

The Influence of Transformational Leadership and Self-Efficacy on Work Effectiveness through Work Commitment: A Study of Vocational High School Teachers in Kapuas Regency

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Abstract

Teacher work effectiveness is essential to the quality of vocational education, yet limited evidence explains how organizational and individual factors jointly relate to teacher effectiveness through work commitment. This study examined the relationships of principals' transformational leadership and teachers' *self-efficacy* with teacher work effectiveness, with work commitment as a mediating variable among public vocational high school teachers in Kapuas Regency, Indonesia. A quantitative correlational design with path analysis was employed. From a population of 295 teachers across 13 public vocational high schools, 170 respondents were selected using proportionate stratified random sampling. Data were collected using validated and reliable questionnaires and analyzed using descriptive statistics and regression-based path analysis. The results showed significant positive relationships between transformational leadership and teacher work effectiveness ($t = 2.579, p = .011$), transformational leadership and work commitment ($t = 12.261, p < .001$), *self-efficacy* and teacher work effectiveness ($t = 2.239, p = .026$), *self-efficacy* and work commitment ($t = 6.807, p < .001$), and work commitment and teacher work effectiveness ($t = 12.865, p < .001$). The estimated indirect effects on teacher work effectiveness through work commitment were .483 for transformational leadership and .327 for *self-efficacy*. These findings suggest that work commitment is an important mechanism linking leadership and teachers' psychological resources with work effectiveness. The study supports an integrated leadership-*self-efficacy*-commitment model and highlights the importance of simultaneously strengthening transformational leadership, teacher efficacy, and organizational commitment in vocational schools.

Keywords: Transformational leadership, Self-efficacy, Work commitment, Teacher work effectiveness, Vocational education.

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I. INTRODUCTION

Improving the quality of vocational education is a strategic priority for preparing competent human resources who are equipped to meet the evolving demands of the workforce. Vocational high schools (Sekolah Menengah Kejuruan [SMK]) are expected to produce graduates with strong technical competencies, professional capabilities, and competitiveness aligned with industry needs. Achieving these objectives depends substantially on teachers, who play a central role in implementing the educational process. Teacher work effectiveness reflects the ability to plan, implement, and evaluate learning activities effectively and is therefore closely associated with educational quality (Ranisa et al., 2025). Strengthening teacher work effectiveness is thus particularly important for improving vocational education and supporting Indonesia's broader human resource development toward the Golden Indonesia 2045 vision.

Conceptually, work effectiveness refers to an individual's ability to accomplish assigned tasks in accordance with established objectives, as reflected in the quality, quantity, and timeliness of work outcomes (Steers, 1997). In vocational education, teacher work effectiveness extends beyond successful classroom instruction to include administrative discipline, the effective use of educational technology, and the ability to adapt teaching practices to developments in industry. However, preliminary observations and document reviews conducted at vocational high schools in Kapuas Regency in 2025 indicated several challenges. Some teachers experienced delays in preparing instructional documents, including teaching modules, semester programs, and assessment instruments, while the integration of educational technology had not been optimized across all teachers. These conditions indicate a continuing need to strengthen teacher work effectiveness in vocational high schools.

One organizational factor that may contribute to teacher work effectiveness is the transformational leadership of school principals. Transformational leadership emphasizes vision,

motivation, intellectual stimulation, and individualized consideration to develop followers' potential (Bass & Riggio, 2006). Within schools, principals can act as agents of change by encouraging teachers to innovate, enhance their professional competencies, and work collectively toward organizational goals. Sapitri and Suriansyah (2025) emphasized the central role of transformational leadership in mobilizing school members to achieve expected quality standards. Previous studies have also demonstrated positive relationships between transformational leadership and teacher performance and work effectiveness (Suriansyah & Purwanti, 2025). Conversely, weak transformational leadership may be associated with lower levels of teacher work effectiveness (Ulfah, Surianayah & Sulistiyana, 2025).

In addition to leadership, teacher work effectiveness may be influenced by individual psychological factors, particularly self-efficacy. Bandura (1997) defined self-efficacy as an individual's belief in their capability to organize and execute the actions required to achieve specific goals. Teachers with high self-efficacy tend to demonstrate greater confidence in managing instruction, addressing instructional problems, and adapting to change. In contrast, low self-efficacy may constrain work effectiveness by increasing uncertainty in performing professional responsibilities (Putri & Nugroho, 2022; Azizah et al., 2024). Moreover, transformational leadership may contribute to strengthening teachers' self-efficacy through sustained support, encouragement, and motivation (Rachma & Halima, 2025). This relationship suggests that organizational leadership and teachers' psychological resources may operate jointly rather than independently in shaping professional behavior.

Another factor closely associated with teacher work effectiveness is work commitment. Meyer and Allen (1991) conceptualized commitment as a psychological state reflecting an individual's attachment to an organization and influencing their willingness to remain part of it. Teachers with strong work commitment are more likely to demonstrate loyalty, responsibility, discipline, and a willingness to contribute beyond their basic professional obligations. Previous research has identified a significant relationship between work commitment and teacher work effectiveness (Rahman & Hidayat, 2022; Sari et al., 2025). From an educational management perspective, work commitment may therefore represent an important mechanism through which leadership and teachers' personal beliefs are translated into effective professional behavior.

Despite growing evidence concerning transformational leadership, self-efficacy, work commitment, and teacher work effectiveness, several gaps remain. Previous studies have largely examined these variables separately or focused predominantly on general education settings. Furthermore, work commitment has frequently been positioned as an outcome variable rather than examined as a mediating mechanism through which transformational leadership and self-efficacy may influence teacher work effectiveness. Empirical investigation within vocational education also remains relatively limited, even though vocational schools operate under distinctive demands related to occupational competencies, technological adaptation, and alignment with industry. Consequently, there remains a conceptual, methodological, and contextual need to examine these variables within an integrated model specifically situated in vocational education.

This issue is particularly relevant in Kapuas Regency, where the development of the service and industrial sectors requires vocational education capable of preparing competent human resources. Nevertheless, empirical studies specifically examining the work effectiveness of vocational high school teachers in this context remain limited (Suriansyah & Aslamiah, 2020). A clearer understanding of the organizational and psychological factors associated with teacher work effectiveness is important for informing policies and strategies aimed at improving the quality of education at the regional level (Susanty et al., 2025). Examining transformational leadership, self-efficacy, and work commitment simultaneously may therefore provide a more comprehensive explanation of how teacher work effectiveness can be strengthened within vocational education.

Accordingly, this study aims to analyze the effects of transformational leadership and self-efficacy on teacher work effectiveness, with work commitment examined as a mediating variable among vocational high school teachers across Kapuas Regency. By integrating leadership, psychological, and work-attitude factors within a single conceptual model, this study is expected to extend the literature on educational administration and management (Suhaimi & Efendi, 2018; Suriansyah & Aslamiah, 2020). Practically, the findings are expected to provide evidence that can

inform school leadership and educational policymakers in developing strategies to strengthen teacher work effectiveness and improve the quality of vocational education in the region (Wahyuli et al., 2025).

II. METHOD

This study employed a quantitative approach with a correlational research design using path analysis. Correlational research was used to examine the relationships among the study variables and the extent to which they were associated within the proposed model (Ramadhani & Albina, 2025). Path analysis was selected because it enables the estimation of both direct and indirect relationships among variables based on a theoretically specified model. As an extension of multiple linear regression, path analysis can be used to examine structural relationships among exogenous and endogenous variables through a path model (Marwan et al., 2023), including the role of mediating variables (Wijayanto, 2025).

The study was conducted in 2026 at public vocational high schools (*Sekolah Menengah Kejuruan* [SMK]) in Kapuas Regency, Central Kalimantan, Indonesia. The research focused on examining the effects of transformational leadership and *self-efficacy* on teacher work effectiveness, with work commitment positioned as a mediating variable. The study population comprised 295 teachers from 13 public vocational high schools in Kapuas Regency: SMKN 1 Kuala Kapuas, SMKN 2 Kuala Kapuas, SMKN 3 Kuala Kapuas, SMKN 1 Bataguh, SMKN 2 Bataguh, SMKN 1 Kapuas Murung, SMKN 1 Dadahup, SMKN 1 Mantangai, SMKN 2 Mantangai, SMKN 1 Kapuas Kuala, SMKN 1 Timpah, SMKN 1 Mandau Talawang, and SMKN 1 Pasak Talawang. Proportionate stratified random sampling was employed because the population was distributed across schools with different numbers of teachers. The minimum sample size was determined using Slovin's formula with a 5% margin of error, resulting in 170 respondents. The sample was subsequently allocated proportionally to each school according to its number of teachers, and respondents were randomly selected from the list of active teachers at each school.

Data were collected using closed-ended questionnaires developed from established theoretical frameworks. Transformational leadership was measured based on Bass and Riggio's (2006) Four I's, comprising idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The self-efficacy instrument was based on Bandura (1997) and covered magnitude, generality, and strength. Work commitment was measured using Meyer and Allen's (1991) three-component model, comprising affective, continuance, and normative commitment. Teacher work effectiveness was operationalized based on Steers (1997) through three dimensions: work quality, work quantity, and timeliness.

Data collection was conducted through questionnaires and documentation (Jailani, 2023). Questionnaire items were rated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) (Sukardi, 2017). Documentation was used to obtain supporting information, including school profiles, the number of teachers, and other documents relevant to the study.

Prior to the main study, the instruments were tested for validity and reliability. Item validity was assessed using Pearson's Product-Moment Correlation with SPSS version 25. An item was considered valid when its calculated r value exceeded the critical r value at the .05 significance level (Arikunto, 2019; Azizah et al., 2024). The results showed that all items had calculated r values greater than the critical value of .361 and were therefore considered valid. Internal consistency reliability was assessed using Cronbach's alpha, with coefficients greater than .60 considered acceptable (Ghozali, 2016). The Cronbach's alpha coefficients were .981 for transformational leadership, .986 for self-efficacy, .979 for work commitment, and .987 for teacher work effectiveness, indicating high internal consistency across all instruments.

Data analysis involved descriptive and inferential statistics. Descriptive statistics were used to summarize the data through the mean, median, mode, standard deviation, variance, score range, frequency distribution, and variable-level categorization. Prior to hypothesis testing, the assumptions underlying the analysis were examined through the One-Sample Kolmogorov-Smirnov test for normality, the Test for Linearity, and multicollinearity diagnostics based on Tolerance and Variance Inflation Factor (VIF) values.

Hypotheses were tested using path analysis to estimate the direct and indirect effects among the study variables. Path coefficients were derived from the standardized beta coefficients obtained from regression analyses, while the coefficient of determination (R^2) was used to estimate the proportion of variance in the endogenous variables explained by the predictors. The mediating role of work commitment was examined using the Sobel test, as recommended by Ghozali (2021), with mediation considered statistically significant when the calculated test statistic exceeded 1.96 at the .05 significance level. All statistical analyses were performed using SPSS version 25.

III. RESULTS AND DISCUSSION

A. Results

This study examined the effects of principals' transformational leadership and teachers' self-efficacy on teacher work effectiveness, with work commitment serving as a mediating variable among public vocational high school teachers in Kapuas Regency. Data were analyzed using descriptive statistics and path analysis with SPSS version 25. The descriptive analysis indicated that principals' transformational leadership was categorized as moderate, whereas teachers' self-efficacy, work commitment, and work effectiveness were categorized as high, as presented in Table 1.

Table 1. Categories of Research Variables

Variable	Category
Principals' Transformational Leadership	Moderate
Teacher Self-Efficacy	High
Teacher Work Commitment	High
Teacher Work Effectiveness	High

As shown in Table 1, teachers generally demonstrated high levels of self-efficacy, work commitment, and work effectiveness, while principals' transformational leadership was at a moderate level. The high level of self-efficacy indicates that teachers reported strong confidence in their ability to perform professional responsibilities and respond to challenges encountered in their work. Similarly, the high level of work commitment reflects strong attachment and responsibility toward their schools. Teacher work effectiveness was also categorized as high, indicating favorable levels of work performance based on the dimensions measured in this study. In contrast, the moderate level of transformational leadership suggests that the leadership practices perceived by teachers had not yet reached the highest category.

Following the descriptive analysis, path analysis was conducted to examine the hypothesized direct relationships among transformational leadership, self-efficacy, work commitment, and teacher work effectiveness. The results of the significance tests for these direct relationships are presented in Table 2.

Table 2. Direct Effects among Research Variables

Relationship	<i>t</i>	<i>p</i>	Decision
Transformational Leadership → Teacher Work Effectiveness	2.579	.011	Significant
Transformational Leadership → Work Commitment	12.261	< .001	Significant
Self-Efficacy → Teacher Work Effectiveness	2.239	.026	Significant
Self-Efficacy → Work Commitment	6.807	< .001	Significant
Work Commitment → Teacher Work Effectiveness	12.865	< .001	Significant

As presented in Table 2, all hypothesized direct relationships were statistically significant. Transformational leadership had a significant positive effect on teacher work effectiveness ($t = 2.579$, $p = .011$) and work commitment ($t = 12.261$, $p < .001$). Teachers' self-efficacy also had a significant positive effect on teacher work effectiveness ($t = 2.239$, $p = .026$) and work commitment ($t = 6.807$, $p < .001$). In addition, work commitment had a significant positive effect on teacher work effectiveness ($t = 12.865$, $p < .001$). Thus, all hypotheses concerning the direct effects among the variables were supported.

The results further indicate that both transformational leadership and self-efficacy were directly associated with teacher work effectiveness and were also significantly related to work

commitment. Moreover, work commitment demonstrated a significant direct relationship with teacher work effectiveness. These relationships provide the statistical basis for subsequently examining whether work commitment mediates the effects of transformational leadership and self-efficacy on teacher work effectiveness.

Direct Effects among the Research Variables

The path analysis showed that all hypothesized direct relationships among transformational leadership, self-efficacy, work commitment, and teacher work effectiveness were statistically significant. However, the magnitude of the t-statistics should not be interpreted as the magnitude of an effect; effect magnitude should be assessed from the standardized path coefficients. Accordingly, the results below focus on statistical evidence for each hypothesized relationship without characterizing an effect as weak or strong solely on the basis of its t-value.

Transformational leadership had a significant positive effect on teacher work effectiveness ($t = 2.579$, $p = .011$), supporting H1. This result indicates that higher levels of transformational leadership were associated with higher teacher work effectiveness within the proposed path model. Transformational leadership also had a significant positive effect on work commitment ($t = 12.261$, $p < .001$), supporting H2. Thus, higher transformational leadership scores were associated with higher levels of teacher work commitment. Teachers' self-efficacy had a significant positive effect on teacher work effectiveness ($t = 2.239$, $p = .026$), supporting H3. This finding indicates that teachers reporting stronger beliefs in their professional capabilities also tended to demonstrate higher levels of work effectiveness.

A significant positive effect of self-efficacy on work commitment was also identified ($t = 6.807$, $p < .001$), supporting H4. This result suggests that stronger teacher self-efficacy was associated with greater work commitment within the model. Finally, work commitment had a significant positive effect on teacher work effectiveness ($t = 12.865$, $p < .001$), supporting H5. Collectively, these direct-effect results demonstrate that both organizational and individual factors were significantly related to teacher work effectiveness, while transformational leadership and self-efficacy were also significantly associated with the proposed mediator, work commitment.

Indirect Effects through Work Commitment

Following the examination of the direct effects, the indirect pathways were analyzed to determine the mediating role of work commitment in the relationships between transformational leadership and teacher work effectiveness and between self-efficacy and teacher work effectiveness. The indirect-effect coefficients are presented in Table 3.

Table 3. Indirect Effects through Work Commitment

Indirect Path	Indirect Effect Coefficient
Transformational Leadership → Work Commitment → Teacher Work Effectiveness	.483
Self-Efficacy → Work Commitment → Teacher Work Effectiveness	.327

As shown in Table 3, the indirect effect of transformational leadership on teacher work effectiveness through work commitment was .483, whereas the indirect effect of *self-efficacy* on teacher work effectiveness through work commitment was .327. These coefficients indicate that part of the relationship between each predictor and teacher work effectiveness operated through work commitment. For transformational leadership, the indirect-effect coefficient of .483 indicates a pathway in which transformational leadership was associated with work commitment, which in turn was associated with teacher work effectiveness. Similarly, the indirect-effect coefficient of .327 for *self-efficacy* indicates an indirect pathway from *self-efficacy* to teacher work effectiveness through work commitment. These findings are consistent with the proposed mediating role of work commitment in the research model. The overall results of hypothesis testing are summarized in Table 4.

Table 4. Summary of Hypothesis Testing

Hypothesis	Hypothesized Relationship	Result
H1	Transformational Leadership → Teacher Work Effectiveness	Supported

H2	Transformational Leadership → Work Commitment	Supported
H3	Self-Efficacy → Teacher Work Effectiveness	Supported
H4	Self-Efficacy → Work Commitment	Supported
H5	Work Commitment → Teacher Work Effectiveness	Supported
H6	Transformational Leadership → Work Commitment → Teacher Work Effectiveness	Supported
H7	Self-Efficacy → Work Commitment → Teacher Work Effectiveness	Supported

As summarized in Table 4, all seven hypotheses were supported. Transformational leadership and *self-efficacy* demonstrated significant direct relationships with teacher work effectiveness and work commitment, while work commitment was significantly related to teacher work effectiveness. The indirect-effect coefficients further indicated pathways from transformational leadership and *self-efficacy* to teacher work effectiveness through work commitment. Overall, the results provide empirical support for the proposed path model linking transformational leadership, teachers' *self-efficacy*, work commitment, and teacher work effectiveness among public vocational high school teachers in Kapuas Regency.

B. Discussion

The findings indicate that principals' transformational leadership in public vocational high schools in Kapuas Regency was at a moderate level, whereas teachers' *self-efficacy*, work commitment, and work effectiveness were generally high. At the dimensional level, *idealized influence* emerged as the strongest aspect of transformational leadership, suggesting that principals were perceived as demonstrating integrity, serving as role models, and exerting a positive influence on teachers. This finding supports Damanik and Dewi (2024), who emphasized the role of transformational leadership in fostering collaborative and adaptive school cultures, as well as Palembang and Sihotang (2023), who reported that clear vision and teacher empowerment can strengthen teachers' motivation and commitment. In contrast, *individualized consideration* received the lowest score, indicating that greater attention may be needed to teachers' individual professional needs, including career development, recognition, and competency development. This finding is consistent with Maharani (2023), who highlighted individualized support as an important component of transformational leadership and the development of teacher *self-efficacy*.

Teachers' *self-efficacy* was relatively high, with *generality* emerging as its strongest dimension. This finding suggests that teachers perceived themselves as capable of applying their competencies across different professional situations, including curriculum changes, technological developments, and evolving educational demands. Such adaptability is particularly important in vocational education, where teachers must respond not only to educational reforms but also to technological and occupational developments. This result is consistent with Fitriani and Murniati (2024), who found that teachers with higher *self-efficacy* tend to demonstrate greater adaptability to instructional innovations and the implementation of the Merdeka Curriculum. Nevertheless, *strength* was the lowest-rated dimension, suggesting that teachers' confidence may be more vulnerable when they encounter sustained professional demands or work-related pressures. This finding reinforces the importance of organizational support and a positive work environment in sustaining teacher *self-efficacy* (Ningsih & Wahyudin, 2021).

Work commitment was also rated highly, with continuance commitment receiving the highest score. This pattern indicates that teachers perceived substantial reasons for maintaining their relationship with their schools, including organizational stability and perceived benefits associated with continued membership. This finding is consistent with Fadillah, Aslamiah, and Suriansyah (2023), who reported that supportive leadership and a positive work environment can strengthen teachers' attachment to their organizations. Normative commitment, however, received the lowest score, suggesting that the sense of moral obligation and professional responsibility toward the organization could be further strengthened through school culture and organizational practices (Kurniawati & Mulyasa, 2024). Teacher work effectiveness was likewise high, with work quality representing the strongest dimension, whereas timeliness received the lowest score. These results suggest that teachers generally perceived themselves as capable of performing their professional responsibilities effectively, although time management and timely

task completion remain areas for improvement (Rahman & Hidayat, 2024; Kusuma & Wahyudin, 2021).

Transformational Leadership and Teacher Work Effectiveness

Transformational leadership had a significant positive effect on teacher work effectiveness. This relationship suggests that leadership practices characterized by role modeling, inspirational motivation, intellectual stimulation, and individualized support are associated with more effective teacher performance. Principals who articulate clear goals, encourage innovation, and create supportive professional environments can provide organizational conditions that enable teachers to perform their responsibilities more effectively. The finding is consistent with Raharja (2022) and Amiruddin (2022), who reported positive relationships between transformational leadership and teacher performance through organizational culture and work motivation. It also aligns with Bass and Riggio's (2006) transformational leadership framework, in which leaders influence followers by developing shared goals, stimulating new ways of thinking, and attending to individual professional development. Harefa, Sitanggang, and Nainggolan (2022) similarly demonstrated that transformational leadership is associated with teaching performance through psychological well-being and work motivation.

Importantly, the statistical significance of this relationship should not be interpreted as evidence that transformational leadership alone determines teacher work effectiveness. Teacher effectiveness is likely to reflect the combined contribution of leadership and other individual and organizational resources. This interpretation is particularly relevant to the descriptive findings, in which teacher work effectiveness was high despite transformational leadership being only moderate. The pattern suggests that teachers' internal resources, including *self-efficacy* and work commitment, may complement the influence of school leadership.

Transformational Leadership and Work Commitment

Transformational leadership also had a significant positive effect on teachers' work commitment. This relationship indicates that principals can contribute to teachers' organizational attachment by providing professional support, communicating an inspiring vision, recognizing teachers' contributions, and developing constructive interpersonal relationships. Through these practices, teachers may perceive themselves as valued members of the school community, thereby strengthening their willingness to remain engaged with organizational goals.

This finding is consistent with Palembang and Sihotang (2023), Sriyanto, Kartono, and Sembiring (2022), and Permatasari et al. (2023), who identified transformational leadership as an important factor associated with organizational culture and teacher commitment. The result is also conceptually meaningful given that *individualized consideration* was the weakest leadership dimension in the present study. Strengthening individualized support may therefore represent a particularly relevant area for principals seeking to further develop teachers' commitment.

Self-Efficacy and Teacher Work Effectiveness

Teachers' *self-efficacy* had a significant positive effect on work effectiveness. Teachers who have stronger confidence in their professional capabilities are more likely to approach instructional challenges with persistence, manage classroom demands confidently, and adapt their practices when confronted with changes in educational policies or instructional requirements. In this sense, *self-efficacy* represents an important psychological resource that can support effective professional functioning.

The finding is consistent with Rahayu and Nurhasanah (2023), Maharani (2023), and Hidayat, Aslamiah, and Suriansyah (2023), who identified *self-efficacy* as an important contributor to teachers' instructional quality and professional performance. However, *self-efficacy* should not be regarded as sufficient in isolation. Confidence in one's professional abilities may translate more effectively into work outcomes when teachers operate within supportive organizational environments and possess strong commitment to their schools.

Self-Efficacy and Work Commitment

The significant positive effect of *self-efficacy* on work commitment further demonstrates the importance of teachers' psychological resources. Teachers who believe that they are capable of addressing professional challenges may be more willing to persist in their responsibilities and maintain engagement with organizational goals. Confidence in professional capability may therefore extend beyond individual task performance by contributing to teachers' attitudes toward their schools.

This interpretation is supported by Rahayu and Nurhasanah (2023), Fitriani and Murniati (2024), Maharani (2023), and Ningsih and Wahyudin (2021), who emphasized the importance of *self-efficacy* in teachers' professional attitudes, adaptability, and organizational commitment. The finding also provides an important connection within the proposed model: *self-efficacy* was related not only directly to teacher work effectiveness but also to the mediating variable through which an additional indirect pathway to work effectiveness was proposed.

Work Commitment and Teacher Work Effectiveness

Work commitment had a significant positive effect on teacher work effectiveness. This finding indicates that teachers who demonstrate stronger attachment, responsibility, and commitment to their schools also tend to exhibit higher work effectiveness. Strong organizational commitment can encourage teachers to maintain consistency in their responsibilities, invest greater effort in achieving educational objectives, and sustain professional performance even when facing organizational or instructional challenges. This result is consistent with Rahmawati and Wahyudin (2021), Putri and Suriansyah (2022), Fadillah, Aslamiah, and Suriansyah (2023), and Yuliana et al. (2025), who identified work commitment as an important factor associated with teacher performance and effectiveness.

The prominent role of work commitment is particularly relevant to vocational schools. Teachers in vocational education operate within environments that require responsiveness to curriculum development, technological change, and occupational demands. Under such conditions, professional competencies may be more consistently translated into effective performance when accompanied by sustained responsibility and commitment to organizational goals.

Mediating Role of Work Commitment

The path analysis further identified indirect pathways from transformational leadership and *self-efficacy* to teacher work effectiveness through work commitment. The estimated indirect effect of transformational leadership through work commitment was .483, whereas the indirect effect of *self-efficacy* through work commitment was .327. These findings suggest that work commitment represents an important mechanism connecting both organizational leadership and individual psychological resources with teacher work effectiveness.

Conceptually, transformational leadership may contribute to work effectiveness not only through its direct relationship with teachers' professional behavior but also by fostering stronger organizational attachment and commitment. When principals provide support, recognition, professional opportunities, and meaningful involvement in school activities, teachers may develop stronger commitment, which can subsequently be reflected in their work behavior. Similarly, teachers with strong *self-efficacy* may be more capable of translating their confidence into effective professional performance when that confidence is accompanied by responsibility and commitment to organizational goals. This interpretation is consistent with Asdi (2022), Palembang and Sihotang (2023), Permatasari et al. (2023), Hidayat, Aslamiah, and Suriansyah (2023), and Rahayu and Nurhasanah (2023), who emphasized the importance of work commitment in connecting leadership and psychological factors with teacher performance.

Overall, the findings demonstrate that teacher work effectiveness in public vocational high schools in Kapuas Regency is associated with an interplay between organizational and individual factors. Transformational leadership provides an organizational context that can support teachers' professional functioning, while *self-efficacy* represents an internal psychological resource for addressing professional demands. Work commitment, in turn, provides a mechanism

through which these resources may be translated into more effective work behavior. These findings highlight the importance of simultaneously strengthening transformational leadership practices, teachers' *self-efficacy*, and sustainable work commitment rather than addressing these factors independently.

IV. CONCLUSION

The findings indicate that principals' transformational leadership, teachers' *self-efficacy*, and work commitment were positively and significantly associated with teacher work effectiveness in public vocational high schools in Kapuas Regency. Transformational leadership and *self-efficacy* were also positively and significantly associated with work commitment. Path analysis further identified indirect effects of transformational leadership and *self-efficacy* on teacher work effectiveness through work commitment, with coefficients of .483 and .327, respectively. These findings suggest that work commitment may serve as an important mechanism linking organizational leadership and teachers' psychological resources to work effectiveness. Accordingly, efforts to strengthen teacher work effectiveness should integrate the development of transformational leadership practices, teacher *self-efficacy*, and sustained work commitment. However, given the correlational design of the study, these findings should be interpreted as evidence of empirical associations within the proposed model rather than definitive causal relationships.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest, financial or otherwise, that could have influenced the conduct, interpretation, or publication of this study.

AUTHOR CONTRIBUTIONS

Puji Nurwidayati: Conceptualization, Investigation, Data Collection, Formal Analysis, and Writing – Original Draft. **Sulistiyana:** Conceptualization, Methodology, Validation, Supervision, and Writing – Review & Editing. **Metroyadi:** Methodology, Validation, Supervision, and Writing – Review & Editing. All authors contributed to the interpretation of the findings, critically reviewed the manuscript, and approved the final version for publication.

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DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

Generative AI and AI-assisted technologies were used during manuscript preparation to assist with language refinement, proofreading, and improving the clarity and readability of the text. Their use was limited to editorial support and did not extend to research design, data collection, data generation, statistical analysis, interpretation of results, or formulation of the study's conclusions. All AI-assisted content was carefully reviewed, verified, and revised by the authors to ensure its accuracy and consistency with the original research. The authors retain full responsibility for the integrity, accuracy, and final content of the manuscript.

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