

MEDIATING AFFECT OF ORGANIZATIONAL COMMITMENT ON THE RELATIONSHIP  
BETWEEN ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL  
SUPPORTED AND TEACHERS' JOB PERFORMANCE AT THE COMMUNICATION  
UNIVERSITY OF SHANXI, SHANXI PROVINCE

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**ABSTRACT**

The objectives of this research were: (1) To propose of the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi when the model fit with the empirical data.; and (2) To investigate the factors has direct and indirect effect of organizational commitment on the relationship between administrator's transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi.

The research was a mixed methodology, including qualitative and quantitative research. The population of the research consisted of 683 who were administrators, staff and full-time teachers of communication university of Shanxi. A proportional stratified random sampling method was used to sample, totaling 363 persons. The instruments used for data collection were a five-level rating scale questionnaire. The statistics used for data analysis were descriptive statistics and Confirmative Factor Analysis.

The research findings revealed that: The research findings revealed that: (1) Structural Equation Modeling (SEM.) the mediating effect of organizational commitment on the relationship between administrators' transformational leadership,

perceived organizational supported, and teachers' job performance at the Communication University of Shanxi fit with the empirical data.(2).Administrators' transformation leadership and perceived organizational supported has a significant direct effect on teachers' job performance.(3). Administrators' transformation leadership and perceived organizational supported has a significant indirect effect on teachers' job performance (TJP) through the teachers' organizational commitment.

**Keywords:** Administrators' transformation leadership, perceived organizational supported, Shanxi Province

## 1. Introduction

Education in China is being challenged by both domestic changes in socioeconomic development and the globalization connectivity, in which China has been engaged through the agreements of world trade organization membership and Chinese own initiative policies, such as, double first class, popularization of higher education, and belt and road initiative. China's education minister, Chen Bao sheng, said at the 2021 National Education Conference that "profound and complex changes in the domestic and foreign environment have brought a series of new opportunities for education, And a new set of challenges, We're try to find a way out of danger, To deal with uncertainty with accurate knowledge, scientific adaptation, and active change, Grasp and make good use of major strategic opportunities to do our own business" (National Education Conference, 2021). The consequences of these changes are inevitable for education to readjust its orientation and administrative practices in order to properly inculcate students with careers and characteristics to the transforming world of works. The popularization of higher education policy has created an unprecedented rise of number of high school graduates that forced the higher education sector to expand its absorptive capacity either by stretching existing resource or opening new higher educational institutions.

The quality of the teacher's job performance as a professional is an important thing to discuss, considering its significant role on student achievement but this role can not be separated from the educational context, student characteristics, and school factors. In addition, the ability of teachers to be confident, create a comfortable climate for students, maintain interaction and maintain contact with students can increase student involvement in learning. Teacher instructional qualities such as classroom management, affective, cognitive and psychomotor activation, including academic research also both that affect

students' motivation to learning. (Burić and Kim,2019). Internal and external factors also influence the success of teachers in order to improve performance. The quality of a good teacher will certainly determine how students get knowledge. A good competency of a power teacher goes linear with the achievements of students. (Diaconu-Gherasima, 2019). Internal factors such as teacher psychology should also be considered as their influence such as emotional intelligence and self-efficacy and are said to be very significantly related to teacher performance.

Based on the previous study, no research has been found that discusses the influence of administrators' leadership, organizational supported, organizational commitment in the Communication University of Shanxi, and teacher competence on teacher job performance together. And the researchers also have not found research examining the variables in the Communication University of Shanxi. It is hoped that the results of this study can be used by educational institutions, especially in the metropolis of Shanxi province to improve teacher performance as the main resource in schools.

## **2. Research Questions**

This study sought to answer the following research questions:

(1) What is the model of the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational supported, and teacher's job performance at the Communication University of Shanxi when the model fit with the empirical data?

(2) How a model effect on the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational supported, and teacher's job performance at the Communication University of Shanxi?

## **3. Research Objectives**

(1) To propose of the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi when the model fit with the empirical data.

(2) To investigate the factors has direct and indirect effect of organizational commitment on the relationship between administrators' transformational leadership,

perceived organizational supported, and teachers' job performance at the Communication University of Shanxi.

#### **4. Research hypotheses**

H1. Structural Equation Modeling (SEM.) the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi fit with the empirical data

H2. Administrators' transformation leadership (ATL) has a significant direct effect on teachers' job performance. (TJP)

H3. Perceived organizational supported (POS) has a significant direct effect on teachers' job performance. (TJP)

H4. Teachers' organizational commitment (TOC) has a significant direct effect on teachers' job performance. (TJP)

H5. Administrators' transformation leadership (ATL) has a significant indirect effect on teachers' job performance (TJP) through the teachers' organizational commitment. (TOC)

H6. Perceived organizational supported (POS) has a significant indirect effect on teachers' job performance (TJP) through the teachers' organizational commitment. (TOC)

#### **5. Research Method**

##### **(1) Research Design**

The main of qualitative method (explanatory research) was employed to propose the model and to investigate the mediating effects of organizational commitment relationship between transformational leadership and teachers' job performance of the Communication University of Shanxi in Shanxi province. The CFA. (Confirmative Factor Analysis) and SEM. (Structural Equation Modeling) .

##### **(2) Population and Sample**

Population consisted of 683 who were Manager / Administrator, Professor, and Instructor. They came to within 9 department or equivalent of Communication University of Shanxi of academic management In Shanxi province. The sample size was approximate 363 Managers /Administrators, Professors, and Instructors with a stratified sampling technique.

### **(3) Research Instruments**

The main instruments used in this research was a 5-level rating scale questionnaire that the researcher created from the review of literature and the validity checked by 5 experts, included the reliability the alpha coefficient was 0.900.

### **(4) Data Collection**

The sample has been directly informed of its content scope and research objectives, and has received a formal permission letter from the university to the administrator, allowing them to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority. After the agree of managers, researchers and related personnel were allowed to distribute questionnaires online and on-site at the same time. The questionnaire was accompanied by research guidelines, criteria, participation information sheets, and research project summaries for each response section.

### **(5) Data Analysis**

1) Five-Point Rating Scale Questionnaire: Data for demographic variables were analyzed using descriptive statistical methods; frequencies and percentages. Confirmatory factor analysis ( CFA ) is used to verify the model of mediating effect of organizational commitment on the relationship between admittaturs' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi. First, the researcher must calculate the reliability and validity of the questionnaire. Through the above data, it is proved that the questionnaire used is stable and reliable. Afterwards, item analysis is required to analyze each subject and keep those that do a good job of dividing the test population into high and low scores, and modify or eliminate other subjects that are indistinguishable.

2) Result analysis: Based on the data results and the model, Verify the mediating effect of organizational commitment on the relationship between admittaturs' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi. To investigate the factors direct and indirect among administrators' transformational leadership, perceived organizational supported organizational commitment and teacher' s job performance at Communication University of Shanxi.

## 6. Research Results

The research procedures involved two phases. In phase (1) To propose the Structural Equation Modeling (SEM.) the mediating effect of organizational commitment on the relationship between administrator' transformational leadership, perceived organizational supported, and teachers' job performance at the Communication University of Shanxi when the model fit with the empirical data.

Phase (2) To investigate the factors direct and indirect among administrators' transformational leadership, perceived organizational supported organizational commitment and teacher' s job performance at Communication University of Shanxi.

The sample size was determined to be approximately 392 participants using proportional stratified random sampling. The questionnaire consisted of three parts: general information, a rating scale questionnaire on the informational leadership model, and an open-ended section for suggestions. The content validity and reliability of the questionnaire were assessed.

Data collection involved online platforms, email communication, and physical delivery of questionnaires. Descriptive statistics were used to analyze demographic variables, while descriptive and inferential statistics were employed to analyze the components and indicators of administrators' informational leadership.

Confirmatory factor analysis (CFA) was conducted to refine the indicators, and the SPSS and AMOS programs were used for analysis. Model fit was evaluated using various criteria.

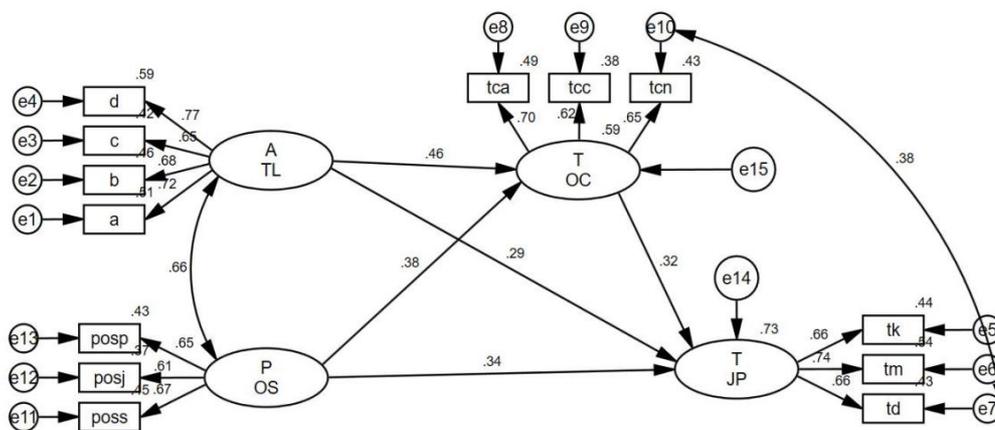


Figure 1 Show the CFA model under the standardized estimates

**Table 1** Show The results of mediating effects testing in this study

	Path	Effect	Boot SE
Total effect	ATL→TJP	0.441	0.100
Direct effect	ATL→TJP	0.291	0.123
Introduction effect	ATL→TOC→TJP	0.150	0.089
Total effect	POS→TJP	0.461	0.115
Direct effect	POS→TJP	0.345	0.143
Introduction effect	POS→TOC→TJP	0.122	0.085

From the Table 1, that the 2/df value is 2.826, comply with data standards; chi-square value is 163.882, comply with data standards; P-value is 0.00, since the sample is greater than 200, it can be used standards; GFI value is 0.934, comply with data standards; TLI value is 0.912, comply with data standards; CFI value is 0.935, comply with data standards; NFI value is 0.904, comply with data standards; RMSEA value is 0.071, comply with data standards.

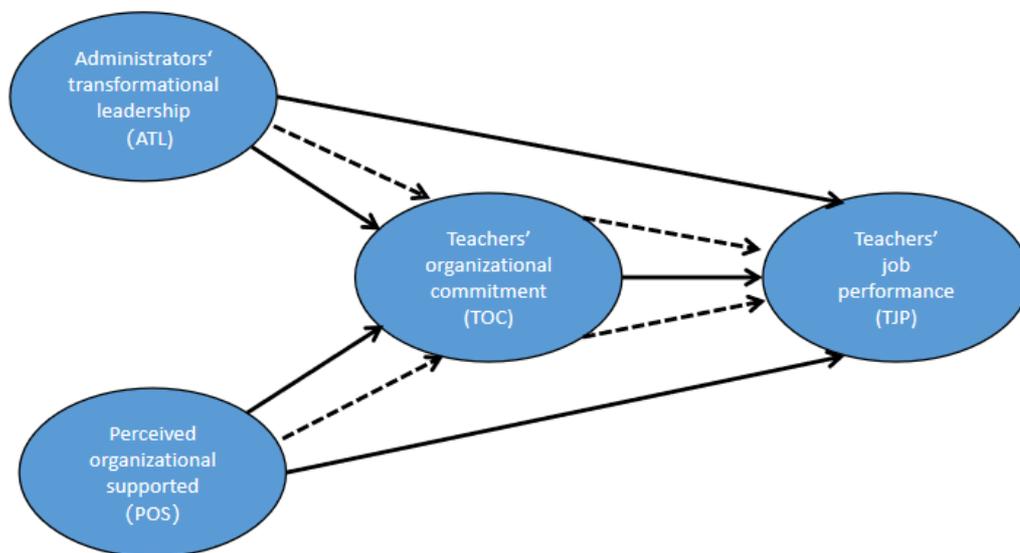
As can be seen from Table 1 above, the indirect effect value of teachers' organizational commitment (TOC) between Administrators' transformation leadership (ATL) and TJP is 0.150, and the confidence interval is [0.005, 0.366], excluding 0, indicating that teachers' organizational commitment (TOC) has an intermediary effect between Administrators' transformation leadership (ATL) and teachers' job performance (TJP). The indirect effect value of teachers' organizational commitment (TOC) between perceived organizational supported (POS) and TJP is 0.122, and the confidence interval is [0.007, 0.347], excluding 0, indicating that teachers' organizational commitment (TOC) has an intermediary effect between perceived organizational supported (POS) and teachers' job performance (TJP).

The research findings revealed that: The research findings revealed that: (1) Structural Equation Modeling (SEM.) the mediating effect of organizational commitment on the relationship between administrators' transformational leadership, perceived organizational

supported, and teachers' job performance at the Communication University of Shanxi fit with the empirical data.(2)Administrators' transformation leadership and perceived organizational supported has a significant direct effect on teachers' job performance.(3)Administrators' transformation leadership and perceived organizational supported has a significant indirect effect on teachers' job performance (TJP) through the teachers' organizational commitment.

The research also presented a model in Figure2: Shows the Model for affect of organizational commitment on the relationship between administrators' leadership, organizational supported and teachers' job performance at the communication university of Shanxi. These figures provide a comprehensive overview and detailed representation of the key components, interrelationships, and conceptual framework of the model.

Overall, the research contributes to the understanding and application of affect of organizational commitment on the relationship between administrators' leadership, organizational supported and teachers' job performance at the communication university of Shanxi. The findings provide insights into the components and indicators of informational leadership and offer a model that can guide administrators in developing effective strategies for implementing informational leadership in their institutions.



**Figure 2** Shows the Model for affect of organizational commitment on the relationship between administrators' leadership, organizational supported and teachers' job performance at the communication university of Shanxi

## 7. Discussion

The discussion will be presented as follows:

### 7.1 Discussion about major findings of objective 1

Research shows that teacher organizational commitment (TOC) plays a mediating role between transformational executive leadership (ATL) and teacher job performance (TJP). This means that the level of teachers' commitment to the organization will affect the degree of administrative leadership's influence on teachers' job performance. Furthermore, the study notes that teachers' organizational commitment (TOC) also plays a mediating role between perceived organizational support (POS) and teachers' job performance (TJP). This means that the degree of teacher commitment to the organization will affect the impact of organizational support on teacher job performance.

The importance of this study is that it provides insight into the relationships between key factors in the field of education. Understanding the factors that affect teacher performance is crucial to improving the quality of education and the effectiveness of the education system. By understanding the mediating effects of executive leadership and organizational support on teacher job performance, we can better understand how to build supportive work environments that improve teacher performance and job satisfaction.

This study investigates the relationship between administrative leadership, teacher organizational commitment, and teacher job performance and provides a quantitative analysis. The findings support the mediating role of organizational commitment between administrative leadership and teacher performance (Zhang Xiaoming, Li Hua, 2018).

### 7.2 Discussion about major findings of objective 2

In the research results, administrator's behaviors expressed as perceived by faculty members, was a positive virtue of modern executives with transformative leadership, This is showed that his/ her administrators has been done the behaviors: In the research results, administrator's behaviors expressed as perceived by faculty members, was a positive virtue of modern executives with transformative leadership, This is showed that his/ her administrators has been done the behaviors: enabling others to act by work to create an atmosphere of trust and respect in order to build collaborative teams, the leader providing an appropriate and effective example for others to follow, the leader inspiring or motivating subordinates to work towards a more ideal vision of the organization, the leader looking for new innovations in order to change the status quo

within an organization, and encourages the heart recognizes the achievement or contribution of his/her art teachers and provides appropriate rewards in order to motivate them. This is the previous research has shown to be beneficial for the management of the school to meet the goals set. (Bass & Avolio, 1990; Kouzes and Posner, 1997; Yukl, G. (2012). And in the same line Menon, 2014; Pardosi, 2021) suggested that there might be positive indirect effects on academic member's leadership and student outcomes. At the same time, Menon reported findings that stated transformational leaders positively affected the members outcomes consisting of extra effort and Teachers' organizational commitment and Teachers' job performance as well., and encourages the heart recognizes the achievement or contribution of his/her art teachers and provides appropriate rewards in order to motivate them. This is the previous research has shown to be beneficial for the management of the school to meet the goals set. (Bass & Avolio, 1990; Kouzes and Posner, 1997; Yukl, G. (2012). And in the same line Menon, 2014; Pardosi, 2021) suggested that there might be positive indirect effects on academic member's leadership and student outcomes. At the same time, Menon reported findings that stated transformational leaders positively affected the members outcomes consisting of extra effort and Teachers' organizational commitment and Teachers' job performance as well.

## **8. Recommendations**

Based on the research findings, the following recommendations are proposed in three key aspects:

### **8.1 Recommendation for Policies Formulation:**

1) Establish clear policies and guidelines: Develop and implement clear policies and guidelines that outline the expectations and responsibilities of administrators, teachers, and staff. These policies should promote a supportive and empowering environment, emphasizing the importance of transformational leadership, organizational commitment, and perceived organizational support in enhancing teachers' job performance.

2) Foster collaborative decision-making processes: Encourage administrators to involve teachers in the decision-making processes that directly impact their work and the overall functioning of the institution. This participatory approach will enhance teachers' sense of ownership, commitment, and job satisfaction.

3) Allocate resources strategically: Ensure adequate allocation of resources, including financial, technological, and human resources, to support the implementation of transformational leadership practices, organizational support initiatives, and professional development opportunities for teachers. Strategic resource allocation will strengthen the effectiveness of these policies and initiatives.

4) Establish feedback mechanisms: Implement regular feedback mechanisms, such as surveys, focus groups, or suggestion boxes, to gather input from teachers regarding their perceptions of transformational leadership, organizational support, and job performance. This feedback will inform policy adjustments and improvements, ensuring alignment with the evolving needs and expectations of teachers.

### **8.2 Recommendation for Practical Application:**

1) Provide leadership training programs: Develop and deliver leadership training programs specifically tailored for administrators to enhance their transformational leadership skills. These programs should focus on areas such as communication, motivation, mentorship, and fostering a positive work environment.

2) Foster a culture of support and collaboration: Encourage administrators to create a supportive and collaborative work culture by promoting open communication, teamwork, and mutual respect. Regular team-building activities, collaborative projects, and mentorship programs can help strengthen relationships and enhance teachers' job satisfaction and commitment.

3) Implement professional development initiatives: Establish a comprehensive professional development framework that includes opportunities for teachers to enhance their pedagogical skills, subject knowledge, and technological proficiency. Providing ongoing professional development opportunities will empower teachers and enhance their job performance.

4) Strengthen communication channels: Improve communication channels between administrators and teachers to ensure transparency, clarity, and effective information flow. Regular meetings, newsletters, and digital platforms can facilitate timely dissemination of important information, fostering a sense of organizational support and connectedness among teachers. Provide leadership training programs: Develop and deliver leadership training programs specifically tailored for administrators to enhance their transformational leadership skills. These programs should focus on areas such as communication, motivation, mentorship, and fostering a positive work environment.

### 8.3 Recommendation for Further Research:

1) Investigate the long-term effects: Conduct longitudinal studies to explore the long-term effects of administrators' transformational leadership, teachers' organizational commitment, perceived organizational support, and job performance. Understanding how these factors interact and evolve over time will provide valuable insights into their sustained impact on teachers' performance.

2) Explore cultural and contextual factors: Examine how cultural and contextual factors influence the relationship between transformational leadership, organizational commitment, perceived organizational support, and job performance. Comparative studies across different regions or educational contexts can shed light on the nuances and variations in these relationships.

3) Assess the impact of technology: Investigate the role of technology in facilitating transformational leadership, enhancing organizational support, and improving job performance. Explore how the integration of digital tools and platforms can enhance communication, professional development, and collaboration among administrators and teachers.

4) Evaluate policy implementation: Conduct research to evaluate the effectiveness of policies aimed at promoting transformational leadership, organizational commitment, and perceived organizational support. Assessing the outcomes of policy implementation will provide valuable insights into areas of improvement and inform future policy decisions.

By considering these recommendations, policymakers and educational institutions can create a conducive environment that fosters transformational leadership, organizational commitment, perceived organizational support, and ultimately enhances teachers' job performance.

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