



Directive Leadership Style as a Mediator of Work Environment and Organizational Commitment Influences on Job Satisfaction

Ike Diyah Pravitasari^{1*}, Dewie Tri Wijayati Wardoyo², Andre Dwijanto Witjaksono³

^{1,2,3} Department of Management, Universitas Negeri Surabaya, Surabaya, Indonesia

Abstract

Since 2022, there has been a change in the Organizational Structure and Work Procedures (also called as SOTK) in the Regional Apparatus Organization of Surabaya City, which has transferred the responsibility for the rehabilitation of school building facilities, infrastructure, and utilities from the Public Housing Service to the Education Service. This change also caused the transfer of 154 contract workers with the positions of craftsmen and assistant craftsmen to the Education Service. This study aims to analyse the influence of the work environment and organizational commitment on job satisfaction, with directive leadership style as a mediating variable. Data were analysed using the Structural Equation Model (SEM) with the help of SEM with smartPLS software. The research sample consisted of 61 respondents selected from 154 members of the Education Service task force through the stratified sample method. The results show that the questionnaire instrument is valid and reliable. The work environment and organizational commitment have a significant positive influence on job satisfaction, but directive leadership style is not proven to mediate this influence on the Surabaya City Education Service task force.

Article Info

Correspondence:

Ike Diyah Pravitasari
(ike.diyah.pravitasari@gmail.com)

Article History:

Submitted: 25-02-2025
Revised: 17-03-2025
Accepted: 05-04-2025
Published: 20-04-2025

JEL Classification:

M12; J24; O15

Keyword:

Directive Leadership;
Job Satisfaction;
Organizational Commitment;
Work Environment

1. INTRODUCTION

The City Government of Surabaya has always strived to enhance its services to residents, particularly in providing quality education, as part of its vision for a progressive, humane, and sustainable global city. According to Surabaya Mayor Regulation Number 70 of 2021, the Surabaya City Education Office (also called as Dispendik) is tasked with implementing the construction and maintenance of state elementary and junior high schools, in accordance with national education standards (Beylat et al., 2020). Previously, these responsibilities were under the Public Housing, Settlement Areas, Public Works, and Spatial Planning Office (also called as DPRKPKTR). However, in 2022, a reorganization transferred the responsibilities for the construction and rehabilitation of school facilities to the Education Office, marking a significant shift in the roles and duties within the city's educational infrastructure management (Ceballos et al., 2021).

Employee performance in public service institutions is a critical factor in achieving organizational goals (Jakavonytė-Staškvienė & Barkauskienė, 2023), especially in urban education offices (Cheng & Zhu, 2021) where service demands are high and dynamic (Landri, 2024; Zhu & Caliskan, 2021). Understanding the determinants of employee performance—such as work environment, organizational commitment, leadership style,



and job satisfaction—is therefore essential for developing effective human resource strategies (Johnson & Fournillier, 2022). In Surabaya, issues have been observed among task force (Satgas) staff at the City Education Office (Dispendik), including limited recognition, unclear promotion opportunities, and high dependence on directive supervision, which may hinder their motivation and performance (Reynolds & McKimm, 2021). These challenges align with Herzberg's Two-Factor Theory and the Job Characteristics Model, which emphasize the role of both extrinsic and intrinsic factors in influencing job satisfaction and productivity (Hallinger et al., 2025; Woods et al., 2021). Prior research has explored individual relationships among these variables, but few studies have integrated them into a comprehensive framework, particularly in the context of Indonesia's public sector (Grice et al., 2023; Kyambade et al., 2024). Thus, this study proposes a conceptual framework to examine how work environment and organizational commitment influence job satisfaction and employee performance, with directive leadership as a potential mediator, leading to the development and testing of seven hypotheses.

The selection of the Surabaya City Education Office (Dispendik) as the research site is based on its unique organizational structure and the strategic role of the task force (Satgas) staff in implementing educational policies at the grassroots level, which sets it apart from other regional education offices or government institutions. Unlike other offices, Dispendik Surabaya manages a large and diverse workforce under dynamic urban educational demands, making it a relevant case for examining the interplay between leadership style, work environment, organizational commitment, and job satisfaction. Initial observations revealed challenges specific to Surabaya, such as high workload, limited promotion opportunities, and centralized decision-making patterns, which are ideal for exploring the effectiveness of directive leadership in such a bureaucratic yet performance-oriented environment. Thus, Surabaya offers a contextual richness and problem relevance that may not be present in other regions or agencies.

This research addresses a gap in understanding the specific dynamics between work environment, organizational commitment, directive leadership, job satisfaction, and employee performance within the unique context of Surabaya's public sector, particularly among task force (Satgas) staff at the Surabaya City Education Office (Dispendik). The novelty of this study lies in examining directive leadership as both a direct and mediating variable within a localized organizational setting that has not been widely explored in previous research. The choice of Surabaya is crucial because it is one of Indonesia's largest metropolitan cities, facing rapid bureaucratic reforms and demands for improved public service performance, making its civil servant workforce an important subject of study. Unlike studies conducted in other cities or countries, Surabaya presents a unique case due to its combination of strong regional autonomy, diverse workforce demographics, and centralized policy mandates. The underlying phenomenon in Surabaya includes increasing performance pressure on Satgas staff, limited career progression pathways, and evolving leadership expectations within the education sector, which altogether justify the urgency and relevance of conducting this research specifically in this location.

The organizational restructuring in 2022 had a notable impact on the work environment and organizational commitment of the staff, particularly for the 165 task force members (also called as Satgas) who were transferred from DPRKPKTR to Dispendik. This transfer not only changed their physical workplace but also their organizational culture and leadership styles, which could significantly influence their job satisfaction (Wu et al., 2025). The scope of this study is to examine the rehabilitation work on school buildings, which is now managed by Dispendik through a direct management approach (*swakelola*). This process involves planning, execution, and supervision by the Education Office's technical staff, who have had to adapt to a new organizational environment and leadership (Garengo & Betto, 2024).

The adaptation of the Satgas staff to their new roles within the Education Office, combined with the directive leadership style prevalent in their new work environment,

raises questions about the impact on their job satisfaction. Directive leadership, characterized by clear instructions and tight control, is a significant shift from the more autonomous work environment they may have experienced previously (Johnson & Fournillier, 2022). This study aims to explore how these changes in the work environment, combined with the staff's organizational commitment and the directive leadership style, influence their overall job satisfaction.

This research is essential to understand the dynamics between work environment, organizational commitment, and leadership style in influencing job satisfaction (Harris & Jones, 2021), particularly in the context of a significant organizational shift (Cravens & Zhao, 2023). The findings could provide valuable insights for policymakers and organizational leaders in making informed decisions to enhance employee satisfaction and performance, ultimately contributing to the achievement of organizational goals within the Surabaya City Education Office.

For the Satgas staff at Dispendik, the work environment includes the physical conditions of their office spaces, the resources available for task execution, and the overall organizational atmosphere. Given the critical role Satgas staff play in educational administration, a supportive and well-equipped work environment is essential for their effectiveness. Factors such as the availability of technology, clarity of communication channels, and the overall safety and cleanliness of the workplace directly impact their productivity and job satisfaction. Indicators of a positive work environment for Satgas staff include high levels of engagement in educational projects, efficient task completion, and a supportive team dynamic (Fang & Thanh, 2024).

Organizational commitment among the Satgas staff at Dispendik reflects their loyalty to the education office and dedication to its mission of enhancing educational outcomes in Surabaya. This commitment is shaped by the staff's belief in the importance of their work, the opportunities for career progression within the education sector, and the recognition they receive for their contributions. Strong organizational commitment among Satgas staff is vital for ensuring consistent and high-quality service delivery (Awan & and Ather, 2024). Indicators include low staff turnover, sustained high performance in educational initiatives, and a strong alignment with the strategic goals of Dispendik.

Directive leadership within the context of the Satgas staff at Dispendik involves clear guidance from supervisors, who provide specific instructions and closely monitor the staff's adherence to educational policies and procedures. Given the regulatory and operational nature of the Satgas roles, directive leadership ensures that tasks are completed efficiently and in compliance with the education office's standards (Laureani et al., 2024). Factors such as the complexity of educational mandates, the experience level of the staff, and the urgency of educational reforms influence the effectiveness of this leadership style. Indicators include the timely and accurate implementation of educational programs, clear communication of responsibilities, and a well-coordinated approach to achieving Dispendik's objectives.

Job satisfaction among the Satgas staff at Dispendik reflects how content they are with their roles, responsibilities, and the overall working conditions. Given their critical role in managing and executing educational policies, their satisfaction is influenced by factors such as the adequacy of their compensation, the recognition they receive, the balance between their work and personal lives, and the availability of professional development opportunities (Matsunaga, 2022). High job satisfaction among Satgas staff is essential for maintaining their motivation and commitment to the educational mission of Dispendik. Indicators of high job satisfaction include low absenteeism, positive feedback during performance reviews, and a proactive attitude towards their work in the education office.

The formulation of the hypotheses in this study is grounded in established theories and prior empirical research that explore the complex relationships among organizational behavior variables. According to situational leadership theory and organizational support theory, a conducive work environment and strong organizational commitment are foundational elements that shape leadership behavior and employee attitudes. Previous studies have shown that a positive work environment not only facilitates directive

leadership but also directly contributes to job satisfaction, while organizational commitment has been linked to both leadership style and employee morale. Literature on leadership styles suggests that directive leadership, while effective in certain structured settings, may have varying impacts on job satisfaction depending on contextual and individual factors. Building on these theoretical frameworks and empirical findings, this research proposes hypotheses that examine both the direct and mediating roles of directive leadership in the relationships between work environment, organizational commitment, and job satisfaction.

The hypotheses in this study are as follows:

H1: Work environment is hypothesized to significantly influence directive leadership.

H2: Work environment is hypothesized to significantly influence job satisfactory.

H3: Organizational commitment is hypothesized to significantly influence directive leadership.

H4: Organizational commitment is hypothesized to significantly influence job satisfactory.

H5: Directive leadership is hypothesized to significantly influence job satisfactory.

H6: Work environment is hypothesized to significantly influence job satisfactory through directive leadership.

H7: Organizational commitment is hypothesized to significantly influence job satisfactory through directive leadership.

2. METHODS

This study employs a quantitative research method with a causal approach to examine the relationships among work environment, organizational commitment, directive leadership, job satisfaction, and employee performance. The data source consists of primary data collected through questionnaires distributed to Satgas staff at the Surabaya City Education Office (Dispendik). Each variable is measured using multiple indicators adapted from validated previous studies to ensure construct validity. The data collection method involves a structured questionnaire using a Likert scale to capture respondents' perceptions across the variables. The research used multiple indicators for each variable, the work environment was measured through aspects such as physical conditions, relationships with coworkers, and access to resources. Organizational commitment was assessed using indicators of affective, continuance, and normative commitment. Directive leadership was evaluated based on task orientation, structure, and decision-making control. Job satisfaction included indicators such as satisfaction with supervision, rewards, and work conditions. Employee performance was measured through quality of work, punctuality, and target achievement.

The target population for this study comprises 154 task force (Satgas) staff members from the Surabaya City Education Office (Dispendik). The Slovin formula is applied to determine a representative sample size, resulting in a sample of 61 Satgas staff members. This sampling approach ensures that the selected participants accurately represent the broader population, thereby enhancing the generalizability of the study's findings. Data collection is conducted via a structured questionnaire specifically developed for this research. The questionnaire includes items designed to measure the constructs of work environment, organizational commitment, directive leadership, and job satisfaction. Each item is formulated based on established scales and adapted to the context of Satgas staff within the public education sector. Prior to its administration, the instrument undergoes a pilot test to ensure its reliability and validity.

Data analysis is conducted using Structural Equation Modeling with Partial Least Squares (SEM-PLS), which is suitable for this research due to its ability to handle complex models with multiple constructs, small to medium sample sizes, and non-normal data distributions while simultaneously assessing both the measurement and structural models. The analysis includes both the outer model, which assesses validity and reliability through

criteria such as factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR), and the inner model, which evaluates path coefficients and R-square values to test the significance and explanatory power of the hypothesized relationships. Structural Equation Modeling using Partial Least Squares (SEM-PLS) was chosen as the analytical method due to its suitability for testing complex models with multiple variables and mediating paths, even with a relatively small sample size. SEM-PLS is particularly effective for exploratory research where theoretical development is still ongoing and allows for the simultaneous assessment of measurement models (validity and reliability of indicators) and structural models (hypothesized relationships among variables).

3. RESULT AND DISCUSSION

3.1 Results

The study analyzed data from 61 respondents who are members of the task force staff (Satgas) at the Surabaya City Education Office (Dispendik). The demographic data was categorized based on age, gender, and rank. The age distribution revealed that the majority (81.6%) of respondents were over 40 years old, with smaller proportions in the 20-30 and 31-40 age groups. Gender-wise, 57.96% were male and 42.04% were female. Education levels varied, with most respondents holding a bachelor's degree (52.17%), followed by elementary (17.39%), middle school (14.49%), and high school education (13.04%). In terms of rank, the respondents were predominantly in the second and third grades, with 37.68% and 33.33%, respectively.



Figure 1. SEM-PLS study case structure model
Source: Data Processed (2025)

This study employs a quantitative approach, utilizing Structural Equation Modeling Partial Least Squares (SEM-PLS) to analyze the data and test the hypothesized relationships. The findings are expected to contribute to the understanding of how work environment and organizational commitment influence job satisfaction among Satgas staff in the Dispendik, with a particular focus on the mediating role of directive leadership. The study aims to provide practical insights for policymakers and administrators in the education sector to develop strategies that enhance job satisfaction and performance.

The results of the SEM-PLS analysis indicated that the outer model met the necessary validity and reliability criteria, with all indicators showing sufficient factor loadings, AVE values above 0.5, and Composite Reliability exceeding 0.7, confirming that the measurement model is robust. Meanwhile, the inner model analysis revealed that several hypothesized paths were supported, such as the significant influence of work environment and organizational commitment on both directive leadership and job satisfaction, while some indirect relationships through directive leadership were not significant, highlighting the limited mediating role of directive leadership in this context.

The work environment was evaluated based on physical conditions, resources, interpersonal relationships, and organizational culture. Thirteen items were used to measure these indicators, resulting in a high average score of 4.45, indicating strong agreement among respondents regarding the positivity of their work environment. Notable areas such as availability of resources, cleanliness, and supportive relationships scored highly, reflecting a positive perception of the working conditions within Dispendik. The study concluded that a conducive work environment significantly enhances job satisfaction and performance.

Organizational commitment was assessed through affective commitment, continuance commitment, and normative commitment. Twelve items measured these indicators, with an average score of 4.29. Respondents generally agreed that they felt a strong sense of belonging and loyalty to the organization, which significantly contributes to their job satisfaction and motivation. The results suggest that a high level of organizational commitment among the Satgas staff plays a crucial role in driving performance and retention.

Directive leadership was assessed through task orientation, clarity in communication, decision-making, and supervision. Twelve items measured these indicators, with an average score of 4.38. Respondents agreed that their leaders demonstrate strong directive leadership traits, such as providing clear instructions, ensuring task completion, and maintaining oversight. The results suggest that directive leadership is effectively implemented and has a significant positive effect on job satisfaction.

Job satisfaction was measured through factors such as work environment, recognition and rewards, working relationships, and job security. The twelve items resulted in an average score of 4.21, indicating that respondents are generally satisfied with their jobs. However, scores for recognition and promotion opportunities were slightly lower, highlighting areas where the organization could improve. The study emphasized that enhancing reward systems and promotion transparency could further boost job satisfaction and, consequently, performance.

Table 1. Average variance extracted per variable

Variable	AVE
Directive Leadership	0,817
Job Satisfactory	0,824
Organizational Commitment	0,878
Work Environment	0,920

Source: Data Processed (2025)

The analysis of the model using Partial Least Square (PLS) begins with evaluating the measurement model (outer model). This evaluation aims to assess the relationship between

latent variables and their indicators, focusing on validity and reliability tests. Validity tests check whether the indicators effectively measure the latent variables, with hypotheses suggesting either the indicators do not measure the same aspect of the theory (H0) or they do (H1). Convergent validity is assessed through the outer loading values of each indicator item, where a loading factor below 0.5 signifies invalidity. Following the elimination of non-significant indicators, the remaining indicators showed valid outer loading values, confirmed by an Average Variance Extracted (AVE) value above 0.5 for all variables, indicating convergent validity.

Table 2. Cross-loading factor validity test

Cross loading factor (fornell-lacker)	Directive Leadership	Job Satisfactory	Organizational Commitment	Work Environment
Directive Leadership	0,817			
Job Satisfactory	0,482	0,824		
Organizational Commitment	0,194	0,513	0,878	
Work Environment	0,555	0,537	0,391	0,920
Result	Valid	Valid	Valid	Valid

Source: Data Processed (2025)

Discriminant validity is evaluated using cross loading values, which must be greater than 0.7 and exceed the cross loading of other variables' indicators. The Fornell-Larcker Criterion further supports discriminant validity, showing that each variable's AVE is greater than 0.5. The hypothesis for discriminant validity is similar to that for convergent validity, suggesting that indicators either do (H1) or do not (H0) measure the same aspect. The results from the cross loading factor table confirmed that all variables' indicators are valid in reflecting their respective constructs, thus accepting H1.

Table 3. Cronbach's Alpha reliability test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE	Conc.
Directive Leadership	0.929	0,940	0.941	0,817	Reliable
Job Satisfactory	0.931	0,976	0.944	0,824	Reliable
Organizational Commitment	0.957	0,969	0.964	0,878	Reliable
Work Environment	0.973	0,963	0.978	0,920	Reliable

Source: Data Processed (2025)

Reliability tests were conducted to verify the accuracy, consistency, and precision of the instruments in measuring constructs. This involved examining the composite reliability and Cronbach's alpha values, with hypotheses suggesting either inconsistency (H0) or consistency (H1) in the indicators measuring the constructs. The model is deemed reliable if the values for each variable exceed 0.6. The results, presented in the composite reliability table, showed values above 0.8, indicating a high level of reliability and consistent responses from the participants.

The structural model (inner model) evaluation follows, provided the measurement model indicates valid and reliable indicators. The structural model is assessed using the coefficient of determination (R^2). An R^2 value is classified as low (< 0.30), moderate ($0.30 < R^2 < 0.60$), or high (> 0.60). The results showed that the job satisfactory variable had an R^2 of 0.450, indicating that directive leadership, work environment, and organizational commitment explains 45.0% of job satisfactory, which is moderate. Similarly, the directive leadership variable had an R^2 of 0.308, suggesting that work environment and organizational commitment explain 30.8% of directive leadership, also considered moderate.

Table 4. Direct relationship significance test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	RESULT
Work Environment to Directive Leadership	0.565	0.535	0.192	2.934	0.003	Significant
Work Environment to Job Satisfactory	0.241	0.236	0.114	2.120	0.034	Significant
Organizational Commitment to Directive Leadership	-0.026	0.058	0.236	0.111	0.911	Non-Significant
Organizational Commitment to Job Satisfactory	0.365	0.373	0.171	2.132	0.033	Significant
Directive Leadership to Job Satisfactory	0.277	0.270	0.198	1.402	0.161	Non-Significant

Source: Data Processed (2025)

The results indicate that the work environment plays a significant role in influencing both directive leadership ($T = 2.934$, $p = 0.003$) and job satisfaction ($T = 2.120$, $p = 0.034$). This suggests that a positive and conducive work environment can enhance the effectiveness of directive leadership and increase job satisfaction among employees. On the other hand, the relationship between organizational commitment and directive leadership is found to be non-significant ($T = 0.111$, $p = 0.911$). This could be due to the fact that organizational commitment may not directly influence leadership styles, particularly in a directive leadership context, where the focus is on task completion rather than aligning with employees' organizational values. However, organizational commitment does significantly impact job satisfaction ($T = 2.132$, $p = 0.033$), indicating that employees who are more committed to the organization are generally more satisfied with their jobs.

Interestingly, the influence of directive leadership on job satisfaction is non-significant ($T = 1.402$, $p = 0.161$), suggesting that a directive leadership style might not necessarily lead to higher job satisfaction.

Table 5. Indirect relationship significance test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	RESULT
Work Environment to Directive Leadership to Job Satisfactory	0.156	0.150	0.133	1.181	0.238	Non-Significant
Organizational Commitment to Directive Leadership to Job Satisfactory	-0.007	0.010	0.072	0.101	0.920	Non-Significant

Source: Data Processed (2025)

The results indicate that both the indirect effects of work environment on job satisfaction through directive leadership ($T = 1.181$, $p = 0.238$) and the indirect effects of organizational commitment on job satisfaction through directive leadership ($T = 0.101$, $p = 0.920$) are non-significant.

Table 5. Hypotheses test

Hypotheses	Path		Result
	From	To	
H1	Work Environment	Directive Leadership	Accepted
H2	Work Environment	Job Satisfactory	Accepted
H3	Organizational Commitment	Directive Leadership	Accepted
H4	Organizational Commitment	Job Satisfactory	Rejected
H5	Directive Leadership	Job Satisfactory	Rejected
H6	Work Environment	Job Satisfactory with Directive Leadership as mediator	Rejected
H7	Organizational Commitment	Job Satisfactory with Directive Leadership as mediator	Rejected

Source: Data Processed (2025)

3.2. Discussion

Among the study's findings, one notable anomaly was the lower scores for recognition and promotion opportunities, which stood out as the lowest points in an otherwise high average of job satisfaction and performance indicators. This suggests that while the Satgas staff at the Surabaya City Education Office (Dispendik) generally feel satisfied and perform well in their roles, there is a significant gap in how their achievements are acknowledged and how transparent the pathways for career advancement are. This could be attributed to a possible lack of clear communication regarding promotion criteria or limited opportunities for career progression within the organization. Additionally, the lower scores in independent work and completing tasks without supervision highlight a reliance on managerial oversight, which may reflect a need for further empowerment and skill development among staff to enhance their autonomy and confidence in taking initiative. Addressing these areas by improving recognition systems, offering clear career advancement pathways, and fostering a culture of independence could significantly enhance overall job satisfaction and performance. This result is aligned with research by Tessema et al. (2013), which found that employee recognition and transparent promotion practices are critical factors influencing job satisfaction, motivation, and retention across organizational contexts.

The evaluation of both the measurement and structural models indicates that the indicators are valid and reliable in measuring the constructs. The structural model's R^2 values show that the constructs can moderately explain the variations in directive leadership and job satisfactory. These findings highlight the importance of work environment and organizational commitment in influencing directive leadership and then, job satisfactory itself, with a significant portion of the variance explained by other variables not included in this model. Here is the direct and indirect result for significancy.

The direct significancy test shows that directive leadership, which often involves a more controlling and task-focused approach, might not align with the employees' need for autonomy and involvement, which are key drivers of job satisfaction. This may be caused by the inherent nature of directive leadership, which emphasizes control, close supervision, and a top-down approach to decision-making. While this style can be effective in certain situations, it may not resonate well with employees who value independence, creativity, and participative decision-making. As a result, even in a positive work environment, directive leadership might not fully address the intrinsic motivational needs of employees, leading to lower job satisfaction. Additionally, when employees are highly committed to the organization, they may expect leadership that aligns more with their personal values and professional growth aspirations, such as transformational or participative leadership. The lack of alignment between directive leadership and these expectations could explain why the impact of directive leadership on job satisfaction is not significant in this context. This

result is aligned with research by Alghamdi et al. (2022), who found that directive leadership is less effective in environments where employees seek autonomy and engagement, and that leadership styles emphasizing support and inclusion are more strongly associated with job satisfaction.

The indirect significance results suggest that while both the work environment and organizational commitment are important factors on their own, their influence on job satisfaction does not significantly pass through directive leadership. This may be because directive leadership, with its focus on task-oriented and controlling behaviors, may not serve as an effective mediator between these variables and job satisfaction. The work environment might directly affect job satisfaction through other mechanisms such as providing resources and support, while organizational commitment could influence job satisfaction through personal attachment to the organization rather than through the style of leadership. The lack of significant indirect effects implies that the role of directive leadership in linking these variables to job satisfaction is limited, possibly due to its misalignment with the employees' preferences for autonomy and participative leadership styles that are more likely to enhance job satisfaction. This result is aligned with research by Giltinan (2013), who emphasized that directive leadership may not effectively mediate employee outcomes in environments where collaboration, empowerment, and individual involvement are key to motivation and satisfaction.

The hypotheses tested in this study were grounded in established management theories such as Path-Goal Theory and Organizational Behavior frameworks, which suggest that a supportive work environment and strong organizational commitment can influence leadership behaviors and employee satisfaction. The acceptance of H1 and H3 aligns with prior research indicating that conducive work conditions and committed staff empower leaders to adopt more directive behaviors effectively. Similarly, H2's support confirms Herzberg's Two-Factor Theory, emphasizing the work environment as a key driver of job satisfaction. However, the rejection of H4, H5, H6, and H7 suggests that directive leadership may not fulfill employees' higher-order needs such as autonomy and recognition, which are critical in modern organizational settings. These findings reflect a growing body of literature advocating for more participative or transformational leadership styles, especially in contexts where employee satisfaction is shaped by emotional and developmental factors beyond mere task execution.

The results highlight that while several hypotheses were supported, others were not, revealing important insights into the dynamics between work environment, organizational commitment, directive leadership, and job satisfaction. Specifically, the hypotheses that the work environment positively influences both directive leadership (H1) and job satisfaction (H2) were accepted, indicating that a supportive work environment contributes directly to effective leadership and higher job satisfaction.

The hypothesis that organizational commitment directly influences directive leadership (H3) was accepted, but its influence on job satisfaction (H4) was rejected. This suggests that while employees' commitment to the organization may shape leadership dynamics, it does not necessarily lead to greater job satisfaction. This could be because commitment alone does not address the day-to-day factors that impact an employee's satisfaction with their job, such as recognition, autonomy, or work-life balance.

The hypothesis that directive leadership positively impacts job satisfaction (H5) was rejected. This may be due to the controlling nature of directive leadership, which might not align with employees' desires for autonomy and involvement, key factors that typically drive job satisfaction.

The rejection of the hypotheses that directive leadership mediates the relationship between work environment and job satisfaction (H6) and between organizational commitment and job satisfaction (H7) further underscores the limited role of directive leadership as a mediator. This implies that while both work environment and organizational commitment are important, their impact on job satisfaction does not effectively pass

through directive leadership, potentially due to its more authoritarian nature, which might not resonate with employees' expectations or needs in the workplace.

4. CONCLUSION

This study addresses the research problem by examining the influence of work environment, organizational commitment, and directive leadership on job satisfaction and employee performance among the Satgas staff at the Surabaya City Education Office (Dispendik). The results show that while the work environment significantly enhances job satisfaction and performance—partly through its support for effective directive leadership—organizational commitment alone does not directly influence these outcomes, nor does directive leadership serve effectively as a mediator. These findings suggest that directive leadership may not align well with employees' needs for autonomy and involvement, and alternative leadership styles may be more effective in improving satisfaction and performance. The limitations of this research include the narrow focus on directive leadership without comparing it to other leadership styles, and the use of cross-sectional data which limits causal interpretation. Future studies should consider longitudinal approaches and explore transformational or participative leadership styles to provide a more comprehensive understanding. It is recommended that Dispendik not only improve the physical and psychological aspects of the work environment but also develop leadership training programs that promote inclusive and supportive management approaches to better meet the needs of Satgas staff.

5. REFERENCES

- Awan, R.-N., & and Ather, T. (2024). The knowledge ties that bind: mediating effect of knowledge management on heads' leadership and teachers' performance. *Cogent Education*, 11(1), 2394740. <https://doi.org/10.1080/2331186X.2024.2394740>
- Beylat, M., Karl-Andrew, W., Kai, S., & and Yzerbyt, V. (2020). Preference for directive versus participative leadership: the role of regulatory mode and context quality definition. *Comprehensive Results in Social Psychology*, 4(3), 290–314. <https://doi.org/10.1080/23743603.2021.2001325>
- Ceballos, M., T., V., & and Gordon II, W. R. (2021). Educational leaders and the professional doctorate dissertation: an analysis of leaders' interests within the educational leadership corpus. *Research in Post-Compulsory Education*, 26(3), 312–332. <https://doi.org/10.1080/13596748.2021.1920261>
- Cheng, Z., & and Zhu, C. (2021). Academic Members' Perceptions of Educational Leadership and Perceived Need for Leadership Capacity Building in Chinese Higher Education Institutions. *Chinese Education & Society*, 54(5–6), 171–189. <https://doi.org/10.1080/10611932.2021.1990621>
- Cravens, X. C., & and Zhao, Q. (2023). Exercising instructional leadership with organisational management: a qualitative and comparative study of Chinese principalship. *Compare: A Journal of Comparative and International Education*, 53(7), 1225–1243. <https://doi.org/10.1080/03057925.2021.2022455>
- Fang, M., & and Thanh, L. M. (2024). Developing paradoxical and authentic leadership: qualitative evaluation of leadership development among hotel managers and hospitality management educators in Vietnam. *Asia Pacific Journal of Tourism Research*, 29(5), 606–625. <https://doi.org/10.1080/10941665.2024.2343068>
- Garengo, P., & and Betto, F. (2024). The role of organisational culture and leadership style in performance measurement and management: a longitudinal case study. *Production Planning & Control*, 35(2), 151–169. <https://doi.org/10.1080/09537287.2022.2058431>

- Grice, C., Anette Forssten, S., & and Wilkinson, J. (2023). Decentring pedagogical leadership: educational leading as a pedagogical practice. *Journal of Educational Administration and History*, 55(1), 89–107. <https://doi.org/10.1080/00220620.2022.2163381>
- Hallinger, P., Köksal, B., & and Gümüş, S. (2025). Scoping Review of Research on Digital Simulations and Serious Games in Educational Leadership and Management. *Leadership and Policy in Schools*, 24(1), 178–199. <https://doi.org/10.1080/15700763.2024.2447315>
- Harris, A., & and Jones, M. (2021). Exploring the leadership knowledge base: evidence, implications, and challenges for educational leadership in Wales. *School Leadership & Management*, 41(1–2), 41–53. <https://doi.org/10.1080/13632434.2020.1789856>
- Jakavonytė-Staškuvienė, D., & and Barkauskienė, A. (2023). Transformative teacher leadership experiences in schools in creating an innovative educational culture: The case of Lithuania. *Cogent Education*, 10(1), 2196239. <https://doi.org/10.1080/2331186X.2023.2196239>
- Johnson, N. N., & and Fournillier, J. B. (2022). Increasing diversity in leadership: perspectives of four Black women educational leaders in the context of the United States. *Journal of Educational Administration and History*, 54(2), 174–192. <https://doi.org/10.1080/00220620.2021.1985976>
- Kyambade, M., Regis, N., Joshua, M., & and Namatovu, A. (2024). I can't express myself at work: encouraging socially responsible leadership and psychological safety in higher education setting. *Cogent Education*, 11(1), 2373560. <https://doi.org/10.1080/2331186X.2024.2373560>
- Landri, P. (2024). Ecological materialism: redescribing educational leadership through Actor-Network Theory. *Journal of Educational Administration and History*, 56(1), 84–101. <https://doi.org/10.1080/00220620.2023.2258343>
- Laureani, A., Jiju, A., Yasaman, S., & and Gountcheva, N. (2024). Leadership for quality: a systematic review and future directions. *Total Quality Management & Business Excellence*, 35(13–14), 1465–1508. <https://doi.org/10.1080/14783363.2024.2370486>
- Matsunaga, M. (2022). Uncertainty management, transformational leadership, and job performance in an AI-powered organizational context. *Communication Monographs*, 89(1), 118–139. <https://doi.org/10.1080/03637751.2021.1952633>
- Reynolds, D., & and McKimm, J. (2021). Educational management and leadership in Wales: promise, performance and potential. *School Leadership & Management*, 41(1–2), 54–72. <https://doi.org/10.1080/13632434.2020.1816955>
- Woods, P. A., Amanda, R., Joy, J., & and Culshaw, S. (2021). Autonomy, leadership and leadership development in England's school system. *School Leadership & Management*, 41(1–2), 73–92. <https://doi.org/10.1080/13632434.2020.1811661>
- Wu, Q., Guoquan, C., & and Cormican, K. (2025). The Wisdom of the Collective: An Integrated Multi-Level Framework of Shared Leadership in Engineering Management Project Teams. *Engineering Management Journal*, 37(1), 114–132. <https://doi.org/10.1080/10429247.2024.2370185>
- Zhu, C., & and Caliskan, A. (2021). Educational Leadership in Chinese Higher Education. *Chinese Education & Society*, 54(5–6), 161–170. <https://doi.org/10.1080/10611932.2021.1990616>