

Transformational Leadership, Psychological Empowerment, and Teacher Trust in Improving Work Engagement and Organizational Citizenship Behavior of Junior High School Teachers in Buton Regency

Asriani ^{1*}, Sudirman Zaid ², Juharsah³, Sry Wiyati Mahrani ⁴

¹⁻⁴Halu Oleo University, Kendari, Indonesia. Email: selanggi35@gmail.com

Abstract

This study aims to analyze the role of psychological empowerment and teacher trust in mediating the influence of transformational leadership on work engagement and organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency. The study used a quantitative approach with a survey method. The study population was 1,048 junior high school teachers, while a sample of 92 respondents was determined using the Slovin formula with a precision level of 10 percent. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS application. The results showed that transformational leadership had a positive and significant effect on psychological empowerment and teacher trust, but did not have a significant direct effect on work engagement or organizational citizenship behavior. Conversely, psychological empowerment and teacher trust had a positive and significant effect on work engagement and organizational citizenship behavior. In addition, both variables were proven to fully mediate the effect of transformational leadership on work engagement and organizational citizenship behavior. These findings indicate that the effectiveness of transformational leadership in increasing teacher work engagement and organizational citizenship behavior depends on the leader's ability to build psychological empowerment and teacher trust as the main mechanisms that encourage positive work behavior in the school environment.

Keywords: transformational leadership, psychological empowerment, teacher trust, work engagement, organizational citizenship behavior

Introduction

Human Resource Management (HRM) plays a crucial role in enhancing the effectiveness of educational organizations through the management of teachers as strategic resources that determine the quality of learning. The development of HRM has shifted from an administrative approach to behavioral and psychological development, thus viewing teachers as agents of change who need to be empowered through effective leadership, a supportive work environment, and organizational relationships based on trust. In the Indonesian educational context, teachers face increasingly complex professional demands due to curriculum changes, technological advancements, increased administrative burdens, and limited learning resources. This situation is also experienced by junior high school teachers in Buton Regency, who face geographical challenges, limited facilities, and variations in organizational support between schools, potentially impacting work engagement and organizational citizenship behavior (OCB). In some schools, principal leadership still tends to be administratively oriented, thus not fully fostering teacher participation, empowerment, and trust. As a result, teacher involvement is often limited to fulfilling formal duties, while voluntary behaviors such as helping colleagues, taking initiative in school activities, and participating in decision-making have not developed optimally. This phenomenon indicates that the effectiveness of transformational leadership does not always occur directly, but requires psychological mechanisms that can strengthen the relationship between leaders and teachers. Therefore, psychological empowerment and teacher trust are seen as important factors that can bridge the influence of transformational leadership on work engagement and OCB of junior high school teachers in Buton Regency. Teachers who feel trusted, valued, have autonomy, and believe that their contributions have an impact on the school tend to demonstrate higher levels of dedication, enthusiasm, and volunteer behavior in supporting the effectiveness of the educational organization.

Theoretically, transformational leadership is able to build a shared vision, provide inspiration, create a sense of psychological safety, and increase the intrinsic motivation of organizational members (Yammarino & Bass, 1990; Bono & Judge, 2003; Arnold et al., 2007; Bass & Riggio, 2006; Eisenbeiss, van Knippenberg, & Boerner, 2008; Zhu, Avolio, & Walumbwa, 2009; Gumusluoglu & Ilsev, 2009; Wright & Pandey, 2010; Antonakis & House, 2014; Tian et al., 2020; Cho & Kao, 2023). This influence is manifested through psychological empowerment consisting of meaning, competence, self-determination, and impact as stated by Spreitzer (1995), and reinforced by Seibert, Wang, and Courtright (2011), Zhang and Bartol (2010), Ahearne, Mathieu, and Rapp (2010), and Maynard, Gilson, and Mathieu (2012), who explained that individuals who feel empowered will have intrinsic motivation, courage to take initiatives, and higher work engagement. In addition, teacher trust is an important

mechanism in building positive relationships between leaders and organizations. Mayer, Davis, and Schoorman (2010), Norman, Avolio, and Luthans (2010), Ellonen, Blomqvist, and Puumalainen (2011), Cho and Park (2011), Fulmer and Gelfand (2012), Boudrias, Gaudreau, and Savoie (2012), Guinot, Chiva, and Roca-Puig (2014), Newman et al. (2014), Aleksic, Lalić, and Stefanović (2017), and Frazier et al. (2017) emphasized that trust increases individuals' sense of psychological safety, commitment, and willingness to contribute beyond formal demands. This relationship ultimately drives work engagement, as explained by Schaufeli et al. (2002), Bakker and Demerouti (2007), Saks (2008), Rich, Lepine, and Crawford (2010), Bakker, Albrecht, and Leiter (2011), Christian, Garza, and Slaughter (2011), and Shimazu et al. (2010), while strengthening OCB as proposed by Organ (1988; 1997), Smith, Organ, and Near (1983), Podsakoff et al. (1990; 2000), Borman and Motowidlo (1993), Organ and Ryan (1995), and Brief and Motowidlo (1986). Thus, transformational leadership, psychological empowerment, teacher trust, work engagement, and OCB are a series of interrelated processes in increasing the effectiveness of educational organizations.

Although the relationship between these variables has been extensively studied, previous research still shows inconsistencies. The relationship between transformational leadership and psychological empowerment was reported to be significant by Stanescu, Zbucnea, and Pinzaru (2021), Farzana and Charoensukmongkol (2024), and Rietze et al. (2025), but insignificant by Aldi, Yuliviona, and Kamener (2025). The relationship between transformational leadership and OCB also showed different results, with Nasra and Heilbrunn (2016), Ibrahim et al. (2024), and Saluy et al. (2024) finding a significant positive effect, while Arifiani and Rumijati (2021) and Subhaktiyasa et al. (2023) reported insignificant results. Similar differences occurred in the relationship between transformational leadership and work engagement, as demonstrated by Younas, Akhunkhel, and Khan (2025), Barkat et al. (2024), and Abdulrab et al. (2025). Several studies have found that psychological empowerment (Muslimah, Dina, & Tjahjono, 2023; Farzana & Charoensukmongkol, 2024) and trust (Ul Hassan & Ikramullah, 2024; Younas et al., 2025; Nisa, Setyaningsih, & Suhendra, 2025) act as mediators, but Nasra and Heilbrunn (2016) showed that trust does not always mediate the relationship between transformational leadership and OCB. This inconsistency indicates that there is still an empirical gap, especially in the secondary education sector in the archipelago. The novelty of this study lies in the development of Abdulrab et al.'s (2025) model by simultaneously testing two mediating variables, namely psychological empowerment and teacher trust, in explaining the influence of transformational leadership on two work behavioral outcomes at once, namely work engagement and organizational citizenship behavior, in the context of junior high school teachers in Buton Regency. This model is expected to broaden understanding of the psychological and relational mechanisms that strengthen the effectiveness of transformational leadership and provide theoretical and practical contributions to the development of human resource management in the education sector.

Literature Review

Transformational Leadership

Transformational leadership is the ability of leaders to inspire, influence, and change the values, attitudes, and behaviors of followers through a clear vision, individual support, and intrinsic motivation, thereby encouraging creativity, courage, commitment, and better performance (Bass & Riggio, 2006). Transformational leaders create a safe psychological environment, build strong emotional connections, instill meaning in work, encourage innovation, strengthen the spirit of service, and increase the optimism and self-confidence of followers through inspirational communication (Bono & Judge, 2003; Arnold et al., 2007; Eisenbeiss, van Knippenberg, & Boerner, 2008; Zhu, Avolio, & Walumbwa, 2009; Gumusluoglu & Ilsev, 2009; Wright & Pandey, 2010; Antonakis & House, 2014; Tian et al., 2020; Cho & Kao, 2023). In this study, transformational leadership was measured using four indicators, namely charismatic leadership, inspirational leadership, intellectual stimulation, and individualized consideration developed by Dubinsky, Yammarino, and Jolson (1995) based on Bass (1985, 1990) and Bass and Avolio (1989).

Psychological Empowerment

Psychological empowerment is a motivational state that reflects an individual's perception that the work they do is meaningful, matches their competencies, provides autonomy in action, and is capable of producing a real impact on the organization (Spreitzer, 1995). This concept is seen as a psychological state that encourages intrinsic motivation, commitment, and individual engagement through the dimensions of meaning, competence, self-determination, and impact (Seibert, Wang, & Courtright, 2011). Individuals who feel empowered tend to have confidence in their abilities, freedom in making decisions, and the courage to take initiative and innovate to improve organizational effectiveness (Zhang & Bartol, 2010; Ahearne, Mathieu, & Rapp, 2010). Furthermore, psychological empowerment creates cognitive conditions that strengthen a sense of control, responsibility, and the belief that individual contributions are valuable to the organization, thus encouraging higher creativity, performance, and work engagement (Cheong, Spain, Yammarino, & Yun, 2016; Maynard, Gilson, & Mathieu, 2012; Amundsen & Martinsen, 2014; Boudrias, Gaudreau, & Laschinger, 2012; Fong & Snape, 2015; Newman, Schwarz, Cooper, & Sendjaya, 2017; Kim, Beehr, &

Prewett, 2020). In this study, psychological empowerment was measured using four indicators developed by Spreitzer (1995): meaning, competence, self-determination, and impact.

Teacher Trust

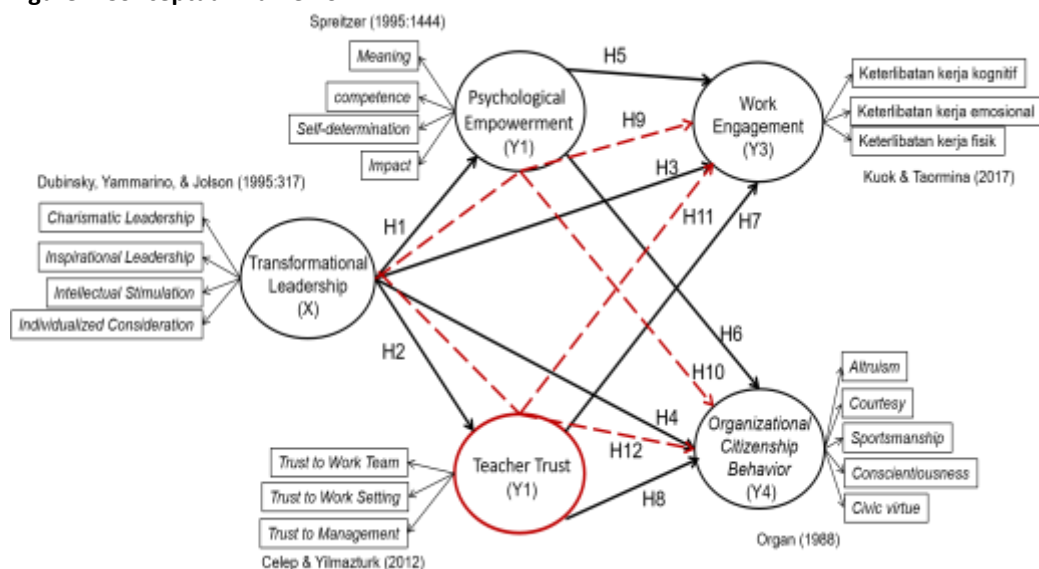
Teacher trust is the belief that the organization, leaders, and colleagues will act consistently, fairly, transparently, and reliably, so that teachers are willing to place their hopes and demonstrate commitment to the organization (Mayer, Davis, & Schoorman, 2010). Trust grows when the organization demonstrates integrity, honesty, concern for well-being, and consistency in decision-making (Norman, Avolio, & Luthans, 2010; Ellonen, Blomqvist, & Puumalainen, 2011). Furthermore, trust is strengthened by positive expectations that the organization, leaders, and colleagues will not act opportunistically, but are able to build collaborative, ethical, and mutually supportive working relationships (Chen, Zhang, & Vogel, 2011; Cho & Park, 2011; Fulmer & Gelfand, 2012). A work environment that values contributions, upholds fairness, fulfills commitments, and provides consistent support will increase psychological safety, loyalty, and individual engagement in the organization (Boudrias, Gaudreau, & Savoie, 2012; Guinot, Chiva, & Roca-Puig, 2014; Newman, Kiazad, Miao, & Cooper, 2014; Aleksic, Lalić, & Stefanović, 2017; Frazier et al., 2017; Koranteng et al., 2019). In this study, teacher trust was measured using three indicators developed by Celep and Yilmazturk (2012), namely trust to work team, trust to work setting, and trust to management.

Work Engagement

Work engagement is a positive psychological state that reflects an individual's level of energy, dedication, and connectedness to their work, thus encouraging optimal and sustainable performance (Schaufeli et al., 2002). Individuals with high work engagement demonstrate strong attention, energy, and psychological attachment to their work role, thus viewing work as meaningful and valuable (Saks, 2008). This engagement is reflected through the simultaneous investment of physical, cognitive, and emotional energy in carrying out work (Rich, Lepine, & Crawford, 2010), supported by intrinsic motivation, enthusiasm, commitment, resilience, and high focus in facing various work demands (Shuck & Wollard, 2010; Bakker, Albrecht, & Leiter, 2011; Christian, Garza, & Slaughter, 2011; Shimazu, Schaufeli, Miyanaka, & Iwata, 2010). In addition, organizational support, resource availability, and meaningful work strengthen work engagement, encouraging individuals to behave proactively, continue learning, and make greater contributions to the organization (Albrecht, 2012; Bailey, Madden, Alfes, & Fletcher, 2017; Kim, Kolb, & Kim, 2012; Eldor, 2016; Knight, Patterson, & Dawson, 2017; Putra & Choi, 2020). In this study, work engagement was measured using three indicators developed by Kuok and Taormina (2017): cognitive work engagement, emotional work engagement, and physical work engagement.

Organizational Citizenship Behavior

Figure 1 Conceptual Framework



Research Hypothesis

- H1. Transformational leadership has a positive and significant effect on psychological empowerment.
- H2. Transformational leadership has a positive and significant effect on teacher trust.

- H3. Transformational leadership has a positive and significant effect on work engagement.
- H4. Transformational leadership has a positive and significant effect on organizational citizenship behavior.
- H5. Psychological empowerment has a positive and significant effect on work engagement.
- H6. Psychological empowerment has a positive and significant effect on organizational citizenship behavior.
- H7. Teacher trust has a positive and significant effect on work engagement.
- H8. Teacher trust has a positive and significant effect on organizational citizenship behavior.
- H9. Psychological empowerment plays a role in mediating the effect of transformational leadership on work engagement.
- H10. Teacher trust plays a role in mediating the effect of transformational leadership on work engagement.
- H11. Psychological empowerment plays a role in mediating the effect of transformational leadership on organizational citizenship behavior.
- H12. Teacher trust plays a role in mediating the effect of transformational leadership on organizational citizenship behavior.

Research Methods

This study uses an explanatory research approach with quantitative methods and an associative-causal design to explain the relationship between transformational leadership, psychological empowerment, teacher trust, work engagement, and organizational citizenship behavior among junior high school teachers in Buton Regency. The study population consisted of 1,048 teachers, with a sample of 92 respondents determined using the Slovin formula at a 10% error rate and distributed proportionally in each sub-district. The research data consisted of primary data obtained through online questionnaires using Google Forms and secondary data sourced from related documents and administrative data. Measurement of all variables used a five-point Likert scale based on Malhotra (2010) and Cooper and Schindler (2006). Data analysis was conducted descriptively and inferentially using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS to test the direct, indirect, and mediating relationships between psychological empowerment and teacher trust in the research model.

Research Result

Composite Reliability

Table 5.1 Results of Measurement Model Reliability Testing

Variabel Penelitian	Composite Reliability	Results
Transformational Leadership (X)	0.965	Reliabel
Psychological Empowerment (Y1)	0.964	Reliabel
Teacher Trust (Y2)	0.978	Reliabel
Work Engagement (Y3)	0.962	Reliabel
Organizational Citizenship Behavior (Y4)	0.976	Reliabel

Source: Processed Primary Data, 2026

The results of the composite reliability test show that all variables have values above 0.70, so that all constructs are declared reliable, have very good internal consistency, and are suitable for use in further analysis.

R Square

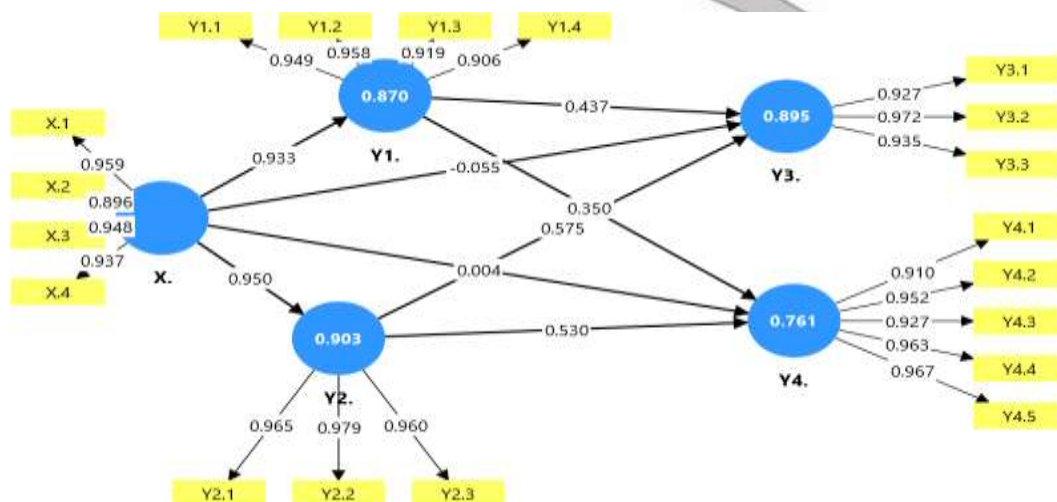
Table 5.2 Results of the R Square test

Structural Model	Research Variables	R-square
1	Psychological Empowerment (Y1)	0.870
2	Teacher Trust (Y2)	0.903
3	Work Engagement (Y3)	0.895
4	Organizational Citizenship Behavior (Y4)	0.761

Source: Processed Primary Data, 2026

The Q^2 value of 0.999 indicates that the research model has very strong predictive relevance, so it is able to explain the relationship between variables very well and has very high predictive ability.

Structural Model Testing and Research Hypothesis



Source: Processed Primary Data, 2026

Table 5.3 Path Coefficients and Hypothesis Testing of Direct and Mediation Effects

The influence between research variables		Koefisien Jalur	P Value	Hasil
H1	Transformational Leadership → Psychological Empowerment	0.933	0.000	Accepted
H2	Transformational Leadership → Teacher Trust	0.950	0.000	Accepted
H3	Transformational Leadership → Work Engagement	-0.055	0.620	Rejected
H4	Transformational Leadership → Organizational Citizenship Behavior	0.004	0.972	Rejected
H5	Psychological Empowerment → Work Engagement	0.437	0.000	Accepted
H6	Psychological Empowerment → Organizational Citizenship Behavior	0.350	0.003	Accepted
H7	Teacher Trust → Work Engagement	0.575	0.000	Accepted
H8	Teacher Trust → Organizational Citizenship Behavior	0.530	0.000	Accepted
H9	Transformational Leadership → Work Engagement melalui Psychological Empowerment	0.408	0.000	Accepted
H10	Transformational Leadership → Work Engagement melalui Teacher Trust	0.326	0.003	Accepted
H11	Transformational Leadership → Organizational Citizenship Behavior melalui Psychological Empowerment	0.546	0.000	Accepted
H12	Transformational Leadership → Organizational Citizenship Behavior melalui Teacher Trust	0.504	0.000	Accepted

Source: Processed Primary Data, 2026

Discussion

The Influence of Transformational Leadership on Psychological Empowerment

The results of the study indicate that transformational leadership has a positive and significant effect on the psychological empowerment of junior high school teachers in Buton Regency. This finding indicates that principals who are able to provide inspiration, role models, individual attention, and encouragement of creative thinking can increase teachers' sense of meaning, competence, autonomy, and confidence in their contributions to the school. Empirically, the inspirational leadership indicator obtained the highest average score, while intellectual stimulation still needs to be improved to encourage teacher creativity. In psychological empowerment, self-determination and impact indicators are the dominant aspects, while competence obtained the lowest score and therefore requires strengthening through professional development. This finding is in line with the theories of Burns (1978), Bass (1985), Bono and Judge (2003), Arnold et al. (2007), Zhu, Avolio, and Walumbwa (2009), Gumusluoglu and Ilsev (2009), Spreitzer (1995), Seibert, Wang, and Courtright (2011), and Zhang and Bartol (2010), while strengthening the research results of Stanescu, Zbucnea, and Pinzaru (2021), Tsang, Du, and Teng (2022), Farzana and Charoensukmongkol (2024), Ibrahim et al. (2024), Abdulrab et al. (2025), Rietze et al. (2025), and Bektaş, Ünal, and Nal (2025).

The Influence of Transformational Leadership on Teacher Trust

The results of the study indicate that transformational leadership has a positive and significant effect on the trust of junior high school teachers in Buton Regency, indicating that principals who are able to demonstrate exemplary behavior, provide motivation, individual attention, and effective communication can increase teacher trust in leaders, colleagues, and the school environment. Empirically, the trust to management indicator obtained the highest average value, while trust to work setting had the largest loading factor contribution in shaping teacher trust. This finding is in line with the theories of Bass (1985), Judge and Piccolo (2004), Bono and Judge (2003), Arnold et al. (2007), Gumusluoğlu and Ilsev (2009), Antonakis and House (2014), Tian et al. (2020), as well as Mayer, Davis, and Schoorman (2010), Norman, Avolio, and Luthans (2010), and Fulmer and Gelfand (2012), which explain that transformational leadership builds trust through integrity, support, communication, and attention to subordinates. This finding also strengthens the research results of Arifiani and Rumijati (2021), Cao and Le (2024), Younas, Akhunkhel, and Khan (2025), and Kurniawan (2025).

The Influence of Transformational Leadership on Work Engagement

The results of the study indicate that transformational leadership does not have a significant effect on the work engagement of junior high school teachers in Buton Regency, indicating that work engagement is more influenced by psychological conditions, intrinsic motivation, and job characteristics than the principal's leadership style. Empirically, the intellectual stimulation indicator obtained the highest average value, while inspirational leadership received the lowest, while in work engagement, the emotional aspect was the dominant indicator and cognitive engagement was still low. This finding explains that the principal has been able to encourage teacher creativity, but has not been optimal in building inspiration and sustainable work focus. The results of this study do not fully support the theories of Eisenbeiss, van Knippenberg, and Boerner (2008), Zhu, Avolio, and Walumbwa (2009), Gumusluoğlu and Ilsev (2009), and Antonakis and House (2014), but are in line with the views of Schaufeli et al. (2002), Saks (2008), Rich, Lepine, and Crawford (2010), and Bakker, Albrecht, and Leiter (2011) that work engagement is shaped by the investment of individual psychological energy. This finding also supports Abdulrab et al. (2025), but differs from Younas, Akhunkhel, and Khan (2025), Farzana and Charoensukmongkol (2024), Milhem et al. (2024), and Barkat et al. (2024).

The Influence of Transformational Leadership on Organizational Citizenship Behavior

The results of the study showed that transformational leadership did not significantly influence the organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency, indicating that teachers' extra-role behavior was more influenced by personal awareness, professional commitment, work culture, and social relationships than the principal's leadership style. Empirically, the charismatic leadership indicator had the highest loading factor on transformational leadership, while civic virtue was the dominant indicator in shaping OCB, indicating teachers' high concern and participation in the school. This finding does not fully support the views of Gumusluoğlu and Ilsev (2009), Zhu, Avolio, and Walumbwa (2009), Antonakis and House (2014), and Eisenbeiss, van Knippenberg, and Boerner (2008), but is in line with the theories of Katz (1964), Deci and Ryan (2000), Organ (1988), and Podsakoff et al. (1990) which emphasize that OCB develops through intrinsic motivation and individual commitment. This finding also supports Arifiani and Rumijati (2021) and Subhaktiyasa et al. (2023), but differs from Nasra and Heilbrunn (2016), Ibrahim et al. (2024), Abdulrab et al. (2025), Hermanto, Srimulyani, and Pitoyo (2024), Hermawan et al. (2024), and Saluy et al. (2024).

The Influence of Psychological Empowerment on Work Engagement

The results of the study indicate that psychological empowerment has a positive and significant effect on the work engagement of junior high school teachers in Buton Regency, indicating that teachers who feel their work is meaningful, have competence, autonomy, and influence on the school tend to be more enthusiastic, focused, and emotionally, physically, and cognitively involved in their work. Empirically, the self-determination and impact indicators obtained the highest average values, while competence still needs to be strengthened, while in work engagement, the emotional aspect is the dominant indicator. This finding is in line with the theories of Locke and Schweiger (1979), Hackman and Oldham (1976), Spreitzer (1995), Seibert, Wang, and Courtright (2011), Zhang and Bartol (2010), Ahearne, Mathieu, and Rapp (2010), Cheong, Spain, Yammarino, and Yun (2016), Maynard, Gilson, and Mathieu (2012), Schaufeli et al. (2002), Rich, Lepine, and Crawford (2010), and Bakker, Albrecht, and Leiter (2011). The results of this study also support the findings of Meng and Sun (2019), Monje-Amor et al. (2021), Hosseini et al. (2024), and Chompukum and Vanichbuncha (2025), which state that psychological empowerment increases work engagement.

The Influence of Psychological Empowerment on Organizational Citizenship Behavior

The results of the study indicate that psychological empowerment has a positive and significant effect on the organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency, indicating that teachers who feel their work is meaningful, have competence, gain autonomy, and are able to impact the school tend to exhibit higher levels of volunteerism in helping colleagues, maintaining harmonious relationships, complying with rules, and actively participating in school activities. Empirically, the indicators of self-determination and impact obtained the highest mean scores in psychological empowerment, while conscientiousness was the dominant indicator in OCB. In addition, competence had the highest loading factor in psychological empowerment, while civic virtue was the main indicator forming OCB, indicating that confidence in one's abilities encourages teachers' active participation in school development. These findings are in line with the theories of Spreitzer (1995), Seibert, Wang, and Courtright (2011), Zhang and Bartol (2010), Organ (1988), and Podsakoff et al. (1990), and strengthen the results of research by Saira, Mansoor, and Ali (2021), Abdulrab et al. (2025), and Hashemi et al. (2025).

The Influence of Teacher Trust on Work Engagement

The results of the study indicate that teacher trust has a positive and significant effect on the work engagement of junior high school teachers in Buton Regency, indicating that the higher the teachers' trust in their leaders, colleagues, and the school environment, the higher their involvement in carrying out educational tasks. Empirically, the trust to management indicator obtained the highest mean value, while trust to work setting had the largest loading factor, indicating that a safe, fair, and supportive work environment is the main foundation in building teacher trust. In the work engagement variable, the emotional aspect is the dominant indicator, reflecting teachers' high sense of pride, enthusiasm, and commitment to their profession. This finding is in line with the theories of Chen, Zhang, and Vogel (2011), Fulmer and Gelfand (2012), Newman, Kiazad, Miao, and Cooper (2014), Schaufeli et al. (2002), and Saks (2008), which explain that trust creates a sense of psychological safety and encourages individuals to invest energy, attention, and commitment in their work. The results of this study also strengthen the findings of Arifiani and Rumijati (2021), Theodorus, Purwati, and Hilmy (2021), Nabilla et al. (2023), Yulivan (2022), and Kim, Park, and Jeong (2025).

The Influence of Teacher Trust on Organizational Citizenship Behavior

The results of the study indicate that teacher trust has a positive and significant effect on the organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency, indicating that the higher the teacher's trust in leaders, colleagues, and the school environment, the higher the teacher's tendency to demonstrate voluntary behavior in helping colleagues, maintaining harmonious relationships, obeying rules, and actively participating in school activities. Empirically, the trust to management indicator obtained the highest average value, while trust to work setting had the lowest value, indicating that work environment support still needs to be strengthened. In the OCB variable, the conscientiousness indicator is the dominant aspect, while altruism still requires attention so that a culture of mutual assistance among teachers can develop. This finding is in line with the theories of Dirks and Ferrin (2002), Mayer, Davis, and Schoorman (2010), Norman, Avolio, and Luthans (2010), Organ (1988), and Podsakoff et al. (1990), which explain that trust shapes intrinsic motivation and extra-role behavior that supports organizational effectiveness. The results of this study also strengthen the findings of Amini and Kemal (2021), Huang et al. (2021), Dai et al. (2022), and Permana (2024).

The Role of Psychological Empowerment in Mediating the Effect of Transformational Leadership on Work Engagement

The results of the study indicate that psychological empowerment fully mediates the effect of transformational leadership on the work engagement of junior high school teachers in Buton Regency. This finding indicates that the principal's transformational leadership has not been able to directly increase teacher work engagement, but becomes effective when it is able to build psychological empowerment through a sense of meaning, confidence in one's abilities, autonomy, and the perception that work has an impact on the school. Empirically, the indicators of self-determination and impact obtained the highest mean scores for psychological empowerment, while emotional labor involvement was the dominant aspect of work engagement. This finding is in line with the theories of Burns (1978), Bass (1985), Spreitzer (1995), Seibert, Wang, and Courtright (2011), and Schaufeli et al. (2002), which explain that transformational leadership increases work engagement by strengthening individual psychological conditions. The results of this study also strengthen the findings of Muslimah, Dina, and Kurnianto Tjahjono (2023), Farzana and Charoensukmongkol (2024), and Abdulrab et al. (2025) who showed that psychological empowerment is an important mediating mechanism in the relationship between transformational leadership and work engagement.

The Role of Teacher Trust in Mediating the Effect of Transformational Leadership on Work Engagement

The results of the study indicate that teacher trust fully mediates the effect of transformational leadership on the work engagement of junior high school teachers in Buton Regency. This finding indicates that the principal's transformational

leadership has not been able to directly increase work engagement, but becomes more effective when it is able to build teacher trust in leaders, colleagues, and the school environment. Empirically, the trust to management indicator obtained the highest mean value, while trust to work setting had the largest loading factor, indicating that trust in the work environment is an important foundation in increasing work engagement. In the work engagement variable, the emotional aspect is the dominant indicator, while cognitive work engagement has the highest loading factor as a construct. This finding is in line with the theories of Burns (1978), Bass (1985), Judge and Piccolo (2004), Chen, Zhang, and Vogel (2011), and Schaufeli et al. (2002), which explain that transformational leadership increases work engagement through the formation of mutual trust relationships. The results of this study also strengthen the findings of Ul Hassan and Ikramullah (2024) and Younas, Akhunkhel, and Khan (2025) which show that trust is an important mediating mechanism in the relationship between transformational leadership and work engagement.

The Role of Psychological Empowerment in Mediating the Influence of Transformational Leadership on Organizational Citizenship Behavior

The results of the study indicate that psychological empowerment fully mediates the effect of transformational leadership on the organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency. This finding indicates that the principal's transformational leadership has not been able to directly increase teacher volunteer behavior, but becomes more effective when it is able to build psychological empowerment through a sense of meaning, confidence in one's abilities, autonomy, and the perception that teachers' contributions have an impact on the school. Empirically, the indicators of self-determination and impact obtained the highest mean scores for psychological empowerment, while conscientiousness was the dominant indicator for OCB, with civic virtue as the main forming indicator based on outer loading. This finding is in line with the theories of Burns (1978), Bass (1985), Spreitzer (1995), Organ (1988), and Deci and Ryan (2000), which explain that transformational leadership can shape extra-role behavior by strengthening an individual's psychological state and intrinsic motivation. The results of this study also strengthen the findings of Saira, Mansoor, and Ali (2021), Arifiani and Rumijati (2021), Ibrahim et al. (2024), and Abdulrab et al. (2025) who showed that psychological empowerment is an important mediating mechanism in the relationship between transformational leadership and organizational citizenship behavior.

The Role of Teacher Trust in Mediating the Influence of Transformational Leadership on Organizational Citizenship Behavior

The results of the study indicate that teacher trust fully mediates the effect of transformational leadership on organizational citizenship behavior (OCB) of junior high school teachers in Buton Regency. This finding indicates that the principal's transformational leadership has not been able to directly increase teacher volunteer behavior, but becomes more effective when it is able to build teacher trust in leaders, colleagues, and the school environment. Empirically, the trust to management indicator obtained the highest average value, while trust to work setting had the largest outer loading, indicating that trust in the work environment is the main foundation in encouraging OCB behavior. In the OCB variable, the conscientiousness indicator is the dominant aspect, while civic virtue has the highest outer loading as a construct builder. This finding is in line with the theories of Burns (1978), Bass (1985), Chen, Zhang, and Vogel (2011), Organ (1988), and Deci and Ryan (2000), which explain that transformational leadership shapes extra-role behavior through the creation of mutual trust and intrinsic motivation. The results of this study also strengthen the findings of Nisa, Setyaningsih, and Suhendra (2025), but differ from Nasra and Heilbrunn (2016) who did not find a mediating role of trust in the relationship.

Conclusion And Suggestions

This study concludes that transformational leadership has a positive and significant effect on teacher psychological empowerment and trust, but does not have a significant direct effect on work engagement or organizational citizenship behavior (OCB) among junior high school teachers in Buton Regency. Conversely, teacher psychological empowerment and trust were shown to have a positive and significant effect on work engagement and OCB. The results of the mediation test indicate that teacher psychological empowerment and trust act as full mediators in the relationship between transformational leadership and work engagement and OCB. This finding confirms that the effectiveness of transformational leadership in increasing positive work behavior in teachers does not occur directly, but rather through strengthening psychological well-being and the formation of trust in leaders, colleagues, and the school environment. Thus, teacher psychological empowerment and trust are strategic mechanisms that bridge the influence of transformational leadership on increasing work engagement and volunteer behavior. This study also provides an empirical contribution by expanding the transformational leadership model by simultaneously testing two mediating variables in the context of junior high school teachers in Buton Regency, thereby enriching the study of human resource management in the education sector.

Based on the research findings, school principals are advised not only to focus on implementing transformational leadership, but also to strengthen psychological empowerment and build teacher trust through providing autonomy, professional support,

open communication, appreciation for teacher contributions, and creating a fair, safe, and collaborative work environment. These efforts are expected to sustainably increase teacher work engagement and organizational citizenship behavior. For local governments and education stakeholders, the results of this study can serve as a basis for designing principal leadership development programs that focus on strengthening psychological and relational aspects, not just managerial competencies. Future research is recommended to expand the scope of research locations to different educational levels and regions, use a larger sample size, and develop models by adding variables such as organizational support, job satisfaction, organizational commitment, school culture, or psychological well-being to gain a more comprehensive understanding of the factors influencing teacher work engagement and organizational citizenship behavior.

Reference

1. Abdulrab, M., Alwaleedi, K. A. T., Al-Mamary, Y. H., Zumrah, A. R., Al-Tahitah, A. N., & Al-Mekhlafi, A. B. A. (2025). Beyond leadership: how transformational leaders foster organizational citizenship and engagement through psychological empowerment. *Journal of Chinese Human Resources Management*, 16(1), 119-145.
2. Ahearne, M., Mathieu, J., & Rapp, A. (2010). To empower or not to empower your sales force? *Journal of Applied Psychology*, 95(5), 945-955.
3. Albrecht, S. (2012). The influence of job, team and organizational resources on employee engagement. *Journal of Management Development*, 31(4), 458-475.
4. Aldi, Z. W., Yuliviona, R., & Kamener, D. (2025). Pengaruh Kepemimpinan Pemberdayaan Dan Transformasional Terhadap Kinerja Pegawai Dengan Pemberdayaan Psikologis Di Kabupaten Kerinci. *Edu Research*, 6(2), 1065-1074.
5. Aleksic, D., Lalić, D., & Stefanović, M. (2017). Organizational trust and knowledge sharing. *Engineering Economics*, 28(2), 111-121.
6. Amini, A., & Kemal, I. (2021). The effect of trust and job satisfaction on citizenship organizational behavior in high school. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1348-1357.
7. Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation. *Leadership Quarterly*, 25(3), 487-511.
8. Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational-transactional leadership theory. *Leadership Quarterly*, 25(4), 746-771.
9. Arifiani, R. S., & Rumijati, A. (2021). Peran Etika Kerja Islami Sebagai Pemoderasi Pengaruh Kepemimpinan Transformasional Terhadap Organizational Citizenship Behavior Dimediasi Oleh Kepercayaan. *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, 253.
10. Arnold, K. A., Turner, N., Barling, J., Kelloway, E. K., & McKee, M. C. (2007). Transformational leadership and psychological well-being: The mediating role of meaningful work. *Journal of Occupational Health Psychology*, 12(3), 193-203.
11. Bailey, C., Madden, A., Alfes, K., & Fletcher, L. (2017). The meaning, antecedents and outcomes of employee engagement. *International Journal of Management Reviews*, 19(1), 31-53.
12. Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.
13. Bakker, A. B., Albrecht, S., & Leiter, M. (2011). Key questions regarding work engagement. *European Journal of Work and Organizational Psychology*, 20(1), 4-28.
14. Barkat, W., Waris, I., Ahmed, R., & Dad, M. (2024). Transformational leadership and frontline managers work engagement, innovative work behavior, organizational citizenship behavior, and employee sustainability in the hotel industry in Pakistan. *Journal of Human Resources in Hospitality & Tourism*, 23(2), 315-336. <https://doi.org/10.1080/15332845.2024.2282217>
15. Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: The Free Press
16. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
17. Bektaş, G., Ünal, B. Ö., & Nal, M. (2025). The effect of transformational leadership on nurses' innovative behaviors: the mediating effect of psychological empowerment. *BMC nursing*, 24(1), 684.
18. Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46(5), 554-571.
19. Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel Psychology*, 46(1), 71-98.
20. Boudrias, J.-S., Gaudreau, P., & Savoie, A. (2012). Employee empowerment and organizational trust. *Leadership & Organization Development Journal*, 33(6), 537-549.
21. Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviors. *Academy of Management Review*, 11(4), 710-725.
22. Burns, J. M. (1978). *Leadership*. Harper & Row.

23. Cao, T. T., & Le, P. B. (2024). Impacts of transformational leadership on organizational change capability: a two-path mediating role of trust in leadership. *European Journal of Management and Business Economics*, 33(2), 157-173. <https://doi.org/10.1108/EJMBE-06-2021-0180>
24. Celep, C., & Yilmazturk, O. E. (2012). The relationship among organizational trust, multidimensional organizational commitment and perceived organizational support in educational organizations. *Procedia-Social and Behavioral Sciences*, 46, 5763-5776. <https://doi.org/10.1016/j.sbspro.2012.06.512>
25. Chen, Y., Zhang, Y., & Vogel, D. (2011). Exploring the underlying process between conflict and trust. *Journal of Applied Social Psychology*, 41(10), 2349-2374.
26. Cheong, M., Spain, S. M., Yammarino, F. J., & Yun, S. (2016). Two faces of empowering leadership: Enabling and burdening. *Leadership Quarterly*, 27(4), 602-616.
27. Cho, C. C., & Kao, R. H. (2022). Developing sustainable workplace through leadership: Perspectives of transformational leadership and of organizational citizenship behavior. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.924091>
28. Chompukum, P., & Vanichbuncha, T. (2025). Building a Positive Work Environment: The Role of Psychological Empowerment in Engagement and Intention to Leave. *Behavioral Sciences*, 15(2), 131. <https://doi.org/10.3390/bs15020131>
29. Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work engagement: A meta-analytic review. *Journal of Applied Psychology*, 96(6), 1119-1134.
30. Dai, Y., Tang, Y. M., Chen, W., & Hou, J. (2022). How organizational trust impacts organizational citizenship behavior: Organizational identification and employee loyalty as mediators. *Frontiers in Psychology*, 13, 996962. <https://doi.org/10.3389/fpsyg.2022.996962>
31. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
32. Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.
33. Eisenbeiss, S. A., van Knippenberg, D., & Boerner, S. (2008). Transformational leadership and team innovation: Integrating team climate principles. *Journal of Applied Psychology*, 93(6), 1438-1446.
34. Eldor, L. (2016). Work engagement in public sector. *Public Administration Review*, 76(1), 52-63.
35. Ellonen, R., Blomqvist, K., & Puumalainen, K. (2011). The role of trust in organizational innovativeness. *European Journal of Innovation Management*, 14(1), 51-68.
36. Farzana, S., & Charoensukmongkol, P. (2024). Effects of transformational leadership on psychological empowerment and employee engagement: a comparative study of Bangladesh and Thailand. *Journal of Asia Business Studies*, 18(4), 1094-1113. <https://doi.org/10.1108/JABS-07-2023-0256>
37. Fong, K. H., & Snape, E. (2015). Empowering leadership, psychological empowerment and employee outcomes. *Leadership & Organization Development Journal*, 36(5), 518-536.
38. Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety and organizational trust. *Journal of Management*, 43(4), 1137-1159.
39. Fulmer, C. A., & Gelfand, M. J. (2012). At what level (and in whom) we trust. *Journal of Management*, 38(4), 1167-1230.
40. Guinot, J., Chiva, R., & Roca-Puig, V. (2014). Interpersonal trust, stress, and job satisfaction. *Personnel Review*, 43(1), 96-115.
- Mayer, R. C., Davis, J. H., & Schoorman, F. D. (2010). An integrative model of organizational trust (updated). *Academy of Management Review*, 35(4), 709-734.
41. Gumusluoglu, L., & Ilsev, A. (2009). Transformational leadership, creativity, and organizational innovation. *Journal of Business Research*, 62(4), 461-473.
42. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279.
43. Hashemi, R., Sadeghi, A., Roshanaei, G., & Purfarzad, Z. (2025). The relationship between the leader empowering behaviors and work engagement: the role of psychological empowerment as a mediating variable. *BMC nursing*, 24(1), 652.
44. Hermanto, Y. B., Srimulyani, V. A., & Pitoyo, D. J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6).
45. Hermawan, F., Purnomo, H., Kusumastuti, D., Fitriana, R., Octaleny, E., Ie, M., & Sudadi, S. (2024). The role of transformational leadership, job satisfaction and organizational commitment on organizational citizenship behavior (OCB) of SMEs employees in the digital era. *Journal of Infrastructure, Policy and Development*, 8(7), 5194.
46. Hosseini, E., Doaei, Z. S., Jamadi, A., & Yazdani, M. (2024). Examining the effect of resilience on job engagement with the mediation of psychological empowerment and job burnout. *Interdisciplinary Journal of Management Studies*, 17(2), 475-490. <https://doi.org/10.22059/ijms.2023.349196.675404>

47. Huang, N., Qiu, S., Yang, S., & Deng, R. (2021). Ethical leadership and organizational citizenship behavior: Mediation of trust and psychological well-being. *Psychology research and behavior management*, 655-664. <https://doi.org/10.2147/PRBM.S311856>
48. Ibrahim, I. A., El-Monshed, A. H., Altheeb, M., & El-Sehrawy, M. G. (2024). Transformational leadership, psychological empowerment, and organizational citizenship behaviors among nursing workforce: A single mediation analysis. *Journal of Nursing Management*, 2024(1), 9919371. <https://doi.org/10.1155/2024/9919371>
49. Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755–768.
50. Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). John Wiley & Sons.
51. Kim, J. W., Park, J., & Jeong, B. Y. (2025). Sustainable Work and Comparing the Impact of Organizational Trust on Work Engagement Among Office and Production Workers in the Korean Food Manufacturing Industry. *Sustainability*, 17(8), 3746. <https://doi.org/10.3390/su17083746>
52. Kim, M., Beehr, T. A., & Prewett, M. S. (2020). Employee empowerment and performance. *Journal of Organizational Behavior*, 41(2), 147–161.
53. Kim, W., Kolb, J., & Kim, T. (2012). The relationship between work engagement and performance. *Human Resource Development Review*, 11(3), 248–276.
54. Koranteng, F. N., Wiafe, I., Katsriku, F. A., & Apau, R. (2019). *Applied Computing and Informatics*. <https://doi.org/10.1016/j.aci.2019.07.003>
55. Kuok, A. C., & Taormina, R. J. (2017). Work engagement: Evolution of the concept and a new inventory. *Psychological Thought*, 10(2), 262-287.
56. Kurniawan, A. H. (2025). *The Effect Of Transformational Leadership On Readiness For Change With Organizational Trust As A Mediating Variable (Study At Pt Great Giant Foods)* (Doctoral dissertation, Universitas Muhammadiyah Yogyakarta).
57. Locke, E. A., & Schweiger, D. (1979). Participation in decision-making: One more look. *Research in Organizational Behavior*, 1, 265–339.
58. Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709–734.
59. Maynard, M. T., Gilson, L. L., & Mathieu, J. E. (2012). Empowerment—Fad or fab? *Academy of Management Journal*, 55(4), 1274–1286.
60. Meng, Q., & Sun, F. (2019). The impact of psychological empowerment on work engagement among university faculty members in China. *Psychology research and behavior management*, 983-990. <https://doi.org/10.2147/PRBM.S215912>
61. Milhem, M., Ateeq, A., Dawood, S., Alzoraik, M., & Alastal, A. Y. M. (2024). The impact of transformational leadership on the job performance of ICT employees in Palestine: the role of psychological empowerment as a mediating factor. *Int. J. Innov. Res. Sci. Stud*, 7(4), 1662-1670.
62. Monje-Amor, A., Xanthopoulou, D., Calvo, N., & Vázquez, J. P. A. (2021). Structural empowerment, psychological empowerment, and work engagement: A cross-country study. *European Management Journal*, 39(6), 779-789. <https://doi.org/10.1016/j.emj.2021.01.005>
63. Muslimah, A., Dina, D. A., & Kurnianto Tjahjono, H. (2023). Transformational Leadership and Work Engagement: Mediating Role of Psychological Empowerment. *Jurnal Ekonomi dan Bisnis Airlangga*, 33(2).
64. Nabilla, M., Budiono, B., Witjaksono, A. D., & Wardoyo, D. T. W. (2023). The effect of organizational trust and job satisfaction on job performance with employee engagement as a mediating variable. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(9), 3418-3428.
65. Nasra, M. A., & Heilbrunn, S. (2016). Transformational leadership and organizational citizenship behavior in the Arab educational system in Israel: The impact of trust and job satisfaction. *Educational Management Administration & Leadership*, 44(3), 380-396. <https://doi.org/10.1177/1741143214549975>
66. Newman, A., Kiazad, K., Miao, Q., & Cooper, B. (2014). Servant leadership and organizational trust. *Journal of Business Ethics*, 116(1), 113–125.
67. Newman, A., Schwarz, G., Cooper, B., & Sendjaya, S. (2017). How servant leadership influences organizational citizenship behavior. *Journal of Business Ethics*, 145(1), 49–62.
68. Nisa, A., Setyaningsih, S., & Suhendra, S. (2025). Strategies To Increase Organizational Citizenship Behavior Through Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, And Trust. *Kontigensi: Jurnal Ilmiah Manajemen*, 13(1), 294-304.
69. Norman, S. M., Avolio, B. J., & Luthans, F. (2010). The impact of positivity and transparency on trust in leaders. *Leadership Quarterly*, 21(3), 350–364.
70. Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.

71. Permana, D. A. E. (2024). Optimalisasi Kinerja Melalui Organizational Citizenship Behaviour (OCB) Dengan Aspek Kepercayaan Organisasi Dan Keterikatan Personil (Studi Kasus Pada Polres Batang) (Doctoral dissertation, STIE Bank BPD Jateng).
72. Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust and OCB. *Leadership Quarterly*, 1(2), 107–142.
73. Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature. *Journal of Management*, 26(3), 513–563.
74. Putra, B. A., & Choi, S. L. (2020). Employee engagement and innovative work behavior. *Journal of Workplace Learning*, 32(5), 359–381.
75. Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and consequences. *Academy of Management Journal*, 53(3), 617–635.
76. Rietze, S., Schölmerich, F., Kühner, C., & Zacher, H. (2025). Green transformational leadership and green voice behavior: the motivational role of green psychological empowerment. *Corporate Social Responsibility and Environmental Management*, 32(6), 7727–7743. <https://doi.org/10.1002/csr.70104>
77. Saira, S., Mansoor, S., & Ali, M. (2021). Transformational leadership and employee outcomes: the mediating role of psychological empowerment. *Leadership & organization development journal*, 42(1), 130–143. <https://doi.org/10.1108/LODJ-05-2020-0189>
78. Saks, A. M. (2008). The meaning and consequences of employee engagement. *Journal of Managerial Psychology*, 23(7), 600–619.
79. Saluy, A. B., Syawal, M., Sudjono, S. M. P., Kemalasari, N., & Gustiah, I. P. (2024). Organizational commitment, transformational leadership and job satisfaction as predictors of organizational citizenship behavior among civil servants in indonesia. *Journal of System and Management Sciences*, 14(1), 275–289.
80. Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92.
81. Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological empowerment. *Academy of Management Journal*, 54(4), 981–1008.
82. Shimazu, A., Schaufeli, W. B., Miyataka, D., & Iwata, N. (2010). Why Japanese workers show low work engagement. *Japanese Psychological Research*, 52(3), 225–236.
83. Shuck, B., & Wollard, K. (2010). Employee engagement: A review of research and practice. *Human Resource Development Review*, 9(1), 89–110.
84. Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68(4), 653–663.
85. Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442–1465. <https://doi.org/10.5465/256865>
86. Stanescu, D. F., Zbucea, A., & Pinzaru, F. (2021). Transformational leadership and innovative work behaviour: the mediating role of psychological empowerment. *Kybernetes*, 50(5), 1041–1057. <https://doi.org/10.1108/K-07-2019-0491>
87. Subhaktiyasa, P. G., Andriana, K. R. F., Sintari, S. N. N., Wati, W. S., Sumaryani, N. P., & Ledes, Y. U. (2023). The effect of transformational leadership, servant leadership, and spiritual leadership on organizational citizenship behavior. *Jurnal Organisasi Dan Manajemen*, 19(1), 224–238.
88. Theodorus, I., Purwati, W. D., & Hilmy, M. R. (2021). Effect of perceived organizational support and organizational justice on nurses' work engagement with intermediate factors of organizational trust. *JMMR (Jurnal Medicoeticolegal dan Manajemen Rumah Sakit)*, 10(3), 241–254.
89. Tian, H., Iqbal, S., Akhtar, S., et al. (2020). The Impact of Transformational Leadership on Employee Retention: Mediation and Moderation Through Organizational Citizenship Behavior and Communication. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00314>
90. Tsang, K. K., Du, Y., & Teng, Y. (2022). Transformational leadership, teacher burnout, and psychological empowerment: A mediation analysis. *Social Behavior & Personality: An International Journal*, 50(1).
91. Ul Hassan, F. S., & Ikramullah, M. (2024). Transformational leadership and employees' work engagement: the simple and parallel mediation of self-efficacy and trust in the leader. *Journal of Organizational Effectiveness: People and Performance*, 11(2), 448–465. <https://doi.org/10.1108/JOEPP-09-2022-0275>
92. Wright, B. E., & Pandey, S. K. (2010). Transformational leadership in the public sector: Does structure matter? *Journal of Public Administration Research and Theory*, 20(1), 75–89.
93. Yammarino, F. J., & Bass, B. M. (1990). Transformational leadership and multiple levels of analysis. *Human Relations*, 43(10), 975–995.

94. Younas, M., Akhunkhel, A. H., & Khan, S. U. (2025). Validating Indirect Effect of Transformational Leadership on Work Engagement through Trust: Evidence from Call Center Employees in Pakistan's Telecom Sector. *Journal of Innovative Research in Management Sciences*, 6(1), 62-87. <https://doi.org/10.62270/jirms.v6i1.106>
95. Yulivan, I. (2022). Analisis Pengaruh Organizational Trust dan Entrepreneurial Leadership terhadap Employee Engagement di Kementerian untuk Pertahanan Negara. *Owner: Riset dan Jurnal Akuntansi*, 6(2), 2051-2058.
96. Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128.
97. Zhu, W., Avolio, B. J., & Walumbwa, F. O. (2009). Moderating role of follower characteristics with transformational leadership and follower work engagement. *Group & Organization Management*, 34(5), 590–619.