DIJEMSS: Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455
DOI: https://doi.org/10.38035/dijemss.v7i1.5184
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Received: 12 July 2025 | **Revised:** 19 September 2025 | **Accepted:** 14 October 2025

The Influence of Organizational Commitment and Work Engagement on Turnover Intention with Transformational Leadership as a Moderating Variable among Teachers at Mutiara Bunda Elementary School, Bandung

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Abstract: This study investigates the influence of organizational commitment (OC) and work engagement (WE) on turnover intention (TI), with transformational leadership (TL) as a moderating variable, among teachers at Sekolah Mutiara Bunda, Bandung. Employing a quantitative-verificative approach and survey method, data were collected from 98 respondents and analyzed using Moderated Multiple Regression (MMR). The first model indicated that both OC ($\beta = -0.499$, $p < 0.001$) and WE ($\beta = -0.203$, $p = 0.048$) significantly and negatively predicted TI, suggesting that higher levels of commitment and engagement reduce turnover intention. In the second model, the interaction effect between OC and TL was not statistically significant ($\beta = -0.064$, $p = 0.376$), indicating that TL does not moderate the relationship between OC and TI. Conversely, the interaction between WE and TL was significant ($\beta = 0.222$, $p = 0.031$), but in the opposite direction from the hypothesized model, suggesting that at high levels of TL, the negative impact of WE on TI weakens. The change in explained variance between models was modest ($\Delta R^2 = 0.022$; $p = 0.049$), confirming the presence of a partial moderating effect. These findings emphasize the importance of strengthening organizational commitment and engagement to reduce turnover intention, while also reevaluating the contextual role of transformational leadership in retention strategies

Keywords: Organizational Commitment, Work Engagement, Turnover Intention, Transformational Leadership, Moderated Regression Analysis

INTRODUCTION

Mutiara Bunda Elementary School, established in 2001, is a private inclusive school in Bandung committed to nurturing academic excellence, spiritual development, and character formation in line with universal values. With a strong emphasis on individualized learning and inclusive education, the school has become a leading choice for families seeking a holistic educational experience from early childhood to high school. However, in recent years, the institution has faced increasing concerns regarding teacher retention. Based on internal HR

reports, the turnover rate among teaching staff rose from 10.52% in 2021–2022 to 25.31% in 2023–2024, sparking concern from both parents and school management about the stability and continuity of the learning process. These concerns were prominently raised during the school's annual community engagement forum in early 2024, highlighting the reputational and instructional risks associated with frequent teacher turnover.

Beyond the emotional and reputational impacts, high turnover incurs substantial operational and financial burdens. According to Hom et al. (2017) and Farahmandpour & Voelkel (2025), turnover leads to increased costs in recruitment, onboarding, training, and the loss of institutional knowledge—particularly detrimental in mission-driven schools where teacher-student relationships are foundational. At Sekolah Mutiara Bunda, training new teachers requires structured mentoring programs led by experienced staff, diverting attention from core academic duties and reducing overall organizational efficiency. Despite some improvements in HR practices and onboarding in the last academic year, the persistently high turnover rate signals a deeper organizational issue requiring empirical investigation.

Turnover intention is widely recognized as a proximal predictor of actual resignation behavior (Mobley, 1977), and it is closely tied to organizational commitment—defined by Meyer and Allen (1991) as comprising affective, continuance, and normative components. Multiple studies affirm that lower commitment correlates strongly with higher turnover intention (Meyer et al., 2002; Roodt, 2004). This is particularly crucial in educational settings where sustained teacher commitment supports pedagogical consistency, student well-being, and institutional culture. Understanding the factors that enhance or diminish commitment is thus essential to managing teacher retention.

This study examines two key antecedents of turnover intention organizational commitment and work engagement while assessing transformational leadership as a potential moderating variable. Work engagement defined as vigor, dedication, and absorption (Schaufeli et al., 2002) has shown a consistent negative relationship with turnover intention in high-demand sectors such as education (Bakker & Demerouti, 2007; Gallup, 2023). Engaged teachers are more likely to be emotionally invested, perform better, and remain loyal to the school. In line with Social Exchange Theory (SET) (Blau, 1964), such engagement often arises when employees perceive the organization as providing meaningful resources, respect, and support, which they reciprocate through commitment and retention (Rhoades & Eisenberger, 2002).

Organizational commitment itself is a central construct within SET, reflecting the psychological bond between employees and their organization. When teachers feel valued and supported, they are more inclined to remain committed and less likely to consider leaving. This reciprocal relationship—between perceived organizational support and teacher loyalty—is especially relevant in values-based institutions like Sekolah Mutiara Bunda.

The role of leadership is also central to this exchange. Transformational leadership, as conceptualized by Bass (1999), involves inspiring a shared vision, fostering individualized support, and stimulating intellectual growth. In educational contexts, such leadership has been linked to greater teacher motivation, trust, and affective commitment (Alam & Asmawi, 2022; Zhao, 2023). Some evidence also suggests that transformational leadership may moderate the effects of engagement and commitment on turnover intention—either strengthening or weakening these relationships depending on how leadership is perceived (Saeed & You, 2022).

Grounded in the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007) and enriched by Social Exchange Theory (SET), this study investigates the influence of organizational commitment and work engagement on turnover intention, with transformational leadership as a moderating variable, among teachers at Sekolah Mutiara Bunda, Bandung. Given the school's inclusive vision and its strategic goal to retain a high-performing, loyal teaching team, this research offers both theoretical contributions and practical insights for leadership and HR development in private educational institutions.

METHOD

This study employed a quantitative-verificative approach to examine the influence of Organizational Commitment (OC) and Work Engagement (WE) on Turnover Intention (TI), with Transformational Leadership (TL) as a moderating variable. The model was grounded in the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007), Transformational Leadership Theory (Bass & Avolio, 1994), and supported by Social Exchange Theory (Blau, 1964). The population comprised 98 full-time teachers from Sekolah Mutiara Bunda, an inclusive private school in Bandung, selected using total sampling (Neuman, 2014). Data were gathered through self-administered questionnaires to minimize social desirability bias (Podsakoff et al., 2003) and supplemented by institutional documents (Sekaran & Bougie, 2016).

Organizational Commitment was measured using the OCQ by Meyer and Allen (1993), with three dimensions—affective, continuance, and normative commitment—and reliability ranging from $\alpha = 0.74$ to 0.87. Work Engagement was assessed using UWES-9 (Schaufeli & Bakker, 2004), adapted by Kristiana et al. (2018), with CFA results indicating a good model fit (RMSEA = 0.049; CFI = 0.96; $\alpha = 0.80$–0.84). Transformational Leadership was measured using an adapted 16-item MLQ-Short Form validated by Imam et al. (2017), covering four core dimensions with CFI > 0.90 and $\alpha > 0.70$. Turnover Intention was assessed using the 6-item TIS-6 from Roodt (2004), validated by Bothma and Roodt (2013), with factor loadings of 0.73–0.81 and $\alpha = 0.80$. Classical assumption tests were conducted to ensure model adequacy (Hair et al., 2019), and hypotheses were tested using Moderated Multiple Regression (MMR) with interaction terms (Aiken & West, 1991; Baron & Kenny, 1986) via SPSS v25 at $\alpha = 0.05$ (Field, 2018). Moderation effects were evaluated based on changes in R^2 (ΔR^2) between models.

he research method contains the type of research, sample and population or research subjects, time and place of research, instruments, procedures, and research techniques, as well as other matters relating to the method of research. This section can be divided into several sub-chapters, but no numbering is necessary.

Grounded in the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007) and Transformational Leadership Theory (Bass & Avolio, 1994), this study explores how Organizational Commitment (OC) and Work Engagement (WE) shape Turnover Intention (TI) among teachers at Sekolah Mutiara Bunda, with Transformational Leadership (TL) serving as a moderating variable. The JD-R framework emphasizes the balance between personal and job resources in mitigating the negative outcomes of work demands, while TL is theorized to enhance these resources by fostering motivation, vision, and individual support.

Hypothesis Development

H1 posits that Organizational Commitment (OC) negatively influences Turnover Intention. OC, as conceptualized by Meyer and Allen (1993), comprises affective, continuance, and normative dimensions that together reinforce employee attachment to the organization. Teachers who feel emotionally connected and ethically obligated to stay are less likely to consider leaving, especially in mission-driven institutions (Meyer et al., 2002).

H2 proposes that Work Engagement (WE) reduces Turnover Intention. Defined by vigor, dedication, and absorption (Schaufeli et al., 2002), WE functions as a personal resource that buffers teachers from disengagement and withdrawal (Bakker & Demerouti, 2007). Studies in educational contexts confirm that highly engaged teachers exhibit lower turnover intention and higher resilience (Sezen-Gultekin et al., 2021)

H3 suggests that Transformational Leadership (TL) moderates the OC–TI relationship. Leaders who inspire, intellectually stimulate, and provide individualized consideration may strengthen the protective effect of commitment by fostering alignment with school values (Zhao, 2023).

H4 hypothesizes that TL also moderates the relationship between WE and TI. When leadership is transformational, the impact of engagement on retention is expected to intensify, as teachers feel more valued, empowered, and supported in achieving meaningful goals (Rahmawati et al., 2024; Algohani & Mydin, 2022). In contrast, the absence of such leadership may weaken the motivational impact of engagement, increasing vulnerability to turnover.

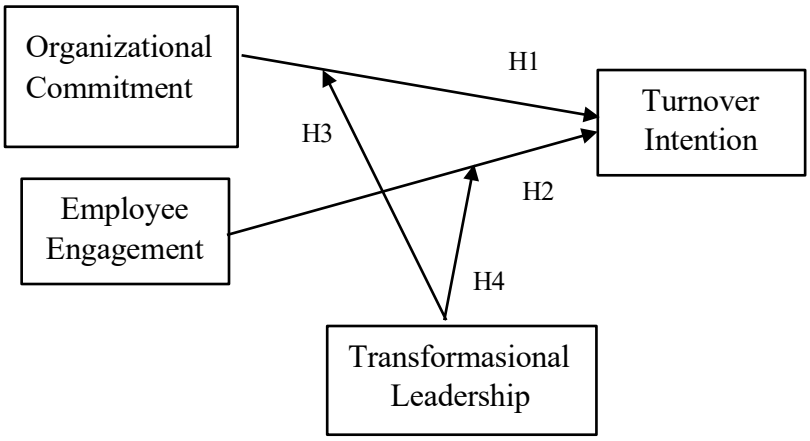


Figure 1. Research Framework

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RESULTS AND DISCUSSION

Results

This section presents the main findings of the study in a structured manner. It begins with an overview of the descriptive statistics to illustrate the characteristics of the respondents. Subsequently, classical assumption tests are conducted to ensure the appropriateness of the regression analysis. The hypothesis testing results are then elaborated, including both the direct effects and the moderation analysis. Each finding is discussed in relation to the research objectives, emphasizing how work engagement, perceived organizational support, and job burnout influence organizational commitment.

Table 1
Summary of Respondent Demographic

Variable	Category	N	%
Age	20 - 29 Tahun	46	46.94%
	30 - 39 Tahun	27	27.55%
	40 - 49 Tahun	24	24.49%
	> 50 Tahun	1	1.02%
	Total	98	100.00%
Gender	Male	17	17.35%
	Female	81	82.35%
	Total	98	100.00%
Employee Status Service	Contract	50	51.02%
	Permanent	48	48.98%

	Total	98	100%
Length of Service	< 3	30	30.61%
	3 – 6 years	26	26.53%
	7-10 years	132	13.27%
	>10 years	29	29.59%
	Total	98	100.00%

The demographic profile of the respondents indicates that the majority were aged between 20 and 29 years (46.94%), followed by those aged 30 to 39 years (27.55%) and 40 to 49 years (24.49%). Only a small percentage were over 50 years old (1.02%). In terms of gender, most participants were female (82.35%), while male respondents accounted for 17.35%. Regarding employment status, slightly more than half of the respondents were contract employees (51.02%), while the remaining 48.98% held permanent positions. With respect to length of service, the largest group of respondents had worked for less than 3 years (30.61%), followed closely by those with over 10 years of service (29.59%). Meanwhile, 26.53% had worked for 3 to 6 years, and a smaller proportion (13.27%) had 7 to 10 years of experience at the institution.

Table 2
Respondent's of OC,WE,TL and TI Levels Summary

Variable	Category	N	%
Organizational Commitement	Low	7	7.14%
	Moderate	27	27.55%
	High	64	65.31%
	Total	98	100.00%
Work Engagement	Low	1	1.02%
	Moderate	27	27.55%
	High	70	71.43%
	Total	98	100.00%
Transformational Leadership	Low	3	3.06%
	Moderate	11	11.22%
	High	84	87.71%
	Total	98	100.00%
Turnover Intention	Low	62	63.27%
	Moderate	29	29.59%
	High	7	7.14%

Total	98	100.00%

Table 2 presents the distribution of responses across the four core psychological variables in the study. Organizational commitment was reported at a high level by 65.31% of respondents, while 27.55% indicated a moderate level, and only 7.14% reported a low level of commitment. For work engagement, 71.43% of participants experienced high levels, 27.55% reported moderate levels, and just 1.02% were categorized as having low engagement. In terms of transformational leadership, 87.71% of respondents perceived a high level of leadership quality from their school leaders, followed by 11.22% at a moderate level, and 3.06% at a low level. Regarding turnover intention, the majority (63.27%) showed a low intention to leave the organization, 29.59% fell into the moderate category, and only 7.14% expressed a high level of intention to resign. These findings suggest overall positive perceptions among teachers, particularly in relation to leadership, engagement, and commitment, accompanied by generally low turnover risk.

Table 3
Comparative ANOVA Significance Values by Demographic Factors for Each variable

Variable	Age (Sig.)	Gender (Sig.)	Years of Service (Sig.)	Employee Status (Sig.)
Organizational Commitment	.058	.485	.092	.166
Work Engagement	.799	.826	.542	.910
Transformational Leadership	.001	.966	.050	.039
Turnover Intention	.005	.384	.006	.009

Table 3 presents the significance values from ANOVA tests assessing whether demographic variables—age, gender, years of service, and employee status—are associated with variations in four key psychological variables: Organizational Commitment, Work Engagement, Transformational Leadership, and Turnover Intention. The results reveal that age significantly influences both Transformational Leadership ($p = .001$) and Turnover Intention ($p = .005$), suggesting that perceptions of leadership and intentions to leave vary across age groups. Years of service also show a significant association with Transformational Leadership ($p = .050$) and Turnover Intention ($p = .006$), indicating that tenure may play a role in shaping leadership perception and turnover risk.

Moreover, employee status is significantly related to Transformational Leadership ($p = .039$) and Turnover Intention ($p = .009$), implying that employment categories (e.g., permanent vs. contract) may affect how leadership is perceived and the extent to which individuals consider leaving the organization. In contrast, gender does not exhibit a significant relationship with any of the four psychological variables, suggesting comparable experiences across male and female respondents in these domains.

Notably, Work Engagement demonstrates no significant differences across any demographic factor, indicating a consistent level of engagement regardless of age, gender, tenure, or status. Similarly, Organizational Commitment does not show statistically significant differences based on gender or employment status, although marginal effects are observed for age ($p = .058$) and tenure ($p = .092$), warranting further exploration. Overall, the findings highlight the potential influence of age, tenure, and employment status on leadership perception and turnover intention, while underscoring the relative stability of engagement across demographic groups.

Table 5
Result of MMR

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	R^2 Change	F Change	df_1	df_2	Sig. F Change
1	0.699	0.488	0.477	0.56535	0.488	45.291	2	95	0
2	0.75	0.563	0.544	0.52787	0.075	7.986	2	93	0.001

Table 5 presents the results of the Moderated Multiple Regression (MMR) analysis. In Model 1, two independent variables—organizational commitment (OC) and work engagement (WE)—collectively explain 48.8% of the variance in turnover intention (TI) ($R^2 = 0.488$) with statistical significance (F change = 45.291, $p < 0.001$). The adjusted R^2 value of 0.477 confirms that the model maintains generalizability beyond the sample. The standard error of the estimate (0.56535) indicates a reasonably acceptable level of prediction error. These results provide empirical support for the direct effect of both OC and WE on TI and confirm H1 and H2, reinforcing the theoretical argument that higher levels of commitment and engagement are associated with reduced intention to leave.

In Model 2, two interaction terms (OC × TL and WE × TL) were added to examine the moderating role of transformational leadership (TL). The inclusion of these interactions increased the explained variance to $R^2 = 0.563$, with an adjusted R^2 of 0.544, and decreased the standard error to 0.52787. The change in R^2 ($\Delta R^2 = 0.075$) was statistically significant (F change = 7.986, $p = 0.001$), indicating that the addition of TL as a moderator contributed meaningfully to the model's explanatory power. Therefore, the model supports H3 and H4 at the structural level, suggesting that transformational leadership plays a role in strengthening the relationship between the predictors and turnover intention.

However, further examination at the individual coefficient level (presented in the subsequent table) is required to fully confirm whether both interaction terms significantly contribute to the outcome. While the overall model improved, it remains possible that one moderating effect is more influential than the other or even statistically nonsignificant.

In conclusion, the MMR results confirm the importance of organizational commitment and work engagement in predicting teachers' turnover intention. The addition of transformational leadership as a moderating factor significantly enhanced the model, suggesting that leadership style can act as a contextual resource that shapes employee attitudes and retention outcomes within the educational setting.

Table 6
Partial Test Results of the MMR Regression

Model	Variable	B	t	Sig.
1	(Constant)	5.318	11.259	0.000
	Organization Commitment (OC)	0.687	-6.908	0.000
	Work Engagement (WE)	-0.165	-1.144	0.255
2	(Constant)	4.955	10.372	0.000
	Organizational Commitment	0.653	1.425	0.158

Work Engagement	-1.030	-2.288	0.024
OC_TL (Interaction)	-0.313	-2.846	0.005
WE_TL (Interaction)	0.222	2.187	0.031

Table 6 presents the partial regression results from the Moderated Multiple Regression (MMR) analysis. In Model 1, Organizational Commitment exhibits a significant negative relationship with Turnover Intention (B = 0.687, p < .001), providing strong support for H1. This indicates that teachers who display higher levels of commitment to the organization are significantly less likely to consider leaving their jobs. Meanwhile, Work Engagement shows a negative but non-significant effect on Turnover Intention (B = -0.165, p = .255), suggesting that H2 is not supported in this initial model.

In Model 2, where interaction terms are included to assess moderation effects, Work Engagement becomes a significant negative predictor of Turnover Intention (B = -1.030, p = .024), reinforcing its theoretical relevance when considered alongside transformational leadership. However, Organizational Commitment becomes non-significant in this model (p = .158), possibly due to the influence of the interaction effect.

The interaction between Organizational Commitment and Transformational Leadership (OC×TL) is statistically significant and negative (B = -0.313, p = .005), providing empirical support for H3**.** This suggests that Transformational Leadership strengthens the inverse relationship between Organizational Commitment and Turnover Intention; in other words, under highly transformational leaders, committed teachers are even less likely to intend to leave. In contrast, the interaction between Work Engagement and Transformational Leadership (WE×TL**)** is significant but positive (B = 0.222, p = .031), which contradicts the expected direction of H4. Rather than strengthening the negative association between Work Engagement and Turnover Intention, Transformational Leadership appears to weaken it—implying that in the presence of high transformational leadership, the independent effect of engagement on retention may diminish.

Overall, the findings underscore the robust role of both Organizational Commitment and Work Engagement in predicting turnover intention, while also revealing the complex, dual-sided role of Transformational Leadership as a moderator—amplifying the effect of commitment, but unexpectedly weakening the influence of engagement.

Disscusion

The demographic profile of teachers at Sekolah Mutiara Bunda reveals critical developmental, organizational, and psychosocial dynamics that influence engagement and retention. A majority of respondents (74%) fall within the 20–39 age range, aligning with Super's (1990) career exploration and establishment stages—periods marked by strong enthusiasm yet high vulnerability to turnover due to unmet needs for mentorship, career clarity, and organizational support. This aligns with UNESCO (2024) and Kooij et al. (2011), which report elevated attrition among younger teachers. In inclusive school contexts, young educators bring adaptability and innovation but require targeted JD-R-based interventions—such as coaching and supportive leadership—to sustain engagement (Kristiana et al., 2018). Gender composition adds another psychosocial layer, with women comprising 82.65% of the teaching staff—reflecting global patterns linked to caregiving stereotypes and empathetic values (Sumsion, 2000; Liu et al., 2024). While females tend to score higher in affective dimensions of commitment and males in vigor and dedication (Zheng et al., 2022; Yuan et al., 2023), organizational support and leadership quality are ultimately more influential than gender itself (Liu & Liu, 2021). Employment status is nearly evenly split between permanent and contractual teachers, but psychological contract theory (Rousseau, 1995) suggests differing expectations:

permanent staff seek relational stability, whereas contractual staff, especially in early tenure, are more susceptible to disengagement and turnover when unmet by equal developmental opportunities (Bal et al., 2013; Fu et al., 2023). Tenure analysis reveals a workforce concentrated in early-to-mid career stages, with most having less than 10 years of service. According to Super (1980), this reflects phases of adjustment and identity alignment, requiring strong organizational backing to foster emotional bonds and reduce attrition risk (Allen & Meyer, 1996). Teachers with over a decade of service emerge as institutional anchors, underscoring the need for sustained career investment to support long-term retention within inclusive education systems.

The moderated multiple regression (MMR) analysis reveals important dynamics between organizational commitment (OC), work engagement (WE), and turnover intention (TI), with transformational leadership (TL) as a moderating variable within the inclusive education context of Sekolah Mutiara Bunda. Model 1 shows that OC significantly reduces TI ($\beta = -0.631$; $p < 0.001$) and explains 48.8% of the variance ($R^2 = 0.488$), aligning with Meyer & Allen's (1991) Three-Component Model of Commitment, which emphasizes affective commitment as a key factor in employee retention. However, WE has no significant effect on TI ($\beta = -0.105$; $p = 0.255$), suggesting that engagement alone may not effectively reduce turnover intention without contextual support. In Model 2, which includes interaction terms (OC × TL and WE × TL), the model's explanatory power improves ($R^2 = 0.563$). Interestingly, OC's direct effect becomes non-significant ($\beta = 0.600$; $p = 0.158$), while WE emerges as a significant negative predictor of TI ($\beta = -0.652$; $p = 0.024$), indicating that the predictive power of both variables depends on the presence of effective leadership. The interaction OC × TL is significantly negative ($\beta = -1.817$; $p = 0.005$), confirming that transformational leadership strengthens the negative relationship between commitment and turnover intention, supporting prior findings by Saeed & You (2022) and Alzoraiki et al. (2023). However, the interaction WE × TL shows a significant positive effect on TI ($\beta = 1.130$; $p = 0.031$), suggesting that under high TL, the negative effect of WE on TI weakens or even reverses. This counterintuitive finding may point to a mismatch between high engagement and unmet leadership expectations, particularly in emotionally demanding environments like inclusive education (Li et al., 2023; Promchart & Potipiroon, 2020). Hypothesis testing results indicate that H1 is accepted, H2 is rejected in Model 1 but partially supported in Model 2, H3 is accepted as the interaction is significant and aligns with theory, while H4 is rejected due to the significant but oppositely directed interaction. Overall, these findings highlight the complexity of leadership as a contextual factor—effective transformational leadership must be authentic, consistent, and responsive to the psychological needs of emotionally engaged teachers in order to sustain their organizational commitment and reduce turnover intention.

CONCLUSION

This study confirms that organizational commitment significantly reduces turnover intention among teachers, especially when supported by transformational leadership, which strengthens this negative relationship. While work engagement alone does not directly reduce turnover intention, it becomes a significant predictor when moderated by leadership, indicating that engagement must be supported by responsive and authentic leadership to be effective. Interestingly, the interaction between work engagement and transformational leadership shows a reversal effect, suggesting that highly engaged teachers may become more likely to consider leaving if leadership expectations are unmet—highlighting the emotional complexity of inclusive education environments. Overall, the findings emphasize that leadership is not only a background factor but a critical moderator that can enhance or undermine the impact of psychological drivers like commitment and engagement on teacher retention.he conclusion must be linked to the title and answer the research formulation or objectives. Do not make statements that are not adequately supported by your findings. Write down improvements made

to industrial engineering or science in general. Don't create further discussion, repeat abstracts, or simply list research findings. Don't use bullet points, use paragraph sentences instead.

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