support may be reflected in the availability of resources, fairness and responsiveness of administrative processes, recognition, and professional assistance. Prior studies report that POS is positively associated with teachers' work engagement, as support encourages greater psychological investment in work and enhances teachers' sense of value and security (Tuazon, 2016; Fridayanti et al., 2022; Nurhuda & Budiman, 2022).

Another factor consistently linked to engagement is transformational leadership (TL). Transformational school leaders promote shared vision, provide individualized consideration, and inspire teachers to pursue higher levels of performance and professional growth (Bass, 1985). In schools, transformational leadership can strengthen teachers' motivation by fostering trust, encouraging innovation, and reinforcing collective purpose—conditions that may translate into stronger work engagement (Khan, 2015; Gaviño, 2021; Pieters & Auanga, 2018). Taken together, perceived organizational support and transformational leadership function as critical job resources that shape teachers' motivational experiences at work.

However, organizational and leadership resources may not influence engagement solely through direct associations; they may also strengthen teachers' organizational commitment (OC)—their psychological attachment to the organization. Meyer and Allen (1991) conceptualized commitment through affective, continuance, and normative components, capturing emotional attachment, perceived costs of leaving, and felt obligation to remain, respectively. When teachers experience strong support and leadership, they are more likely to internalize organizational goals and develop more substantial commitment, which may subsequently be associated with higher engagement (Allen & Meyer, 1996). This mediating pathway aligns with Social Exchange Theory, which emphasizes reciprocal responses to supportive treatment (Blau, 1964), and with the Job Demands–Resources model, which proposes that job resources foster engagement, in part, through positive work-related attitudes (Bakker & Demerouti, 2007).

Despite extensive research on work engagement, two important gaps remain. First, many empirical studies examine perceived organizational support, transformational leadership, or organizational commitment in isolation, limiting understanding of how these variables operate simultaneously within an integrated model, particularly in school contexts where organizational structures and leadership practices interact closely. Second, there is limited empirical evidence testing organizational commitment as a mediating mechanism linking organizational support and transformational leadership to teachers' work engagement in a local Philippine public-

school context, where institutional arrangements, leadership expectations, and professional demands may differ from those commonly examined in Western settings.

Accordingly, this study examined the relationships among perceived organizational support, transformational leadership, and teachers' work engagement, with organizational commitment modeled as a mediating variable, among teachers in the El Salvador City Division, Philippines. Using structural equation modeling, the study focuses on clarifying both direct and indirect pathways among these constructs rather than inferring causal effects.

By simultaneously modeling perceived organizational support and transformational leadership and testing organizational commitment as a mediating mechanism, this study contributes to the literature by refining the theoretical understanding of how organizational and leadership resources are linked to teacher engagement. Furthermore, it provides context-specific evidence to inform leadership development initiatives and organizational support practices within Philippine public school systems.

Research Questions

This study examined the perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement. Specifically, it aimed to answer the following research questions:

1. What is the level of teachers' perceived organizational support, transformational leadership, and work engagement?
2. What is the level of teachers' organizational commitment in terms of:
    2.1. affective commitment;
        2.2. continuance commitment; and
        2.3. normative commitment?
3. Does perceived organizational support significantly influence teachers' work engagement?
4. Does perceived transformational leadership significantly influence teachers' work engagement?
5. Does organizational commitment mediate the relationship between perceived organizational support and teachers' work engagement?
6. Does organizational commitment mediate the relationship between perceived transformational leadership and teachers' work engagement?

Literature Review

Teachers' Work Engagement

Work engagement is defined as a positive, fulfilling, work-related psychological state characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). In educational settings, teachers' work engagement is widely regarded as a key contributor to instructional quality, classroom effectiveness, and student learning outcomes (Bakker & Bal, 2010; Giwa-Lawal & Ortis, 2017). Engaged teachers demonstrate sustained energy, strong commitment, and persistence, enabling them to cope effectively with job demands and maintain motivation despite professional challenges.

Within the Job Demands–Resources (JD-R) model, work engagement emerges when job resources adequately support employees in meeting job demands and stimulate motivation (Bakker & Demerouti, 2007). In schools, organizational support and leadership practices function as critical job resources that enhance teachers' engagement and professional effectiveness. However, engagement is not determined solely by organizational resources; empirical research suggests that it may diminish when job demands remain high and resources are insufficient, highlighting the context-dependent nature of engagement and the importance of examining both supportive and constraining workplace conditions.

Perceived Organizational Support and Work Engagement

Perceived organizational support (POS) refers to employees' beliefs that their organization values their contributions and cares about their well-being (Eisenberger et al., 1986). Grounded in Social Exchange Theory, POS posits that employees who perceive high levels of organizational support feel obligated to reciprocate through positive attitudes and behaviors, including stronger engagement (Blau, 1964).

Empirical evidence primarily supports a positive relationship between POS and work engagement. Gupta et al. (2016) found that perceived organizational support predicted work engagement through affective commitment, while Imran et al. (2020) demonstrated that POS enhanced engagement through psychological thriving and flourishing. In educational contexts, Fridayanti et al. (2022) reported that teachers who perceived higher organizational support demonstrated greater dedication and involvement in their work. Similarly, Yu (2025) found that POS strengthened teacher engagement by reinforcing professional identity and motivation.

Despite these supportive findings, prior research also reveals notable methodological and contextual limitations. Many studies rely heavily on cross-sectional, self-report data, which may inflate observed relationships due to common method bias. Moreover, some evidence suggests that the strength of the POS–engagement relationship may vary depending on organizational climate, leadership consistency, and workload conditions. These limitations indicate that, while POS is a critical organizational resource, its influence on

engagement may not be uniform across contexts and warrant examination using more integrative, theory-driven analytical models.

Transformational Leadership and Work Engagement

Transformational leadership is characterized by inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence (Bass, 1985). This leadership style has been widely recognized as a significant predictor of employee motivation and engagement across organizational settings.

Research consistently reports positive associations between transformational leadership and work engagement. Buil et al. (2019) found that transformational leadership enhanced work engagement through organizational identification, while Hossen (2022) demonstrated that leadership influenced engagement via psychological empowerment. In educational settings, Yu (2024) reported that transformational leadership improved teachers' work performance through increased engagement, and Genodia and Accad (2025) found that transformational leadership practices among school heads were associated with higher teacher morale and job satisfaction.

Nevertheless, transformational leadership does not operate in isolation. Its effectiveness may depend on contextual factors such as institutional culture, leader–teacher relationships, and the availability of organizational resources. Furthermore, much of the existing literature emphasizes direct effects, offering limited insight into the psychological mechanisms through which leadership behaviors translate into sustained engagement. This highlights the need for analytical models that examine indirect pathways linking leadership to engagement outcomes.

Organizational Commitment and Its Mediating Role

Organizational commitment refers to an employee's psychological attachment to the organization and is commonly conceptualized in three dimensions: affective, continuance, and normative commitment (Meyer & Allen, 1991). Organizational commitment has been consistently associated with positive work outcomes, including job satisfaction, retention, and work engagement.

Recent studies increasingly emphasize the mediating role of organizational commitment in explaining how organizational and leadership factors influence engagement. Cao et al. (2019) found that organizational commitment mediated the relationship between calling and work engagement. Tabak and Smith (2016) showed that perceived organizational support enhanced commitment through trust, which, in turn, influenced work outcomes. Similarly, Zhang et al. (2025) demonstrated that organizational commitment mediated the relationship between transformational leadership and work engagement.

In educational contexts, teachers who experience strong organizational support and transformational leadership are more likely to develop emotional attachment, loyalty, and a sense of obligation toward their schools. These attitudinal outcomes strengthen teachers' willingness to invest effort and remain engaged. However, organizational commitment is often treated as an outcome variable rather than an explanatory mechanism, limiting understanding of its mediating role within comprehensive engagement models.

Synthesis and Research Gap

The reviewed literature indicates that perceived organizational support and transformational leadership are important predictors of teachers' work engagement and that organizational commitment plays a meaningful role in linking organizational conditions to engagement outcomes (Gupta et al., 2016; Imran et al., 2020; Buil et al., 2019; Hossen, 2022). These findings are well supported by theoretical frameworks such as the JD-R model, Social Exchange Theory, and Organizational Commitment Theory.

However, several gaps remain evident. Methodologically, many studies rely on single-predictor models and emphasize direct effects, offering limited insight into the combined and indirect pathways through which organizational support and leadership influence engagement. Analytically, few studies have simultaneously modeled perceived organizational support and transformational leadership while testing organizational commitment as a mediating mechanism. Contextually, empirical evidence from localized Philippine public-school settings remains limited, despite differences in leadership structures and organizational dynamics across national contexts.

Addressing these gaps, the present study integrates perceived organizational support and transformational leadership into a single structural equation model. It examines organizational commitment as a mediating variable influencing teachers' work engagement in a Philippine public school division. By doing so, the study provides a more comprehensive and context-sensitive explanation of how organizational and leadership resources are associated with teacher engagement.

Methodology

Research Design

This study employed a quantitative, cross-sectional explanatory design using structural equation modeling (SEM) to examine the relationships among perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement. Rather than establishing causal relationships in a strict experimental or longitudinal sense, the design aimed to test theoretically grounded directional associations among the study variables, grounded in prior empirical literature and established theoretical frameworks.

Rince Cheal A. Entice

SEM was selected because it allows for the simultaneous examination of multiple relationships, including both direct and indirect effects, and is appropriate for testing hypothesized models derived from theory. Guided by the Job Demands–Resources model, Social Exchange Theory, and Organizational Commitment Theory, the study examined how organizational and leadership factors are statistically associated with teachers' work engagement through organizational commitment. Although the cross-sectional nature of the data limits definitive causal inference, the analytical approach provides theory-consistent evidence of plausible pathways and explanatory mechanisms linking organizational conditions, leadership practices, and engagement outcomes within the study context.

Respondents

The respondents of this study were 229 teachers from the El Salvador City Division, Philippines, representing the actual number of teachers who voluntarily participated and provided complete and usable responses during the data collection period. All analyses were based on this final sample size, which reflects the achieved response set rather than the total population of teachers in the division. The respondents provided insights into the relationships among perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement within the local educational context.

The study employed convenience (availability) sampling, a non-probability sampling technique in which participants are selected based on accessibility and willingness to participate. This approach was adopted due to practical constraints related to time, access, and institutional permissions within the school division. Convenience sampling is commonly used in educational and organizational research, particularly in studies that aim to examine theoretically grounded relationships rather than to estimate population parameters. While this sampling technique limits the generalizability of the findings beyond the study context, the sample size is adequate for structural equation modeling. It allows for meaningful examination of the hypothesized relationships among the study variables. Accordingly, the findings are interpreted within the context of the El Salvador City Division, and caution is advised when extending the results to other educational settings or populations.

Instrument

The research instrument utilized in this study comprised five parts, all employing a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Part 1 collected demographic information, including age, gender, length of service, position, and educational background. Part 2 assessed transformational leadership using 20 items from the Multifactor Leadership Questionnaire–Form 5X (MLQ-5X) developed by Avolio and Bass (1995). Part 3 measured perceived organizational support using a six-item short form adapted from the original Perceived Organizational Support scale by Eisenberger et al. (1986), as refined by Shanock and Eisenberger (2006) and applied in educational and organizational contexts by Park et al. (2015). Part 4 evaluated organizational commitment using a 17-item scale adapted from Delobbe and Vandenberghe (2000) that measures affective, continuance, and normative commitment. Part 5 assessed work engagement using the 9-item Utrecht Work Engagement Scale (UWES-9) developed by Schaufeli and Bakker (2003).

Although these instruments have been widely used and validated in prior international and local studies, their psychometric properties were re-examined in the present sample to ensure measurement adequacy. Internal consistency reliability was assessed using Cronbach's alpha, and all constructs demonstrated acceptable reliability coefficients exceeding the recommended threshold of .70. In addition, confirmatory factor analysis (CFA) was conducted as part of the structural equation modeling procedure to assess construct validity. The measurement model demonstrated satisfactory factor loadings and acceptable overall fit, supporting the reliability and validity of the instruments for the current sample.

Procedure

Data collection for this study followed a systematic and ethically guided process. Prior to data collection, a review of the relevant literature was conducted to identify validated instruments for measuring perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement. Formal permission to conduct the study was obtained from the El Salvador City Division, and all applicable ethical guidelines were observed, including voluntary participation and confidentiality of responses.

The finalized survey questionnaire was administered online using Google Forms and distributed to 229 teachers in the El Salvador City Division. An introductory message outlined the study's purpose, assured anonymity and confidentiality, and provided clear instructions for completion. Data collection was conducted from April to May of the 2023–2024 school year, allowing respondents adequate time to participate voluntarily. Upon completion of data collection, responses were screened for completeness and internal consistency. Incomplete or unusable responses were excluded, and all data were anonymized and securely stored. The final cleaned dataset was prepared for statistical analysis using SPSS and AMOS, consistent with the analytical requirements of structural equation modeling.

Data Analysis

Data analysis employed both descriptive and inferential statistical techniques aligned with the research questions. Descriptive statistics, specifically the mean and standard deviation, were used to determine the levels of perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement.

To test the hypothesized relationships among the study variables, structural equation modeling (SEM) using AMOS version 21 was employed as the primary inferential technique. SEM was used to examine the direct associations of perceived organizational support and transformational leadership with teachers' work engagement, as well as the indirect (mediating) effects of organizational commitment. No multiple linear regression analyses were conducted, ensuring complete consistency between the research design, analytical approach, and reported results. This approach enabled the simultaneous examination of multiple relationships within a single, theoretically grounded model, consistent with the study's conceptual framework.

Model fit was assessed using multiple goodness-of-fit indices, including the chi-square to degrees of freedom ratio (χ^2/df), Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). All inferential results reported in the study are based exclusively on SEM analysis, ensuring analytical clarity and methodological rigor.

Ethical Considerations

This study adhered to established ethical standards in educational research, guided by the principles of respect for persons, beneficence, and justice. Participation was strictly voluntary, and informed consent was obtained from all respondents prior to data collection through an online survey. Participants were informed of the study's purpose, their right to withdraw at any time, and that there would be no penalties for non-participation. The confidentiality and anonymity of respondents were ensured by not collecting identifying information and by reporting data only in an aggregated form. All data were securely stored and handled in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173) and were used solely for academic purposes. The study involved minimal risk, as it focused on teachers' professional perceptions, and ethical approval and permission were obtained from the appropriate educational authorities prior to data collection.

Results and Discussion

This section presents the findings according to the study's research questions. To compare the means and assess the significance of the variables, multiple linear regression was computed in IBM SPSS 26.0.

Problem 1. What is level of the teachers perceived organizational support, transformational leadership and teachers' work engagement?

Table 1. *Summary of the mean distribution of the teachers' perceived level of organizational support, transformational leadership, and teachers' work engagement*

Variables	Mean	SD	Description	Interpretation
Organizational Support	4.42	.39	SA	Very High
Transformational Leadership	4.47	.51	SA	Very High

The results in Table 1 indicate that teachers reported very high levels of perceived organizational support, transformational leadership, and work engagement. The high mean score for organizational support suggests that teachers generally perceive their schools as valuing their contributions and attending to their well-being. Similarly, the very high level of transformational leadership reflects teachers' perceptions that school leaders demonstrate inspirational motivation, individualized consideration, and supportive leadership behaviors. Teachers also reported very high work engagement, indicating strong vigor, dedication, and absorption in their professional roles. Although these findings reflect a highly favorable organizational and leadership climate, the consistently high mean scores across all variables suggest a limited range of responses. This pattern may indicate a generally favorable work environment but may also reflect potential ceiling effects associated with self-report measures. As such, while the descriptive results demonstrate strong perceived support, leadership, and engagement, they should be interpreted cautiously and considered alongside inferential findings to understand the relationships among the variables better.

Problem 2. What is the level of teachers' organizational commitment in terms of affective commitment, continuance commitment, and normative commitment?

Table 2. *Summary of the mean distribution of the teachers' level of organizational commitment*

Variables	Mean	SD	Description	Interpretation
Affective commitment	4.63	.42	SA	Very High
Continuance commitment	4.62	.51	SA	Very High
Normative commitment	4.60	.49	SA	Very High
Overall Mean	4.62	.47	SA	Very High

Table 2 shows that teachers demonstrated very high levels of organizational commitment across affective, continuance, and normative dimensions. Affective commitment obtained the highest mean, indicating strong emotional attachment and identification with the organization. Continuance commitment was likewise very high, suggesting that teachers recognize the personal and professional costs associated with leaving their institution. Normative commitment also reflected a strong sense of obligation and loyalty toward the organization.

The overall very high level of organizational commitment suggests that teachers maintain a strong psychological bond with their schools, encompassing emotional, moral, and practical considerations. However, the narrow range of responses again suggests the possibility of ceiling effects. While these results indicate a highly committed workforce, further analysis through structural modeling is necessary to clarify how organizational commitment functions within the broader relationships among organizational support, leadership, and work engagement.

Problem 3. Does teachers' perceived organizational support influence their work engagement?

Table 3. *Effect of Perceived Organizational Support on Teachers' Work Engagement*

Direct Effect	Estimate	95% Confidence Interval		P-value	Interpretation
		Lower	Upper		
0S>WE	.586	.377	.840	.002	Significant

The results in Table 3 reveal a significant positive direct effect of perceived organizational support on teachers' work engagement. The standardized estimate indicates that higher levels of perceived support are associated with greater engagement, suggesting that teachers who feel valued and supported by their organization are more likely to invest energy, enthusiasm, and focus in their work. The confidence interval further supports the stability of this relationship. This finding highlights the importance of organizational resources in shaping teachers' motivational outcomes. The magnitude of the effect suggests that perceived organizational support plays a substantial role in fostering work engagement. Rather than merely reflecting favorable perceptions, the result demonstrates a statistically significant association that supports theoretical assumptions about the motivational role of organizational support in educational settings.

These results align with previous research highlighting the positive relationship between POS and teachers' work engagement (Tuazon, 2016; Fridayanti et al., 2022; Jais, 2014; Nurhuda & Budiman, 2022). Effective communication, resource provision, and policy implementation, integral aspects of POS, are shown to enhance teachers' job involvement, commitment, and engagement (Kara, 2015). Moreover, the findings suggest that a supportive work environment fosters meaningful work experiences, further reinforcing the relationship between POS and higher levels of teacher engagement (Fridayanti et al., 2022). These insights underscore the importance of organizational support in promoting teacher well-being and performance, contributing to positive educational outcomes.

Problem 4. Does teachers' perceived transformational leadership influence their work engagement?

Table 4. *Perceived Transformational Leadership Effect on Teachers' Work Engagement*

Direct Effect	Estimate	95% Confidence Interval		P-value	Interpretation
		Lower	Upper		
TL>OC>WE	.138	.021	.272	.023	Significant

Table 4 indicates that perceived transformational leadership has a significant positive direct effect on teachers' work engagement. Although the effect size is smaller than that for organizational support, the relationship remains statistically meaningful. This suggests that leadership behaviors characterized by inspiration, vision, and individualized support contribute to higher levels of teacher engagement. The result suggests that transformational leadership enhances work engagement by shaping teachers' motivational and psychological experiences. While leadership alone may not be the strongest predictor of engagement, its direct influence remains important, particularly when considered alongside other organizational factors. These findings emphasize that leadership behaviors function as a meaningful motivational resource within schools.

Problem 5. Does teachers' organizational commitment mediate the influence of perceived organizational support on teachers work engagement?

Table 5. *Effect of Perceived Organizational Support on Work Engagement Through Organizational Commitment*

Indirect Effect	Estimate	95% Confidence Interval		P-value	Interpretation
		Lower	Upper		
OS>OC>WE	.070	.016	.172	.009	Significant

The results presented in Table 5 show a significant indirect effect of perceived organizational support on work engagement through organizational commitment. This indicates that organizational support not only directly enhances engagement but also indirectly strengthens teachers' commitment to their organization. The confidence interval confirms the robustness of this mediation effect. This finding suggests partial mediation, meaning that organizational commitment explains part—but not all—of the relationship between organizational support and engagement. Teachers who perceive greater organizational support are more likely to develop stronger emotional and attitudinal attachments to their schools, which, in turn, increases their level of work engagement. This highlights organizational commitment as a key psychological mechanism linking supportive practices to engagement outcomes.

These findings suggest that organizational commitment mediates the relationship between organizational support and work engagement among teachers. Previous research has consistently highlighted the mediating effect of organizational commitment in enhancing the relationship between organizational support and job performance (Allen & Meyer, 1996; Meyer & Allen, 1991). Affective commitment, continuance commitment, and normative commitment are conceptualized as important dimensions of organizational commitment,

Rince Cheal A. Entice

reflecting emotional attachment, perceived costs of leaving, and internalization of organizational values, respectively. These dimensions collectively contribute to higher levels of work engagement when teachers feel supported by their organization. Therefore, these results underscore the importance of fostering a supportive organizational environment to enhance teacher commitment and, in turn, improve their engagement and performance.

Problem 6. Does teachers' organizational commitment mediate the influence of perceived transformational leadership on teachers work engagement?

Table 6. *Effect of Transformational Leadership on Teachers' Work Engagement Through Organizational Commitment*

Indirect Effect	Estimate	95% Confidence Interval		P-value	Interpretation
		Lower	*Upper*		
TL>OC>WE	.151	.075	.286	.000	Significant

Table 6 demonstrates a significant indirect effect of transformational leadership on teachers' work engagement through organizational commitment. The magnitude of the indirect effect suggests that leadership influences engagement primarily by strengthening teachers' psychological attachment to their organization. This finding underscores the central role of organizational commitment in explaining how leadership behaviors translate into engagement. The result indicates that transformational leadership fosters engagement less through direct influence and more through its capacity to cultivate teachers' commitment. Leaders who inspire, support, and motivate teachers appear to strengthen teachers' sense of loyalty and obligation, thereby enhancing work engagement. This reinforces the importance of organizational commitment as a mediating construct within leadership–engagement relationships.

Final Model

Table 7. *Model Fit Values*

Fit Value	X2	Df	X2/df	P	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA	SRMR
Good Fit		>0	<3	>.05	>.90	>.90	>.90	>.90	>.90	>.90	<.05	<.05
Final Value	6.40	6	1.00	.380	.989	.963	.989	.99	.999	.999	.018	.0236

Table 7 presents the model fit indices for the hypothesized structural equation model. The chi-square value of 6.40 with 6 degrees of freedom resulted in a chi-square/df ratio of 1.00, which falls within the recommended range for acceptable model fit. The associated p-value of .380 indicates that the model is not significantly different from the observed data, supporting adequate model fit. All goodness-of-fit indices exceeded commonly accepted thresholds, indicating strong alignment between the hypothesized model and the data. The Goodness-of-Fit Index (GFI = .989) and Adjusted Goodness-of-Fit Index (AGFI = .963) suggest a perfect fit. Incremental fit indices, including the Normed Fit Index (NFI = .989), Incremental Fit Index (IFI = .990), Tucker–Lewis Index (TLI = .999), and Comparative Fit Index (CFI = .999), also indicate excellent fit. In addition, the Root Mean Square Error of Approximation (RMSEA = .018) and Standardized Root Mean Square Residual (SRMR = .0236) were well below recommended cutoff values, further supporting model adequacy.

Although the model demonstrated extreme fit indices, the results were interpreted with caution. The model was specified a priori based on established theoretical frameworks, including the Job Demands–Resources model, Social Exchange Theory, and Organizational Commitment Theory. No post-hoc model modifications, correlated error terms, or alternative structural specifications were introduced, as the hypothesized model already demonstrated satisfactory fit while preserving theoretical coherence and parsimony. Organizational commitment was modeled strictly as a mediating variable, consistent with prior literature positioning it as a psychological mechanism linking organizational support and transformational leadership to work engagement. Taken together, the fit indices indicate that the proposed model provides a theoretically grounded, parsimonious, and contextually appropriate representation of the relationships among perceived organizational support, transformational leadership, organizational commitment, and teachers' work engagement.
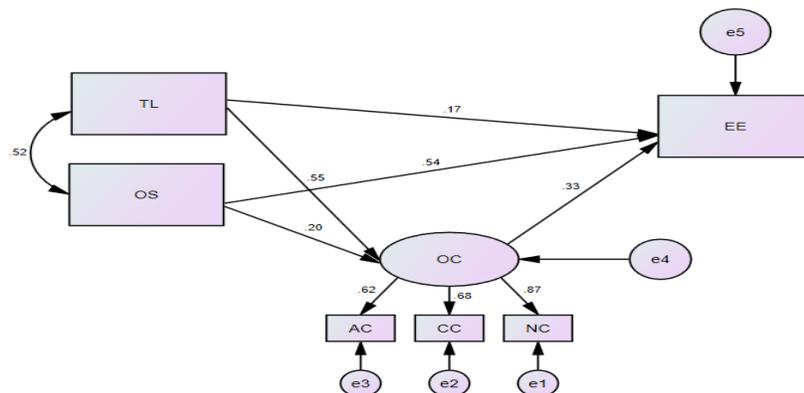

Figure 1. *Model Fit Values*

Conclusions

This study provides empirical evidence that teachers in the El Salvador City Division generally perceive their organizational and leadership environments positively, as reflected in high levels of perceived organizational support, transformational leadership, organizational commitment, and work engagement. The structural relationships tested in the model indicate that perceived organizational support and transformational leadership are significantly associated with teachers' work engagement, both directly and indirectly through organizational commitment. These findings identify organizational commitment as a central psychological mechanism that links supportive organizational practices and leadership behaviors with teachers' engagement at work.

Beyond these empirical conclusions, the study makes a theoretical contribution by advancing an integrated model that simultaneously applies the Job Demands–Resources framework, Social Exchange Theory, Transformational Leadership Theory, and Organizational Commitment Theory. By modeling organizational commitment as a mediating rather than an outcome variable, the study refines existing theoretical perspectives on teacher engagement. It demonstrates how organizational and leadership resources are translated into motivational states through attitudinal processes. This integrative approach extends prior research by clarifying the explanatory role of commitment within a unified structural framework, particularly within a localized Philippine educational context that remains underrepresented in the literature.

From a policy and leadership perspective, the findings underscore the importance of cultivating organizational environments that emphasize support, recognition, and transformational leadership practices. School leaders and education administrators may enhance teacher engagement by strengthening systems that foster organizational commitment, such as transparent communication, professional support, and leadership development programs. While the cross-sectional design limits causal inference, the study offers a theoretically grounded basis for informing organizational and leadership initiatives aimed at sustaining teacher engagement and promoting long-term school improvement.

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