



Reward and commitment toward transformational leadership and teachers' job satisfaction

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ABSTRACT

This study examines the influence of reward and commitment on transformational leadership and their impact on teacher job satisfaction in the educational sector of Riau Province, Indonesia. The research involved 250 school teachers from various educational levels, selected using purposive sampling based on criteria such as a minimum of two years of teaching experience and active participation in professional development activities. The relationships among reward, commitment, transformational leadership, and job satisfaction were analyzed using Structural Equation Modeling (SEM) with SmartPLS 4.0. The results indicate that both reward and commitment have a direct and significant effect on transformational leadership, which in turn acts as a key mediating variable in enhancing teacher job satisfaction. Bootstrapping analysis confirmed strong statistical significance ($p\text{-value} = 0.000$), supporting all proposed hypotheses. Furthermore, the model demonstrated high construct reliability and validity, with all variables meeting convergent and discriminant validity standards. These findings highlight the importance of implementing effective reward systems and strengthening organizational commitment to foster transformational leadership practices in schools. Such efforts contribute to higher teacher motivation, satisfaction, and professional performance. This study enriches the literature on educational leadership and offers practical insights for school leaders and policymakers to support teacher well-being and improve school outcomes.

Keywords: reward, commitment, transformational leadership, job satisfaction, SEM

Article history

Received:
04 February 2025

Revised:
12 June 2025

Accepted:
11 September 2025

Published:
03 October 2025

Citation (APA Style): Hardianto, H., Hidayat, H., & Setiawan, M. N. A. (2025). Reward and commitment toward transformational leadership and teachers' job satisfaction. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 44(3), pp.673-684. DOI <https://doi.org/10.21831/cp.v44i3.83084>

INTRODUCTION

Transformational leadership has long been recognized as one of the most effective approaches to enhancing motivation and performance across organizational settings. In the field of education, transformational leadership plays a crucial role in shaping school culture, improving instructional quality, and fostering teacher engagement. Teachers, as the primary agents in the learning process, require supportive and inspiring leadership to sustain their professional growth and commitment to student success. Numerous studies have demonstrated that transformational leadership can positively influence teacher satisfaction, instructional innovation, and school performance, especially when reinforced by appropriate rewards and strong organizational commitment (Cai & Tang, 2022; Hanum, 2024; Sucitra et al., 2024; Thien et al., 2023).

Rewards and organizational commitment are two foundational elements that enhance the effectiveness of transformational leadership in educational settings. Rewards, both financial (e.g., performance-based bonuses, allowances) and non-financial (e.g., recognition, career advancement), serve as tangible reinforcements for teacher efforts and accomplishments. According to motivation theories such as Herzberg's Two-Factor Theory and Vroom's Expectancy Theory, these rewards can significantly improve teacher morale and job satisfaction, thereby increasing their willingness to adopt innovative teaching practices (Holzberger &

Schiepe-Tiska, 2022; Liu, 2022; Suyitno, 2022). Meanwhile, organizational commitment reflects a teacher's psychological attachment and dedication to their school, which is essential in maintaining consistency, collaboration, and loyalty within the educational system (Holzberger & Prestele, 2022).

Although the relationship between reward, commitment, and transformational leadership has been widely explored in organizational and industrial contexts, research specifically examining their effects on teacher job satisfaction in Indonesian schools remains limited. Most previous studies have focused on sectors such as healthcare, manufacturing, or business management (Eryilmaz et al., 2024; Maimunah, 2020; Syuhasteti, 2020), which differ significantly in structure, culture, and goals from education. In contrast, the unique environment of schools requires leadership approaches that emphasize pedagogy, instructional support, and teacher empowerment (Leithwood & Jantzi, 2005). While some studies (Bradbury & Acquaro, 2022; Jung et al., 2023) have found positive effects of reward and commitment on performance, they rarely address the mediating role of leadership in the educational context, particularly among schoolteachers in Indonesia.

This research fills this critical gap by examining how reward and commitment influence teacher job satisfaction through the mediating role of transformational leadership in the context of schools in Riau Province. By focusing on teachers, the study adds new empirical evidence to the discourse on school leadership and teacher well-being. This contribution is essential, as teacher satisfaction is closely linked to learning outcomes, student engagement, and retention of qualified educators (Erlena, 2020). In this way, the study not only deepens theoretical understanding but also offers practical implications for improving educational leadership practices in Indonesia (see figure 1).



Figure 1. Research Framework

Based on the research framework that has been prepared, the relationship between reward, commitment, transformational leadership, and job satisfaction is the main focus of this study. Reward and commitment are seen as factors that directly or indirectly influence job satisfaction through the mediating role of transformational leadership. Reward, as a form of appreciation for individual performance, increases motivation and a sense of appreciation (Hanum, 2024; Thien et al., 2023; Timang et al., 2021). Meanwhile, commitment reflects the loyalty and dedication of individuals to organizational goals. Transformational leadership, which can inspire and empower individuals, plays a strategic role in bridging the influence of these two factors on job satisfaction. The following hypotheses are formulated to explore the relationship between these variables empirically.

H1: Rewards have a positive effect on transformational leadership.

Theoretically, rewards are expected to increase leaders' ability to motivate and inspire followers (Herzberg's theory), reinforcing the leaders' transformational behavior in school settings (Cholid et al., 2025).

H2: Commitment has a positive effect on transformational leadership.

Committed teachers are more receptive to leadership influence, facilitating the development of transformational practices that promote shared vision and collaboration (Hutagaluh & Indayani, 2024).

H3: Transformational leadership has a positive effect on teacher job satisfaction.

Transformational leadership provides support, recognition, and intellectual stimulation, which are key components of teacher satisfaction (Lopes & Oliveira, 2020).

H4: Reward positively affects teacher job satisfaction through transformational leadership as a mediating variable.

When rewards are combined with inspirational leadership, their impact on job satisfaction is amplified through enhanced motivation and recognition (Cahyati & Sumartik, 2022).

H5: Commitment positively affects teacher job satisfaction through transformational leadership as a mediating variable.

Organizational commitment reinforces positive perceptions of leadership, which further enhances satisfaction through trust and shared purpose (Thneibat, 2023).

METHOD

This study uses a quantitative and descriptive correlational method to analyze the relationship between reward, commitment, transformational leadership, and teacher job satisfaction (Pranata, 2024). Data was collected through a five-point Likert scale-based questionnaire to measure each research variable. Model testing was done using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) with PLS 4.0 software. The population in this study consisted of teachers working in various schools across Riau Province. A total of 250 teachers were selected as the sample using a purposive sampling technique, based on specific criteria: a minimum of two years of teaching experience and active participation in professional development programs. This sampling method was chosen to ensure that the selected participants possessed relevant qualifications and experiences aligned with the research objectives, particularly in the context of transformational leadership, reward, commitment, and teacher satisfaction. Data collection was carried out using a questionnaire as the primary data source, employing a Likert scale with five levels of response preferences: Strong Disagree (STS) with a weight of 1; Disagree (TS) with a weight of 2; Neutral (N) with a weight of 3; Agree (S) with a weight of 4, and ; Strongly Agree (SS) with a weight of 5.

SEM with PLS 4.0 allows for analyzing causal relationships between complex latent variables, including testing direct and indirect effects (Pranata & Sinaga, 2023). The analysis steps taken are 1) Measurement Model Assessment. This stage aims to evaluate the validity and reliability of the research instrument. Validity is tested using a) Convergent Validity. Evaluated based on the Average Variance Extracted (AVE) value, with a value > 0.5 considered to meet the criteria. b) Discriminant Validity. Tested by comparing the correlation values between constructs, ensuring that each latent variable is measured independently. c) Reliability. Tested using Composite Reliability (CR) and Cronbach's Alpha, with a CR value > 0.7 indicating good reliability. 2) Structural Model Assessment. Structural models test the causal relationship between independent and dependent variables. This test involves: a) Path Coefficients. Measuring the strength of the relationship between latent variables. b) Statistical Significance. Tested through t-statistic value (> 1.96) and p-value (< 0.05) to assess the significance of the relationship. c) R^2 (Coefficient of Determination). Used to evaluate the proportion of variance in the dependent variable that the independent variables can explain. 3) Goodness-of-Fit Assessment. The model was tested using the Standardized Root Mean Square Residual (SRMR) value as an indicator of model fit, with $SRMR \leq 0.08$ indicating a good model. In addition, the Q^2 Predictive Relevance value was used to evaluate the model's ability to predict relationships between variables.

FINDINGS AND DISCUSSION

Findings

Research results show a significant relationship between reward, commitment, leadership transformation, and satisfaction work. Analysis using the Structural Equation Modeling (SEM) approach with PLS 4.0 software shows that each reward and commitment has its influence directly on leadership transformation, which in turn plays an important role as variable mediation in increasing satisfaction Work (See Figure 2).

The path coefficient value in this model indicates a fairly strong relationship between the research variables, with rewards having the largest direct influence on transformational leadership. In addition, organizational commitment also contributes significantly to building a

positive relationship between transformational leadership and job satisfaction (Hardianto et al., n.d.). This finding reinforces the importance of rewarding and increasing organizational commitment to creating a work environment that supports employee performance and well-being, especially in Riau Province's education context.

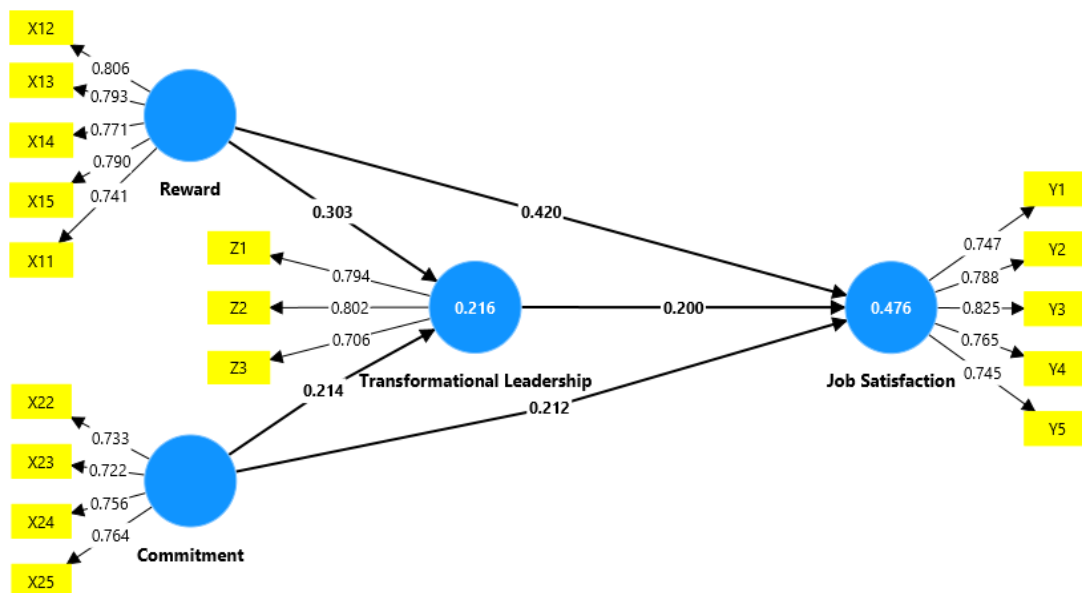


Figure 2. PLS-SEM Results

All constructs in the study Must fulfill Convergent Validity criteria with an AVE value above 0.50. This gives empirical proof that the indicators used can explain the variance construct in the study's significant and supportive validity tool measurement (Table 1).

Table 1. Construct reliability and validity

	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho c)	Average variance extracted (AVE)
Commitment	0.731638	0.73337	0.832171	0.553622
Job Satisfaction	0.832797	0.833792	0.882139	0.599866
Rewards	0.839702	0.842564	0.886203	0.609193
Transformational Leadership	0.753672	0.762686	0.812023	0.590936

Based on the analysis at Table 1, especially the results against Convergent Validity using Average Variance Extracted (AVE) values, all constructs in the study fulfill criteria validity that has been determined, namely AVE value ≥ 0.50 . The Commitment construct has an AVE value of 0.553, which indicates that more of the 55% variance indicator can explained by the construct This. The job satisfaction construct has an AVE value of 0.599, which indicates that the construct Is capable of explaining almost 60% variance in the indicators. While that, the Reward construct shows The AVE value is 0.609, which means more from 60% variance indicator can explained by the construct This (Eripuddin & Hardianto, 2018). Lastly, Transformational Leadership has an AVE value of 0.591, which also shows validity and adequate convergence.

High convergent validity This shows that indicators are used To measure every construct's own good fit in explaining its construction. With the AVE value above the threshold limit of 0.50 for all constructs, it can be concluded that the research model has good convergence. This shows that the construct used in the study Is capable of representing the concept being measured in a way that is accurate so that it can trusted for further analysis (Jalapang & Raman, 2020; Kelebek & Töre, 2025; Khalid & Ibrahim, 2025).

Based on the results of the HTMT analysis, it can be concluded that the research model fulfills Discriminant Validity criteria. This shows that constructs in the capable model are

differentiated clearly so that each construct truly measures a unique concept without causing redundancy between constructs. Validity discriminant satisfied (Hardianto et al., 2024). This strengthens the reliability and validity of the research model in explaining the connection between variables.

Table 2. Heterotrait-monotrait ratio (HTMT) - Matrix

	Commitment	Job Satisfaction	Rewards
Job Satisfaction	0.695913		
Rewards	0.774134	0.752837	
Transformational Leadership	0.570908	0.632872	0.575432

Discriminant Validity Analysis was done using the mark Heterotrait-Monotrait Ratio (HTMT). The HTMT value is used to evaluate whether constructs measured in the model have clear differences From each other. Generally, the criteria for fulfilling discriminant validity is that the HTMT value must be ≤ 0.90 or, in several more literature tight, ≤ 0.85 .

The results show that all partners construct their own HTMT value that meets the criteria. Between Commitment and Job Satisfaction, the HTMT value is 0.695, indicating a relationship that can accepted and not too tall so that the construct can distinguished (Adolph, 2016). For the Reward and Job Satisfaction pair, the HTMT value is 0.753, which also meets the established criteria. Furthermore, the HTMT value between transformational leadership and the construct of others are also in threshold limits, namely 0.571 with commitment, 0.633 with job satisfaction, and 0.575 with reward (Junaris, 2023; Laihad et al., 2025; Maharani et al., 2025). All marks This is far below the threshold limit maximum, which shows that every construct has adequate differences from the other.

Based on the results analysis reliability in Table 1, all constructs in the research model show good internal consistency, as indicated by Cronbach's Alpha and Composite Reliability (rho_c) values. The Cronbach's Alpha value for every construct, namely commitment (0.732), Job Satisfaction (0.833), reward (0.840), and Transformational Leadership (0.754), all of which are on the top threshold, the minimum limit is 0.70, which indicates adequate internal consistency. In addition, the Composite Reliability value for every construct, namely commitment (0.832), Job Satisfaction (0.882), reward (0.886), and Transformational Leadership (0.812), also show excellent reliability Because on top criteria 0.70, even part big approach or exceeds 0.80. This result indicates that indicators on each construct can measure the concept in question consistently and accurately (Sulastri et al., 2024). Thus, all constructs in the research model can be considered reliable for analysis.

The bootstrapping results show all connections between variables own p- p-value = 0.000, which means the connection is significant in a way statistics at level 99% confidence ($p \leq 0.01$). This indicates that the tested relationship between variable independence (Reward and commitment) with transformational leadership and between transformational leadership and job satisfaction have significant, very strong statistics.

Based on the results of the path coefficients analysis, all connections between variables in the research model are significant in those statistics with p-values = 0.000, and t-statistics are above the threshold limit. This shows that commitment and reward influence job satisfaction directly and indirectly through transformational leadership. Findings This supports the validity of the research model and provides empirical proof of the role of Reward, Commitment, and Transformational Leadership in increasing Job Satisfaction (See Table 3).

Based on Table 3. Path Coefficients. the analysis of the results, show that all connections between variables in the research model are significant in statistics. This is indicated by the p-value = 0.000 for every path, which means the connection is significant at the level of 99% confidence ($p \leq 0.01$). In addition, the t-statistics value for all tracks exceeds the mark threshold limit of 1.96 (for a 95% confidence level), which increasingly strengthens the proof of significance connection.

In general details, the relationship between Commitment and Job Satisfaction has a coefficient track of 0.212 with a t-statistics value of 3.668, which indicates that the influence is

positive and significant. The relationship between Commitment and Transformational Leadership is also significant, with a coefficient of 0.214 and t-statistics of 3.783. Furthermore, the reward has an Influence on Job Satisfaction with a coefficient path of 0.420 and a t-statistics value of 7.746, indicating a very significant Influence. The relationship between Reward and Transformational Leadership is also strong, with a coefficient of 0.303 and t-statistics of 5.908. Finally, Transformational Leadership significantly influences Job Satisfaction, with a coefficient of 0.200 and a t-statistics value of 4.392.

Table 3. Path coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Commitment -> Job Satisfaction	0.212	0.212	0.058	3.668	0.000
Commitment -> Transformational Leadership	0.214	0.217	0.057	3.783	0.000
Reward -> Job Satisfaction	0.420	0.421	0.054	7.746	0.000
Reward -> Transformational Leadership	0.303	0.303	0.051	5.908	0.000
Transformational Leadership -> Job Satisfaction	0.200	0.201	0.046	4.392	0.000

The results of the Statistical Significance analysis of the path coefficients table show that all connections between variables in the research model have significant influence in a statistical way. This is shown by the t-statistics values being far above the threshold limit of 1.96 for 95% confidence and the p-value = 0.000, which indicates significance at the level of 99% confidence.

This result shows that variable independence (Commitment and Reward) significantly influences the variable dependent (Job Satisfaction), both directly and through variable mediation (Transformational Leadership). This result provides empirical support for research models and strengthens the hypothesis that Reward, Commitment, and Transformational Leadership play important roles in increasing work satisfaction.

Table 4. Coefficient of determination

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)
Job Satisfaction	0.472	0.481	0.040	11.768
Transformational Leadership	0.213	0.219	0.039	5.501

The results of the Coefficient of Determination (R^2) analysis in Table 4 show the extent to which the independent variables can explain the dependent variable in the research model. The R^2 value provides a description of strength predictive models, where the higher its value, the more able the variable independent is to explain the variable dependent.

For the Job Satisfaction variable, R^2 value = 0.472 indicates that 47.2% of the variance in Job Satisfaction can be explained by a combination of independent, namely Reward, Commitment, and Transformational Leadership. These values Are strong in the context study, which generally accepts R^2 value in the range of 0.2 to 0.5 as moderate until substantial. With t-statistics value = 11.768, the relationship is significant in that statistics show that the model can predict job satisfaction.

Temporarily, for the Transformational Leadership variable, R^2 value = 0.213 indicates that 21.3% of the variance in Transformational Leadership can explained by variables Independent Reward and Commitment. This value indicates moderate predictive strength in context. In connection with this, the t-statistics value = 5.501, which is significant.

Root Mean Square Residual (SRMR) analysis was used to evaluate the overall model fit as one of the important indicators. SRMR measures how far the model estimates the difference between the matrix observed and covariance. The higher SRMR value shows better model fit well, with threshold frequent limits used is ≤ 0.08 for models with good fit and ≤ 0.10 for a good

model accepted. The following Table 5 shows the results of the SRMR analysis for the saturated model and estimated model based on the analyzed research data.

Table 5. Root mean square residual (SRMR)

	Original sample (O)	Sample mean (M)	95%	99%
Saturated model	0.072	0.050	0.054	0.055
Estimated model	0.072	0.050	0.054	0.055

The results of the Standardized Root Mean Square Residual (SRMR) analysis from the table show that the research model has good compatibility with the data. The SRMR values for the Saturated Model and Estimated Model are 0.072 below the threshold limit of 0.08. This indicates that the difference between the matrix observed and model-estimated covariance is relatively small, so the model can be considered in accordance with empirical data. The average SRMR value of 0.050 is an increasingly strengthened model fit. Based on the results, it can be concluded that the model used can accurately reflect the connection between latent variables so that the valid model fit can be accepted. For analysis, more carry on.

Discussion

Research results. This supports strong empirical evidence for all the hypotheses proposed in the research model. Based on path coefficients analysis and bootstrapping results, the relationship between variables in the model shows significance and very strong statistics, with a p-value = 0.000 at the level of 99% confidence, which validates every hypothesis being tested.

H1: Rewards have a positive effect on transformational leadership

The findings of this study demonstrate that reward plays an important role in enhancing transformational leadership among school leaders. In the educational context, providing appropriate rewards, both financial and nonfinancial, not only acknowledges teachers' contributions but also creates a motivating environment where educators feel appreciated and inspired. This sense of recognition encourages teachers to improve their instructional practices and engage more fully in the learning process. Transformational leadership, when supported by effective reward systems, has the potential to improve teacher morale, foster professional commitment, and ultimately contribute to better student achievement.

These results are in line with the findings of Xin and Tahir, (2024), who noted that structured reward practices significantly enhance teacher satisfaction and leadership effectiveness. Elfira et al., (2024) also emphasized that leader recognition increases teacher loyalty and dedication, which are essential components of successful transformational leadership.

For school principals and policymakers in the field of education, this implies the importance of implementing reward strategies that include not only monetary incentives but also professional growth opportunities, public acknowledgment, and consistent support. Applying these strategies in school management can strengthen leadership practices and promote long-term improvements in teacher performance and educational outcomes.

H2: Commitment has a positive effect on transformational leadership

The results of this study indicate that teacher commitment significantly contributes to the development of transformational leadership within schools. In the educational setting, teachers who demonstrate strong commitment to their institution are more likely to engage in collaborative activities, support school improvement initiatives, and align themselves with the vision set by school leaders. This psychological attachment enhances trust and communication between leaders and teachers, fostering a school culture that promotes professional growth and instructional excellence. This aligns with the findings of Smith, (2020), who emphasized that organizational commitment improves employee performance and strengthens leadership effectiveness. Similarly, Nellitawati et al., (2024) showed that transformational leadership fosters commitment

by creating a supportive and empowering environment. In schools, this reciprocal relationship can lead to improved teacher performance, reduced turnover intentions, and ultimately better student learning outcomes.

For school principals and policymakers, these findings suggest the importance of building teacher commitment through inclusive decision making, recognition of contributions, and ongoing professional development. Strengthening teacher commitment not only supports the successful implementation of transformational leadership but also creates a stable foundation for continuous educational improvement and student success.

H3: Transformational leadership has a positive effect on job satisfaction

The findings of this study confirm that transformational leadership has a significant impact on teacher job satisfaction. In the context of schools, leaders who inspire, support, and empower teachers play a vital role in shaping a positive work environment. This type of leadership encourages teachers to perform at their best, feel valued in their profession, and stay committed to achieving educational goals. A principal who demonstrates transformational leadership is more likely to promote collaboration among teachers, nurture innovation in teaching, and create a school climate that prioritizes student learning.

These results are in line with the findings of Sisdiyanto (2023), who emphasized that leadership grounded in appreciation and support improves job satisfaction in public institutions. Timang et al., (2021) also found that leaders who recognize their efforts build stronger loyalty and motivation, both of which are crucial for sustaining transformational leadership. Although the study by Hanum, (2024) was conducted in a non-educational context, the importance of leadership in supporting employee well-being is clearly applicable to school environments.

Based on these insights, school leaders are encouraged to adopt transformational leadership practices such as offering regular feedback, recognizing teacher achievements, and fostering a shared vision for learning. Educational policymakers should also prioritize leadership development programs that equip principals with the skills to support teacher well-being, which in turn contributes to improved teaching performance and student outcomes.

H4: Reward has a positive effect on job satisfaction through transformational leadership as a mediating variable

The findings of this study indicate that reward contributes positively to teacher job satisfaction through the mediating role of transformational leadership. In educational settings, appropriate rewards enhance a school leader's ability to inspire and motivate teachers. When teachers feel appreciated for their efforts and achievements, they are more likely to be engaged in instructional improvement and satisfied with their professional roles. Transformational leadership reinforces the effect of rewards by creating a culture of recognition, trust, and shared commitment within the school environment. These results are consistent with previous studies. Sucitra et al., (2024) highlighted that both effective reward systems and supportive leadership significantly improve employee satisfaction. Similarly, although the study by Liu, (2022) focused on millennial employees in the corporate sector, it supports the idea that appreciation leads to increased satisfaction and, in turn, improved performance.

For school principals, this finding suggests the importance of implementing reward systems that go beyond financial incentives. Public recognition, opportunities for professional development, and meaningful feedback are also essential in fostering satisfaction and commitment. Educational policymakers should integrate reward-based strategies into school leadership development programs to promote positive work environments and sustainable improvements in teaching quality.

H5: Commitment has a positive effect on job satisfaction through transformational leadership as a mediating variable

This study confirms that organizational commitment positively affects teacher job satisfaction, both directly and indirectly through transformational leadership. In schools, committed teachers are more likely to take initiative, collaborate with colleagues, and remain

loyal to the institution's goals. Transformational leadership strengthens this relationship by creating a sense of shared purpose, mutual respect, and professional trust. When school leaders foster a culture of commitment, teachers tend to feel more valued and are more engaged in delivering high-quality instruction, which ultimately contributes to better student learning outcomes. These findings are supported by previous research (Hidayati et al., 2023; Kurniawan et al., 2024; Lesmana et al., 2020) demonstrated that transformational leadership enhances organizational commitment, which subsequently improves employee satisfaction. Similarly, Ambar et al., (2024) found that commitment and transformational leadership jointly contribute to positive workplace behaviors that support organizational performance.

For school principals and education policymakers, this suggests the need to cultivate teacher commitment as a strategic asset. Leaders should build inclusive school environments, provide regular opportunities for teacher involvement in decision making, and offer ongoing support for professional development. Investing in leadership practices that promote commitment will not only enhance teacher satisfaction but also create the foundation for sustained improvements in teaching effectiveness and school success.

CONCLUSION

This study confirms the significant relationship between reward, commitment, transformational leadership, and job satisfaction among teachers. As hypothesized, reward and commitment both directly influence transformational leadership, which in turn mediates their impact on job satisfaction. The findings provide strong empirical support that effective reward systems and high levels of organizational commitment foster transformational leadership, which contributes meaningfully to increased job satisfaction in educational settings. Theoretically, this study contributes to leadership and organizational behavior literature by demonstrating the mediating role of transformational leadership in the education sector, specifically among teachers. It extends prior research by confirming the interaction between motivation-related variables (reward and commitment) and leadership styles influencing job satisfaction. Practically, this study offers insights into school leaders and policymakers to develop leadership strategies that incorporate teacher appreciation and organizational support as central pillars. Schools that implement fair reward systems and cultivate teacher commitment through professional development and recognition are more likely to foster a positive work culture that enhances teacher satisfaction, motivation, and ultimately, performance.

School principals should prioritize leadership practices that empower and support teachers, such as distributed leadership, mentorship, and constructive feedback. Integrating reward structures with transformational leadership practices can promote greater teacher engagement, reduce turnover intentions, and improve classroom effectiveness. Education authorities should also invest in leadership training programs that equip school leaders with the skills to foster commitment and build a shared vision for instructional improvement. This study is limited by its cross-sectional design, which prevents the establishment of causal relationships over time. Additionally, the focus was restricted to teachers in Riau Province, Indonesia, which may limit the generalizability of the findings to other regions or educational systems. Future studies should consider broader samples and longitudinal methods to confirm these results. Future research should examine how transformational leadership affects not only job satisfaction but also student learning outcomes and classroom practices. Longitudinal studies could investigate how sustained transformational leadership over time contributes to teacher development, instructional quality, and educational achievement. Additionally, exploring other mediating or moderating variables, such as organizational culture, teacher engagement, or teacher autonomy, could offer deeper insights into the mechanisms that drive satisfaction and performance in educational institutions.

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