A Study on Transformational Leadership Strategies in the Context of Online Transformation of Dance Education: From the Perspective of Teachers' Organizational Commitment

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Abstract

With the continuous development of information technology, dance education is gradually moving towards deep digitalization and online transformation, prompting changes in traditional teaching organization and management methods. This study focuses on three representative dance education institutions in Macau, China. Through semi-structured interviews, 35 teachers' online teaching transformation experiences are investigated in depth to explore how the transformational leadership behavior of principals or managers affects teachers' organizational commitment during the digital transformation process. Based on the attraction-selection-attrition (ASA) theory, the study divides the organizational adaptation process of teachers into three stages: attraction, selection, and attrition, and systematically analyzes how leadership behavior affects teachers' value identification, career stability, and willingness to participate at different stages. The results show that transformational leaders can effectively enhance teachers' sense of belonging, responsibility, and mission to the organization through vision motivation, individualized support, and emotional empowerment, thereby improving their stability and teaching investment during the transformation process. The study makes up for the theoretical deficiencies in the current dance education field on the cross-cutting issue of "the relationship between organizational leadership and teacher commitment", and provides feasible management inspiration and strategic suggestions for art education institutions in the face of the dual challenges of technological innovation and organizational development.

Keywords: Dance Education, Online Transformation, Transformational Leadership, Teacher Organizational Commitment, Attraction-Selection-Attrition Theory

Introduction

According to iResearch (2025), the scale of China's online education market will reach 450 billion yuan in 2024. Although the dance training industry reached a peak of 24.932 billion yuan in 2019, it has fallen back to 13.324 billion yuan in 2023 (Sohu, 2024), indicating that the industry is facing structural adjustment and sustainable development pressure. In this context, digital transformation has become an important breakthrough for dance training institutions. More and more institutions are trying to achieve system optimization in teaching mode, management efficiency and service experience by promoting information governance and intelligent operation. With the widespread application of technologies such as big data, cloud computing, artificial intelligence and computer vision, the organizational structure, operation mechanism and teaching concept of dance education are undergoing profound changes, giving the industry new development momentum.

At present, Chinese dance education institutions widely use platforms such as Tencent Meeting and TikTok to promote the development of online teaching. This emerging form not only brings development opportunities, but also triggers new challenges in management and teaching. Especially in art education, teachers are not only the leaders of teaching activities, but also an important source of emotional connection and learning motivation for students. Their level of organizational commitment is directly related to teaching quality, student experience and institutional sustainability. Therefore, in the environment where online teaching is becoming increasingly popular, exploring the formation mechanism and improvement path of teachers' organizational commitment is of practical significance to improving the overall effectiveness of dance education.

Organizational commitment has been widely regarded as a core variable to motivate teachers and maintain teaching stability. Li et al. (2021) pointed out that teachers' identification with organizational goals and culture will significantly affect their professional loyalty and job continuity. In a rapidly changing educational environment, organizational commitment not only helps teachers resist uncertainty, but also strengthens their professional identity and emotional belonging. Abdulaziz et al. (2022) further proposed that teachers usually enhance their relationship with the organization by developing positive attitudes consistent with their sense of organizational support, and leadership behavior, as an important external motivational variable, plays a key role in the formation of organizational commitment.

Previous studies have focused on the comparison between transformational leadership and transactional leadership. However, in education, especially dance education, which emphasizes creativity and emotional communication, transformational leadership can better inspire teachers' sense of responsibility and mission. Roncesvalles and Gaerlan (2021) and other studies have shown that leadership styles with idealized influence, individualized care, and intellectual stimulation can effectively enhance teachers' emotional commitment and work identity. In addition, Huang et al. (2021) found that transformational leadership can help enhance teachers' organizational loyalty and willingness to continue to invest by improving their psychological empowerment, providing strong support for education reform.

In order to further understand the matching mechanism between teachers and organizations, this study believes that the ASA proposed by Schneider (1987) provides a

powerful explanatory framework. The theory holds that organizations tend to attract individuals who match their culture and retain matching members through selection mechanisms, while those who do not match gradually lose due to psychological and cultural friction. Combining the ASA theory with transformational leadership can help us to deeply understand why teachers are willing to stay in the organization and continue to participate in transformation practices. However, there is still a lack of research that integrates these three, especially in the emerging field of online dance education that integrates art and technology. Therefore, this study aims to focus on the background of online transformation of dance education in China, explore how transformational leadership can enhance teachers' organizational commitment through motivation, care and vision strategies, and then provide theoretical support and management inspiration for the digital transformation of art education.

Literature Review
Online Education

Although online education has the potential to break through geographical, environmental and time constraints, many studies have shown that there is still much room for improvement in teaching effectiveness and learning experience. This problem is particularly evident in physical education courses, especially in the field of dance teaching, which is highly dependent on physical interaction, movement demonstration and safety assurance. Although China has a deep tradition of dance education, as an emerging practice, systematic research on the effectiveness of online dance education is still relatively limited. The introduction of digital technology provides a new platform for dance teaching that integrates technology, creativity and physical expression (Li et al., 2022), but how to achieve the effectiveness of teaching organization, movement guidance and emotional connection in a virtual environment still needs further exploration and optimization. The guidance, feedback and encouragement of dance teachers in online classes directly affect students' learning motivation and course experience (Li, 2023), which makes teachers' organizational commitment and leadership behavior a key variable affecting the quality of online dance education.

Rugh et al. (2024) pointed out that even in a virtual environment, dance educators still have the ability to provide effective physical movement experiences through technology to promote students' emotional regulation and social connection. However, this requires educators to fully consider individual differences, the match between course enjoyment and teaching difficulty. At the same time, the National Dance Education Organization (NDEO) of the United States emphasizes that current higher dance education should not only promote the innovation of teaching content and methods, but also focus on cultivating teacher leaders with structural change capabilities (Li et al., 2022). In this context, some Chinese universities have begun to learn from international experience and try to deeply integrate dance technical training with the development of students' comprehensive qualities, and gradually build a more adaptive dance education system to respond to the profound challenges and changes brought about by the digital transformation of education. This transformation process emphasizes the improvement of teachers' initiative and sense of responsibility in the teaching system, highlighting the practical value of the organizational commitment mechanism guided by transformational leadership in dance education.

Transformational Leadership

Transformational leadership is a leadership style that emphasizes motivation and inspiration, and is committed to achieving organizational goals and promoting personal growth in a coordinated manner. A large number of studies have shown that in educational contexts, this leadership style can create a positive teaching atmosphere, promote cooperation and communication among teachers, and effectively stimulate students' potential (Alzoraiki et al., 2023). Transformational leaders guide teachers to optimize their teaching behaviors by recognizing performance, providing constructive feedback, and setting clear goals, thereby improving the overall teaching quality. In fact, effective school leadership is not only reflected in administrative management capabilities, but also in its role as an "education leader" - excellent teachers themselves are also influential leaders. Greimel et al. (2023) pointed out that the transformational leadership behavior of principals can significantly improve teachers' work enthusiasm and performance. In educational research, transformational leaders are regarded as shapers of organizational culture and educational concepts. They lead by example, inspire the confidence and sense of mission of team members, and clearly convey the organizational vision to teachers through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual care, so as to promote their unremitting efforts for common goals (Saad Alessa, 2021). This style enhances teachers' sense of belonging and improves the adaptability and innovation capacity of the school system through empowerment and emotional motivation.

At the same time, some scholars have tried to combine transformational leadership with the concept of distributed leadership, proposing that leadership functions can be jointly undertaken by principals, management and teachers in practice. This approach may further enhance teachers' professional cooperation, job satisfaction and organizational commitment. However, there is no consensus on the conceptual boundaries and measurement dimensions of distributed leadership, and its mechanism in promoting educational outcomes remains to be explored in depth (Liu & Watson, 2023). In addition, from the perspective of organizational behavior, some studies have emphasized the key role of opinion leaders in the construction of teachers' organizational commitment. Baksi Maiti et al. (2021) pointed out that compared with organizational ethics or employee training, opinion leaders among teachers may have a stronger social influence in stimulating organizational identification and participation motivation. This view reminds us that in the design of school management and leadership strategies, informal influence mechanisms among teachers are also worthy of attention. In summary, existing studies generally confirm that there is a significant positive relationship between transformational leadership and teachers' organizational commitment. In the context of the digitalization of education and the continuous changes in the organizational environment, leaders' vision guidance, emotional support and structural incentives are gradually becoming key factors in enhancing teachers' work engagement and adaptability to educational reforms (Alzoraiki et al., 2023).

Organizational Commitment

In the field of education, teachers' organizational commitment is widely regarded as a key variable affecting the quality of education and sustainable development of schools. It is not only reflected in teachers' identification with school goals, but also involves their emotional investment, loyalty and willingness to continue to serve in their profession. Studies have shown that teachers' sense of participation, leadership perception and trust relationship

play a core role in the formation of organizational commitment. Abdulaziz et al. (2022) pointed out that the higher the degree of identification of teachers with their work, the stronger their emotional commitment, which effectively reduces their willingness to leave and enhances their willingness to support organizational goals and educational reforms. In this process, if schools can give teachers more voice and opportunities to participate, they can effectively stimulate their work motivation and sense of organizational belonging. In addition, Baksi Maiti et al. (2021) further emphasized the organizational cohesion of the trust relationship between teachers and school management; long-term and stable communication mechanisms and management support are institutional guarantees for enhancing teachers' sense of trust and commitment.

At the same time, leadership behavior plays a leading role in shaping teachers' organizational commitment, especially in the context of educational transformation, where the effectiveness of transformational leadership style is particularly significant. Roncesvalles & Gaerlan (2021) pointed out that transformational leaders can significantly enhance teachers' emotional belonging and organizational loyalty through vision motivation, individual care and intellectual stimulation. Leaders' clear goal setting, support for teachers' professional growth and encouragement of innovative behavior can enhance teachers' sense of role value and enthusiasm for participation. In addition, Huang et al. (2021) found from the dimension of leadership style that both transformational leadership and reward-based leadership can further promote teachers' organizational commitment by enhancing their sense of psychological empowerment. This means that when teachers feel their importance and influence in the school, they are more inclined to internalize organizational goals as personal missions. Therefore, when implementing reforms, school administrators should consciously enhance teachers' psychological initiative through empowerment and motivation strategies to create an educational environment where trust, cooperation and commitment coexist. In summary, teachers' organizational commitment is not only an individual professional attitude, but also an important driving force for promoting educational reform and achieving school development strategic goals.

Attraction-Selection-Attrition Theory
The ASA theory proposed by Schneider states that employees tend to be attracted to organizations with similar values and beliefs. The ASA theory consists of three main stages: (1) the attraction stage - employees are attracted to organizations that are similar to them in personality, values, beliefs, identity, interests, and other attributes; (2) the selection stage - organizations recruit and select individuals with similar attributes to existing employees; and (3) the attrition stage - over time, employees whose personalities and values do not match those of existing employees eventually leave (Schneider, 1987). Overall, the ASA theory assumes that through the process of attraction, selection, and attrition, organizations will eventually be composed of members with similar personalities, values, beliefs, shared missions, and other attributes that shape the unique culture of the organization. It is important to note that the ASA theory does not predict employee behavior, but rather organizational behavior, because organizational behavior is defined by employees (Avery-Desmarais et al., 2021). In other words, as employees in an organization become more consistent in personality and values, the organization itself will become more homogeneous, which in turn leads to better employee outcomes for those employees who fit the organizational culture. However, employees who are inconsistent with the organizational

culture tend to show lower job satisfaction and affective commitment, and lead to higher turnover and turnover rates (Avery-Desmarais et al., 2021).

Attraction + Transformational Leadership Vision Inspiration

In the "attraction stage", transformational leaders attract dance teachers who recognize the concept of online transformation and digital education by setting a clear vision and using inspiring language and behavior. Transformational leaders are usually able to stimulate the emotional resonance of teachers through the two dimensions of "idealized influence" and "inspiration and motivation", thereby attracting teachers who meet the needs of digital education transformation. By stimulating teachers' emotional commitment, transformational leaders can make them identify with the organization's vision and actively play a role in future education transformation.

Selection Stage + Matching Organizational Culture with Teacher Values

In the "selection stage", when promoting online dance education, schools use formal and informal mechanisms to select teachers who are consistent with the organizational culture, philosophy and values. At this stage, the role of school leaders in teacher recruitment, training and task allocation is particularly important. Transformational leaders use "individual care" leadership behaviors to ensure that the selected teachers not only have the necessary teaching abilities, but are also highly consistent with the organization's digital education goals. The core of the selection stage is to ensure that the personality and abilities of teachers are consistent with the culture and goals of the school to ensure coordination and efficiency in the process of educational transformation.

Attrition + Organizational Commitment Maintenance Mechanism

In the "attrition stage", if teachers deviate from the organizational culture in terms of values or feel uncomfortable with the transformation of online teaching, their organizational commitment may decline, eventually leading to the loss of teachers. In the process of digital transformation in the dance training industry, the value matching between teachers and organizations becomes particularly important. The ASA theory provides theoretical support for understanding this process. Specifically, in the "attraction" stage, dance training institutions with clear digital strategies and mature technology applications are more likely to attract teachers who recognize innovation, are good at adapting to changes and have digital literacy; in the "selection" stage, these institutions tend to recruit teachers who are highly consistent in their concepts, abilities and organizational goals to ensure the smooth progress of the education transformation process; and in the "attrition" stage, teachers who are resistant to digital reforms and lack the willingness or ability to adapt may gradually lose because they are not adapted to the organizational culture and direction, thus forming a team with highly homogeneous values, beliefs and goals.

This ASA theory not only affects teachers' organizational commitment and emotional investment, but is also directly related to the organization's execution and innovation in digital transformation. Therefore, this study believes that the ASA theory helps to reveal how dance training institutions can achieve technology-driven organizational reshaping and leadership strategy adjustment through cultural attraction and personnel optimization. Especially under the guidance of transformational leadership, teachers are more likely to

enhance their commitment level by identifying with the organizational vision and actively participate in transformation practices.

Current Challenges and Organizational Commitment Issues in the Online Transformation of Dance Education

Macao has demonstrated a high degree of innovation in the digital transformation of dance education, particularly in its ability to swiftly and effectively implement online teaching (Li, 2021). Compared with other cities in China, Macao stands out for its advanced integration of technology into dance classrooms and its openness to global educational perspectives. Therefore, selecting Macao as the research site provides valuable insights into how transformational leadership influences teachers' organizational commitment and facilitates the successful implementation of digital education in the arts sector.

This study selected three representative dance education institutions in Macau and conducted semi-structured interviews with 35 dance teachers with teaching experience who participated in the online teaching transformation. The interviews were based on the ASA theory proposed by Schneider and centered on how teachers adapt to organizational culture, identify with organizational values, and the behavioral characteristics of leaders during the transformation process. By focusing on teachers' sense of belonging, adaptability, and perception of leadership in the organization, the study aims to reveal the formation mechanism of teachers' organizational commitment and provide valuable transformation management strategies for the dance education industry.

Table 1
Interview question design for teachers' organizational commitment based on the ASA theory and transformational leadership

Stage	Related questions
Attraction Stage	1. How did you learn about and decide to join your current school? Please share what values or characteristics of the school attracted you most.
	2. Do the school leaders attract you to the school through a clear vision, inspiring language, or behavior? Please provide examples.
	3. When you chose to join, did you feel that the school culture was in line with your personal beliefs and values? Please talk about the impact of this sense of fit on you.
	4. What leadership behaviors (e.g., caring, support, vision) do you think made you feel aligned with the school's mission and therefore willing to join?
Selection Stage	1. When schools recruit new teachers, do you think they tend to choose those with similar values and culture to the existing team? Please share your observations.
	2. Do you think that when training new teachers, does the school use some mechanism to ensure that the new teachers are consistent with the organizational goals? How do you evaluate the effectiveness of this approach?
	3. Do you think the school can flexibly assign tasks and responsibilities according to teachers' personalities, abilities and values? Please provide relevant examples.
	4. In your work, do you feel that school leaders help you align your career development with school goals through individual care?
Attrition Stage	1. If some teachers in your school lack buy-in or adaptability to the school's digital transformation, how do you think this will affect their organizational commitment?
	2. How do you think schools can help teachers who are skeptical about transformation to overcome barriers and adapt to change?
	3. If a teacher deviates from the school's values, how do you think their performance and commitment to the school will change? How does this affect the overall culture and climate of the school?
	4. In your observation, do schools have measures to ensure that teachers maintain a high level of engagement and responsibility when faced with challenges? Please provide examples.

Problems in the Attraction Stage: Unclear Leadership Vision and Insufficient Communication of Value Recognition

ASA theory points out that the core reason why individuals are attracted to an organization is that both parties have a high degree of consistency in values and cultural concepts. However, in the interviews, we found that in the process of dance education institutions moving towards online transformation, many teachers joined the organization not because of the organization's educational vision or digital strategy, but because of practical motivations such as "close geographical location" and "recommendation by colleagues". This attraction process lacking value appeal directly weakens the emotional adhesion between teachers and organizations.

"I came here because a friend recommended it to me. He said the atmosphere here is good, but I am not very clear about the school's specific educational philosophy or its goals for digital teaching." —T1 teacher

In addition, many teachers pointed out that school leaders did not systematically introduce the organization's mission and the vision of online teaching transformation when new teachers joined the school, nor did they show the strategic guidance and motivational behavior that transformational leaders should have. Teachers are more "task-oriented" and passively accept work, rather than "value-oriented" and actively identify with organizational goals.

"The principal didn't tell us about any online strategic vision. He just said that we should use the platform and change the courses, and that's it." —T3 teacher

This ambiguity in leadership vision not only affects the role positioning of teachers, but also weakens their sense of belonging to the transformation goals. Especially in the field of dance education, which is highly dependent on physical interaction, without clear leadership guidance and value communication, it is difficult for teachers to psychologically complete the transformation of their self-positioning from "offline to online".

Furthermore, the problem in the attraction stage is also reflected in the lack of emotional care and value communication. Some young teachers reported that they did not feel the attention from the principal or management when they first entered the school, nor did they receive any explanation on "why we are doing online transformation". This shows that the current leadership lacks the awareness of actively conveying organizational culture, emotional identification and transformation mission in the process of attracting talents, which is an obvious omission in transformational leadership theory.

Problems in the Selection Phase: Insufficient Consideration of Cultural Matching and Lack of Personalized Incentives

The ASA theory emphasizes that organizations tend to select individuals whose values are similar to those of the organization in the selection stage in order to achieve consistency in team culture. However, dance education institutions often pay more attention to "technical ability" rather than "cultural fit" in teacher recruitment and job assignment. Most teachers reported that schools only asked about teaching experience and dance techniques during interviews, and rarely talked about educational concepts, let alone teaching adaptability or innovative cognition in the context of online teaching.

"The school mainly looked at whether I had teaching experience and whether I was good at jumping. They never asked me what I thought about online teaching or how I viewed digital transformation." —T5 teacher

This approach of "only focusing on technology and not concepts" has led to some teachers who, although competent in terms of skills, lack recognition or even resistance in terms of values, teaching concepts, and especially the understanding of online transformation, which creates obstacles to subsequent management and motivation.

Another prominent problem is the neglect of individual differences and development planning. Many teachers pointed out that the school adopts a one-size-fits-all approach when assigning teaching tasks, and fails to make individual arrangements based on teachers' personality characteristics, teaching styles or professional development needs.

"I was originally better at teaching traditional dance, but the school arranged for me to do online improvisation, which I was not very comfortable with." —T2 teacher

Transformational leadership emphasizes "individual care" and "intellectual stimulation", that is, providing targeted guidance and challenges based on individual characteristics, but in current practice, this leadership characteristic has not been effectively reflected. Teachers lack the space for independent choice and development dialogue, which makes it difficult for them to build consistency with organizational goals from the inside, and is not conducive to stimulating their creativity and commitment in transformation.

In addition, there is a break in the socialization process of new teachers. Interviews found that most teachers did not undergo systematic cultural integration or value identification training after joining the school. The school lacks institutional arrangements for "organizational socialization", which essentially weakens the emotional fit and psychological contract between teachers and organizations, affecting the subsequent stability and loyalty of teachers.

Attrition Stage Problems: The Spread of Technological Anxiety and the Absence of Emotional Incentive Mechanisms

The "attrition" stage in the ASA theory emphasizes that when individuals find themselves no longer compatible with the organization, they will tend to leave. In the process of digital reform of dance education, the problems at this stage are particularly prominent. The most common feedback from teachers is that "technological anxiety" is eroding their enthusiasm and confidence in teaching.

Especially for teachers with more seniority or more traditional teaching styles, the requirements of adapting to digital platforms, managing online classes, and arranging recorded and live broadcasts bring constant psychological pressure.

"I used to teach face-to-face, but now I teach in front of a camera and I have no idea how well my students are learning… I once wanted to quit." —Teacher T4

Faced with technical obstacles, teachers expect the organization to provide systematic training and emotional support, but most schools have not established a continuous training mechanism or psychological counseling mechanism, causing teachers to fall into a vicious cycle of "unable to adapt - lack of support - loss of confidence". Leaders did not show enough "individual care" and "role model power" in this process, and lacked "intellectual motivation" to guide teachers to reshape the value of online teaching.

In addition, when teachers express doubts or even resistance to the transformation goals, the organization lacks an effective "value recalibration" mechanism. One teacher bluntly said: "Some teachers have always been reluctant to support online teaching,

complaining a lot and participating little, but the leaders did nothing and just let them go." This is not only not conducive to individual growth, but also gradually erodes the consistency of organizational culture.

At this stage, transformational leaders should use "empathetic leadership" and "meaning reconstruction" to repair the identity rupture of teachers, and call back teachers' organizational emotions through dialogue, motivation and positive feedback. However, interviews show that most leaders are obviously lagging behind in this regard, and still adopt the strategy of "technology deployment first, emotional construction lagging behind", which ultimately weakens teachers' organizational commitment and willingness to stay.

Transformational Leadership Strategies to Enhance Organizational Commitment in the Context of Online Dance Education Transformation

Based on the problems presented in the previous chapter, this study believes that in order to effectively improve teachers' organizational commitment during the online transformation of dance education, principals and management need to combine the three stages of the ASA theory, make precise efforts in the attraction, selection and attrition mechanisms, and make full use of the four dimensions of transformational leadership (visionary leadership, individual care, intellectual stimulation, and role model demonstration) to achieve value fit, emotional connection and continuous investment between teachers and organizations. The following are the strategic recommendations proposed by this study:

Attraction Stage Strategy: Building A Vision-Driven Teacher Attraction Mechanism
Clarify the Online Transformation Vision and Systematically Communicate it During Recruitment and Onboarding

When teachers join the organization, they do not have enough understanding of the school's online education philosophy and direction, which affects their initial sense of identity. The principal should play the role of "vision maker" and integrate the medium- and long-term strategic transformation direction of digital teaching and the integration concept of dance education into public recruitment information, on-the-job training and the principal's speech. By producing organizational culture manuals, on-the-job welcome videos, online vision briefings, etc., teachers can feel the value of the school from the first contact. For example: Schools can design a "welcome ceremony" and "mission identification dialogue" for new teachers, allowing leaders to personally explain the vision of digital dance education and communicate their personal goals with teachers, thereby creating an atmosphere of identification.

Strengthen Cultural Symbols and Ritual Sense, and Enhance Emotional Belonging

Transformational leaders should be good at using "symbolic behavior" to strengthen cultural identity. They can create symbols that represent the concept of online dance teaching (such as logos, slogans, and visual identification systems), and combine them with ritual activities such as "online teaching and research festivals", "digital dance shows", and "transformation pioneer teacher selection" to allow teachers to feel the cultural warmth and direction of the organization during their participation. These symbols and rituals reinforce teachers' intuitive identification with the organization's values and form the first line of defense for emotional belonging.

Improve the Visibility and Empathy of Leadership "Touch Points"

In the interviews, teachers generally said that the principal "could not see" and "did not communicate", which led to a vague understanding of organizational goals. Transformational leaders should take the initiative to "go to the teachers' site", especially to establish an initial trust relationship when new teachers join. Institutionalized contact mechanisms such as "New Teacher Talk Day" and "Principal Learning Moments" can be set up to listen to the feelings and confusions of teachers in the early stages of their employment, laying the foundation for future trust and cooperation.

Selection Stage Strategy: Building a Talent Allocation Mechanism Oriented Towards Value Matching

Optimize recruitment assessment mechanism and add cultural fit and innovation adaptability assessment

Current recruitment focuses too much on skills and ignores concept matching. Principals should design a multi-dimensional teacher selection mechanism, such as adding an interview session on "understanding and expectations of online dance teaching", setting up simulated online teaching scenarios, digital creation and homework presentations, etc., to evaluate the cognitive consistency and innovation potential between candidates and organizational goals. This type of "soft fit" assessment will help screen teachers with a foundation for organizational identification from the source and improve subsequent stability.

Promote Personalized Task Allocation and Development Incentive Mechanism

Teachers' professional identity is highly dependent on their satisfaction with their development path. Transformational leadership should strengthen the dimension of "individual care" and consider teachers' personal strengths, interests and growth needs in the arrangement of teaching tasks, avoiding "one-size-fits-all" and "strong task assignment". For example: a "personalized teaching development file" can be set up for teachers, and a "development dialogue" can be held before each semester to assign online/offline courses, curriculum development tasks or teaching and research responsibilities based on the teachers' own needs.

Constructing a Socialization Path for new Teachers and Strengthening the Cultural Immersion Mechanism

New teachers are important seeds for organizational culture dissemination and transformation innovation. It is recommended that schools set up a "transformation mentoring system" where experienced transformation pioneer teachers teach new teachers and pass on organizational goals, teaching concepts and digital teaching experience. Informal learning scenarios such as "teaching observation week" and "digital intelligence salon" should be designed simultaneously to allow new teachers to gradually build their recognition of organizational culture in daily interactions.

Attrition Phase Strategy: Building a Retention Mechanism with Emotional Incentives and Re-adaptation as the Core

Establish a Digital Adaptive Support System for Teachers

Dance teachers generally have technical anxiety in the digital transformation. If not intervened in time, it will lead to a decline in commitment and talent loss. Schools should establish a regular technical support system, such as setting up a "teacher digital innovation

laboratory" and an "online teaching reform collaboration group", and promote the "micro-training + peer mutual assistance" mechanism to reduce the technical threshold and psychological burden of teachers. At the same time, leaders should publicly recognize every step of progress made by teachers and respond to the technology adaptation process with "positive incentives" rather than "performance penalties."

Stimulate Teachers' Recognition of the Significance of Online Dance Education

Resistance and anxiety in organizations often stem from a lack of understanding of the significance of transformation. Transformational leaders should play the role of "intellectual motivation" and lead teachers to explore the "value transformation of dance education in the digital era", combine technical tools with artistic concepts, reconstruct the educational significance of online teaching, and awaken teachers' original intention of education. For example: Organize "Educational Philosophy Night Talk" and "Transformation Narrative Workshop", invite teachers to tell their own stories of teaching transformation, and compile them into a book to strengthen value identification through storytelling.

Establishing Emotional Support and Psychological Contract Mechanism for Teachers

In the exhaustion stage, teachers' emotional state directly affects their organizational commitment. Principals should strengthen "emotional leadership" and establish "teacher emotion observation mechanism" and "psychological counseling dialogue platform", such as setting up informal mechanisms such as "teacher voice mailbox" and "emotional afternoon tea time", to promptly detect teachers' fatigue and anxiety and provide counseling and comfort. In addition, a "commitment incentive agreement" can be used to clarify the school's support paths for teacher development, such as "personal growth funding" and "priority for research opportunities", to build a long-term psychological contract.

Conclusion
Discussion of the Results

This study focuses on the organizational change practice of Chinese dance education in the context of online transformation. Based on the dimension of teachers' organizational commitment, combined with ASA theory and transformational leadership theory, it attempts to explore how principals or educational administrators can enhance teachers' organizational identification and continuous participation through leadership behavior during the transformation process. Through semi-structured interviews with dance teachers in multiple universities and training institutions in Macau, the study found the following main conclusions:

Teachers' Organizational Commitment has a Phased Evolutionary Characteristic and Needs to Be Matched with Differentiated Management Strategies

With the help of the analytical framework of ASA theory, the study found that the formation of teachers' organizational commitment showed significant stage changes. In the "attraction stage", teachers' motivation to join is mostly related to the organizational vision, cultural atmosphere and the charisma of leaders; in the "selection stage", the fairness of the organization's configuration of teachers' roles and the matching of values become the key to their sense of identity; and in the "attrition stage", facing the uncertainty and technical pressure brought by digitalization, teachers' willingness to participate and emotional connection are more likely to fluctuate. Therefore, improving teachers' organizational

commitment cannot rely on a single institutional tool or incentive mechanism, but should rely on a set of dynamic and process-based intervention paths.

Transformational Leadership Behavior has Different Activation Mechanisms and Intervention Values in Different Stages

The interview data show that the leader's vision, individual care, intellectual stimulation and exemplary behavior have a key impact at different stages, but their mechanisms of action are different. In the attraction stage, the principal's vision clarity and symbolic behavior can significantly enhance the teacher's initial sense of belonging; in the selection stage, personalized management and fair division of labor can stimulate the teacher's motivation for self-value realization; and in the attrition stage, emotional support and meaning guidance play an important role in alleviating teachers' resistance and strengthening psychological contracts. Therefore, the core value of transformational leadership lies in its flexible adaptability, which can accurately respond to the psychological and behavioral states of organizational members at different stages.

Organizational Culture Identification and Sense of Teaching Mission are the Emotional Driving force Behind Teachers' Continued Commitment

This study found that although institutional guarantees and material incentives have a certain impact on teachers' commitment, the core of truly motivating teachers to make long-term commitments and actively cooperate with teaching transformation lies in the recognition of organizational culture and the resonance of the values of dance education mission. Teachers are more willing to pay more for an institution with "educational ideals", "artistic feelings" and "respect for teachers' voices", especially in the process of change. Whether they can obtain spiritual encouragement and emotional support has become an important factor in determining whether they "stay".

Theoretical Implications

This study offers important theoretical contributions by integrating transformational leadership theory with the Attraction-Selection-Attrition (ASA) framework to construct a stage-based model for understanding the development of teachers' organizational commitment. This interdisciplinary integration goes beyond traditional static approaches and addresses a critical gap in the literature regarding how leadership behaviors influence teachers' organizational adaptation and commitment in arts education. By applying the ASA theory—originally rooted in organizational psychology—to the unique context of dance education, which emphasizes emotional connection and artistic mission, the study expands the applicability of this theory to non-commercial, value-driven educational settings. Furthermore, it clarifies how specific dimensions of transformational leadership—such as vision-driven motivation, individualized support, and emotional empowerment—activate teachers' identity alignment, role stability, and sustained engagement at different phases of digital transformation. This contributes a structured and process-oriented model for future theoretical exploration in educational leadership and organizational behavior.

Practical Implications

On a practical level, this study provides targeted organizational strategies based on empirical findings from three representative dance education institutions in Macau. By deeply analyzing teachers' lived experiences through semi-structured interviews, the research

identifies actionable leadership interventions for each phase of the ASA cycle. It recommends vision-based recruitment mechanisms in the attraction phase, enhanced cultural matching and personalized task allocation in the selection phase, and emotional incentive systems and adaptive support in the attrition phase. These strategies serve as practical tools for art education institutions navigating digital transformation and offer educational leaders a roadmap for fostering sustained teacher commitment through relational and symbolic leadership practices. In particular, the proposed approaches—such as symbolic leadership rituals, personalized development dialogues, and emotional well-being mechanisms—address real-world challenges like teacher anxiety, cultural dissonance, and value detachment. As such, this study provides replicable and scalable solutions for aligning technology, culture, and human motivation in the transformation of arts education.

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