

Examining The Impact of Instructional Leadership on Teachers' Organizational Commitment: Mediating Role of Teacher Trust in Principal and Teacher Motivation

Quratulain Imran¹, Dr. Usman Ghani² & Dr. Anjum Bano Kazimi³

¹PHD Scholar, Department of Education, Iqra University Karachi, Email: quratimran.qi@gmail.com

²Associate Professor, Iqra University Karachi, Karachi, Pakistan, Email: usman.ghani@iqra.edu.pk

³Professor Department of Education, Iqra University Karachi, Email: anjum.bano@iuk.edu.pk

ARTICLE INFO			ABSTRACT
Article History:			<i>This study investigated how schoolteachers organizational commitment is affected by principals instructional leadership practices focusing on trust in principal and teachers' work motivation as mediators. Researchers collected data from 634 secondary schools' teachers including Bothe, public and private sectors in Karachi, Pakistan. It was examined that weather organizational commitment is indirectly enhanced by increasing trust in leaders and motivating teachers. The results showed that both the mediators are mediating the relationship between instructional leadership practices and teachers' organizational commitment. These findings align with global research on educational leadership but also offer localized insights into Karachi's school systems, where the role of trust and work motivation can be intensified because of lack of resources and cultural dynamics. This study suggested that need based leadership training programs, stressing building trust and transparency, may help in maximizing teacher commitment in similar situations.</i>
Received:	March	08, 2025	
Revised:	April	28, 2025	
Accepted:	May	04, 2025	
Available Online:	May	07, 2025	
Keywords:			
Instructional leadership; trust in principal; teacher work motivation; teacher organizational commitment.			
Corresponding Author:			
Quratulain Imran			
Email:			
quratimran.qi@gmail.com			



Introduction

Cansoy, Parlar & Polatcan(2022) and Hallinger & Heck (1998) recognized teachers' organizational commitment as a fundamental element for enhancing school effectiveness and for achieving positive school outcomes. It is defined as the extent to which teachers align with their school mission, vision and targeted goals. Organizational commitment is an emotional bond defined by loyalty and a strong desire to remain the part of their organization (Hallinger et al., 2018).

A leader's approach to promote teamwork can create a balanced environment, reducing stress and increasing organizational outcomes. Research studies in the context of school leadership highlight the importance of principals adjusting their management practices and redesigning institutional values to strengthen teachers' commitment (Berjaoui & Karami-Akkary, 2020; Szeto & Cheng, 2018). Effective leaders should adopt the approaches that aligned with their institutional goals and objectives and set priorities according to the needs of teachers and students.

Mowday et al. (1979) stressed that teachers who have strong organizational commitment, align themselves with organizational objectives and put extra efforts to achieve organizational goals. These teachers display great work engagement. Motivation and resilience remain with strong desire to stay with their institution (Hulpia & Devos, 2010). Research shows that teachers organizational commitment influences school progress and the implementation of reforms (Goddard et al., 2015; Voelkel & Chrispeels, 2017; Daud & Afifah, 2019). Moreover, institutional success depends on various elements, teachers' organizational commitment is pivotal among all, supported by leadership practices. On the other hand, weak commitment may lead towards poor performance, frequent staff turnover, absenteeism and financial strains linked to recruitment, hiring and onboarding, all can lower educational standards. Strengthening teachers organizational through instructional leadership practices is therefore essential to retain a stable, high-quality learning environment.

For improving educational quality, it is important to understand the elements that shape and enhance teachers' organizational commitment. Research studies shown that job satisfaction, workplace environment, career experience, and leadership are key factors influencing this commitment with work and organization (Chayomchai et al., 2023). Helpful school leadership is crucial in supporting teacher commitment by encouraging teamwork, set and clarify institutional priorities, and establishing a positive work culture (Öztekin & Karadağ, 2015). The National Education Policy of Pakistan (2017) underlines that school leaders are accountable for effective teaching and learning and better school outcomes by means of required leadership practices (Latif & Habib, 2021). Effective and helpful leadership strategies often involve open communication, promoting trust, and inspiring team members to collaborate toward achieving common goals (Eliophotou-Menon & Ioannou, 2016).

There is a strong link between leadership attitudes and employee's organizational commitment, although cultural and institutional contexts may lead to varying this relationship (Abera Timbula & Marvadi, 2024). Instructional leadership has proven influential, because of its emphasis to improve teaching quality, providing mentorship, providing and providing and enhancing resources, (Hallinger & Murphy, 1986; Bellibas, et al., 2018). This approach of leadership is recognized by organization for economic co-operation and development (OCED) as a framework to evaluate effectiveness of leadership and it differs from transformational leadership practices because the focus of this approach is classroom practices rather than broader organizational change (Bellibas, 2015). In contrast, inflexible leadership practices may weaken trust, lowering motivation and weakening commitment over time.

Pakistani studies explored various leadership styles (e.g., autocratic, democratic), instructional leadership remains scantily investigated (Khan et al., 2020). Cultural hierarchies and resource disparities between public and private schools may uniquely shape trust and motivation (Ahmed & Nawaz, 2015), yet empirical gaps persist. For instance, no studies compare how instructional leadership affects commitment across sectors or how national training initiatives influence principal-teacher dynamics (Ministry of Federal Education, 2022). Addressing these gaps is vital for contextualizing global insights and refining Pakistan's education policies.

Guided by Social Exchange Theory, this study examines how instructional leadership enhances organizational commitment via trust in principals and teacher motivation. The theory suggests that reciprocal relations, where encouraging and helpful leadership draws trust and effort, boost the commitment (Huston & Burgess, 1979). After examining these mediators, the research contributes to contextual understanding of this mechanism in Pakistan's schools, to adopt specific strategies to enhance organizational commitment. Moreover, it adds to the existing literature new mediating factors in leadership and organizational commitment relationships emphasizing policy reforms and its implementation for promoting productive and motivated educational environments (Cansoy, Parlar, & Polatcan, 2022).

Theoretical background and hypothesis development

Social exchange theory

The theoretical base of the current study is social exchange theory which was developed by Blau(1964).This theory explains that individuals' perceptions (Homans, 1961)of the rewards and benefits they receive relative to their contributions develop their sense of belonging in the organization. Multiple research studies explored the connection between leadership and organizational commitment (Wikhamn & Hall, 2012; Casimir et al., 2014; Nazir et al., 2018; Kim & Vandenberghe, 2021) by using social exchange theory (SET) as a theoretical base. Such as, a research study by Şenol & Lesinger, (2018)highlights that instructional leadership promoting trust within organizational practices, which strengthens employee commitment.

Instructional leadership and Teacher organizational Commitment

Relationship between instructional leadership practices of principals and teachers' organizational commitment has been explored in many research studies across the world with their direct and indirect impact on each other. Sucitra, Hariri, and Riswandi (2024) reviewed and analyzed 15 studies from different contextual backgrounds and concluded that there is a positive relationship between both variables and extent may vary according to context. These findings emphasize the importance of instructional leadership skills of institutional heads in promoting teacher commitment to educational goals, encouraging the need of further research in this area. Over the past five decades, research on leadership styles such as transformational, distributed, and teacher leadership has improved understanding of school dynamics. Nonetheless, instructional leadership is predominant to a principal's role, having direct impact on institutional outcomes. Al-Mahdy, Emam, & Hallinger,)2018) conducted research in Oman and explored how instructional leadership practices enhance teachers' commitment, highlighting its importance in varied settings. A systematic review by Othman and Busari (2025), which examined 33 studies conducted between 2009 and 2023, stressed the importance of adapting instructional leadership to local contexts. The reviewers stressed that its success depend on adapting approaches to meet distinct environmental demands.Al Harbi, Alarifi, Mosbah ,(2019) and Qiuyan ,(2022) highlighted that effective educational reforms depend on strong institutional commitment and focused leadership, stressing the collective efforts of both school leaders and teachers in achieving institutional objectives. Their studies support the idea that effective leadership strategies, which respond to specific contexts, and continuous teacher engagement are pivotal for long-term educational success. Kiral and Suçiçeği (2017)conducted research in Turkish context and investigated the way by which principals' instructional leadership behaviors influence teachers' organizational commitment in schools. The researchers used data from 329 school teachers and found a significant positive correlation between these two instructional leadership practices and teachers commitment. Likewise, a research conducted in secondary schools of Lahore, Pakistan by Latif and Habib (2021), to

examine the relationship between instructional leadership practices and teachers' organizational commitment and revealed a moderate but meaningful relationship, recognizing that leadership approaches have a notable role in shaping teachers' institutional commitment. Both studies conducted in different context highlight the importance of leadership practices in impacting teachers commitment, even though degrees of influence is varied across contexts. They emphasized that there is a need for trained and experienced principals because their leadership is directly related to students' outcome through teaching and learning activities (E. Nir & Hameiri, 2014 ; Pardosi, & Utari, 2022). Furthermore, another research by Tatlah, Akhtar, and Hashmi (2019) in Pakistani public and private universities revealed that there is a strong relationships between instructional leadership, teachers' job performance, and their organizational commitment. They urged for the necessity for similar research across diverse educational contexts within the country. Additionally, several other research studies in Pakistan have investigated the effect of instructional leadership on several school-related factors and pointed out the significance of leadership practices for better institutional outcomes and processes. For example, TAHIR, & FATIMA, (2023) discovered the positive and connection between instructional leadership of school principals and teachers' professional development. Khan, Naveed, Sheraz, & Awan, (2023) revealed a positive relationship between instructional leadership and employee's performance in education context of Azad Jamo Kashmir in Pakistan. Ahmad, Ali, & Sewani, (2021) inquired the secondary school teachers' perception of instructional leadership practices of their head teachers and its impact on their professional development. research by Ahmad, Thomas, and Hamid (2020) in Karachi, investigated primary school teachers' views on instructional leadership practices and their impact on teaching effectiveness and found a statistically significant positive connection.

Worldwide research has shown that instructional leadership practices meaningfully impact teachers' organizational commitment (e.g., Sugandi et al., 2021; Al-Mahdy et al., 2018; Sucitra et al., 2024; Latif & Habib, 2021; Skelton, 2019). However, this relationship remains unexplored in the context of secondary schools in Karachi, Pakistan. To address this gap, the present study aims to investigate the potential link between instructional leadership and teachers' organizational commitment in Karachi's secondary education system, proposing the following hypothesis.

H1: Instructional leadership directly affects teacher organizational commitment.

Trust as a mediator

Trust is challenging to define with precision. The definition by Mishra (1996) cited by Tschannen-Moran (1998) describes it as "one party's willingness to be vulnerable to another based on the confidence that the latter is benevolent, dependable, competent, honest, and open," which has gained broad acceptance in educational literature. Trust has emerged as a significant topic among educational scholars, increasingly seen as a vital component of an effective school atmosphere (Tschannen-Moran & Gareis 2015).

Trust in the principal is widely understood through social exchange theories, where trust in a leader is a crucial element of the reciprocal relationship between leaders and employees within organizations. In these relationships, leaders often set an example by demonstrating honesty, kindness, and wisdom in their daily tasks to strengthen the trust of their employees. For instance, having trust in a leader can motivate employees to communicate openly with their leader without fear of negative repercussions (Fulk, Brief, & Barr, 1985; Flavian, Guinalíu, & Jordan, 2019).

Research indicates that establishing trust is essential for the improvement efforts of schools (Bryk ,2002). Tschannen-Moran, & Hoy,(2007) conceptualized faculty trust as encompassing trust

among teachers and their trust in the principal, showing concept having two dimensions. The trust teachers have in principals is crucial as it shapes their attitudes and behaviors towards assigned tasks. This is in line with prior research indicating the significance of teachers' trust in school management and organization, as it affects their response to the school's decisions. Çoban, Özdemir, & Bellibaş, (2023) highlight that leader trust is fundamental for a school's productivity. Al-Jammal, & Ghamrawi,(2013) notes that without teachers' trust, school leaders are likely to be ineffective. A few studies conducted in Pakistan to link role of trust in leadership and employee's organizational commitment and school outcomes(e.g. Chughtai,& Buckley,2009).

Furthermore, Bryk, & Schneider, (2002) in his book "Trust in school, A core resource for improvement" emphasized the need of trust as one of the important factors affecting school outcomes. They conducted their research in schools of Chicago and identified trust as a backbone for improvement, with principals' instructional leadership directly influencing trust. Trustworthiness of principals relates to the leadership practices emphasize transparency and competence.

Emotional dynamics between principals and teachers influence teachers' emotions and thoughts .School success is linked to high trust levels between teachers and principals. Louis, 2007 says that when principals are open, teachers become more confident, and this creates a collaborative environment where teachers can focus on teaching. When teachers trust their principal, they might feel supported and less stressed about administrative issues. Bryk and Schneider, 2002 revealed that if there's distrust, learning outcomes are blocked, and both teachers and principals can't focus on instruction. So, the climate of trust or distrust really impacts the school's effectiveness. Karacabey, Bellibaş, & Adams, (2022). found that trust in principals mediates the relationship between principal leadership and Teacher professional learning in schools.

Trust is increasingly recognized as a critical mediator in leadership-outcome relationships in educational settings (Wu, Huang, Li, & Liu,2012). Research indicates that trust serves as a mediating factor between leadership approaches (e.g., transformational and distributive styles) and outcomes such as teacher collaboration, job satisfaction, and self-efficacy (e.g., Zheng et al., 2023; Tschannen-Moran, 2014). Similarly, studies highlight trust's role in mediating the relationship between principal leadership and teachers' professional learning (Li et al., 2016).

Research indicates that effective instructional leadership is associated with increased organizational commitment among teachers (Somech & Bogler, 2002). However, this connection may depend on teachers' confidence in their principal's expertise, ethical integrity, and genuine concern for their well-being (Bryk & Schneider, 2002). Trust appears to mediate how instructional leadership influences organizational commitment, reinforcing the broader understanding that trust serves as a foundational mechanism through which leadership behaviors foster constructive outcomes within organizations. This perspective aligns with evidence underscoring trust's pivotal role in ensuring leadership practices yield meaningful organizational benefits.

A principal who observes (Ovando,2005 ;Tschannen-Moran, & Gareis, 2015) classrooms and provides constructive feedback will only enhance teachers' commitment if teachers trust that the feedback is meant to support not , to judge them. Distrust could lead teachers to dismiss feedback or resent the principal, reducing their commitment(Blase, & Blase,2006).

Therefore, this study proposes a second hypothesis:

H2: Trust in school principal acts as a mediator between instructional leadership practices of school principals and teacher's organizational commitment.

Teacher work motivation as a mediator

Many theories in the literature gave rise to the concept of work motivation, these include self-determination theory (Deci & Ryan, 1985), locus of control theory (Rotter, 1966), self-efficacy theory (Bandura, 1978), expectancy theory (Vroom, Porter, & Lawler, 2015) and goal-setting theory (Locke & Latham, 1990). In this research study the concept of work motivation is based on achievement motivation theory (McClelland, 1961), which posits that achievement motivation is the desire and effort to excel within all the contexts connected with an individual (Karaman & Smith, 2019).

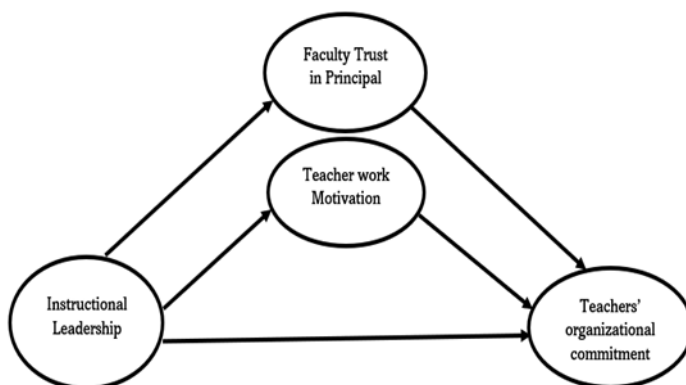
Teacher work motivation has also been investigated in various aspects by Pakistani educational scholars (e.g., Bukhari, Jamali, Larik, & Chang, 2023; Nasreen, & Shah, 2019). Several international scholars also worked on the link between principal leadership and teacher work motivation and produced comparable results (e.g., Bektaş, Kılınç, & Gümüş, 2022).

Research by Aksel and Elma (2018) and Okçu and Anık (2017) indicated the presence of a moderate to weak association between teacher motivation and principal leadership. Conversely, Naz and Rashid (2021) demonstrated a positive correlation between instructional leadership practices and teacher motivation. Despite these findings, the potential mediating role of teacher work motivation in the relationship between school leadership and teachers' organizational commitment remains underexplored in academic literature, particularly within the Pakistani educational context, where this dynamic has yet to be thoroughly investigated.

Nevertheless, worldwide research studies in the educational context acknowledge that leadership in schools is a key factor for effective schools, where teaching and learning are affected by the influence of leadership (Hallinger and Heck 1998). Prior research has established that teacher work motivation serves as a significant mediator of how leadership influences school processes (Qian & Walker, 2013). Drawing on theoretical frameworks and empirical evidence, scholars hypothesize that teacher work motivation may mediate the link between school leadership and teachers' organizational commitment. Notably, instructional leadership approaches emphasizing guidance and support in teaching practices are theorized to enhance teacher work motivation, foster professional trust, and cultivate collaborative learning environments (Harris, 2010). This underscores the potential role of leadership styles in shaping both motivational and organizational outcomes in educational settings. Based on this line of reasoning, this study's third hypothesis is:

H3: The connection between instructional leadership and teachers' organizational commitment is mediated by their work motivation.

Figure 1: Conceptual Framework of the Study



Materials and Methods

Participants and procedures

The data collection was done from 634 secondary school teachers of private and government schools of Karachi city. An online questionnaire form was created by using Google Forms application, and the link was shared with 1000 schoolteachers working in public schools around Karachi. This was completely voluntary participation, and 635 teachers answered the survey form. After removal of missing data samples, 499 samples were used for data analysis. Demographics information is mentioned in Table 1.

Measures

Instructional leadership

The current study used Principal Instructional Management Rating Scale (PIMRS), established and validated by Hallinger and Murphy (1985) to evaluate instructional leadership practices of school principals. PIMRS measures leadership behaviors focused on improving teaching, learning, and school climate as it is identified as a validated and commonly used instrument. More than 200 studies spanning 26 countries (Hallinger et al., 2013) have used this scale and acknowledged it a leading model to evaluate how principals set educational goals and institutional environments (Hallinger et al., 2015). This instrument has also been used by OECD to assess principals' effectiveness (Bellibaş, 2015). In the current study, data was collected using a 5-point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree). The instrument showed high internal reliability, with a Cronbach's alpha coefficient of 0.979.

Trust in school principal

This study employed the Trust in Principal subscale, derived from the Trust Scale (T Scale) originally introduced by Hoy and Tschannen-Moran (2003) within their "Omnibus T Scale." The instrument was later translated and validated into Turkish by Özer, Demirtaş, Üstüner, and Cömert (2006), resulting in a 20-item structured around three dimensions: trust in colleagues, trust in the principal, and trust in clients (encompassing students and parents). For this research, only "the trust in the principal" dimension was utilized. Responses were recorded using a five-point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree). The subscale confirmed strong internal consistency, with a Cronbach's alpha coefficient of 0.917.

Teacher's motivation

This survey constitutes one of the four subscales of the Contextual Achievement Motivation Scale (CAMS). Smith and Karaman (2019) developed the English version of this scale. We utilized only the work motivation subscale, comprising six items with a five-point response scale ranging from 1 = Strongly disagree to 5 = Strongly agree. In the current study the value of Cronbach's alpha for internal consistency was 0.901.

Teachers' organizational commitment

The scale, developed by Benkhoff, (1997) and adopted by Vandenabeele, (2009), Gheitani, Imani, Seyyedamiri, & Foroudi, (2019) and Giauque, & Varone, (2019). All items had five response options from 1 = Strongly disagree to 5 = Strongly agree. Cronbach's alpha value for internal consistency was 0.836.

Data Analysis

This was a cross-sectional research study and followed the positivism research philosophy. Positivism promotes quantitative research (Creswell, 2014). However, the survey method through structured questionnaire was used to check the research hypotheses (Awang, 2012). SPSS version 22.0 was used to test frequencies and correlations, and AMOS version 22.0 was used to perform Confirmatory Factor Analysis (CFA) and run path model.

Results

Table 2 demonstrates descriptive statistics and inter-correlations among the variables studied. The results suggest that all the relationships are in the expected directions.

Table Means, Standard Deviations, and Correlations

	Mean	SD	1	2	3	4	5	6	7	8
1.Age	2.55	.97	1							
2.Gender	1.86	.35	.046	1						
3.Type of workplace	1.53	.50	.160**	.166**	1					
4.Experience	3.11	1.40	.722**	.032	.209**	1				
5.IL	3.85	.76	-.049	-.014	.146**	-.059	.825			
6.FTP	3.95	.95	-.083	.010	.064	-.053	.212**	.785		
7.WM	3.95	.89	-.072	.048	.084	-.051	.260**	.365**	.782	
8.OC	3.78	1.01	-.063	.089*	.081	-.052	.199**	.293**	.258**	.803

Note: **p<.01, *p<.05, IL= Instructional leadership=Faculty Trust in Principal, WM=Teachers Work Motivation, OC= Teachers Organizational Commitment, the diagonal values are the AVE square root.

Measurement tests

To address potential concerns regarding common method bias (CMB), the study adhered to the methodological recommendations outlined by Podsakoff et al. (2003). The Harman single-factor test was employed, with results indicating that a single factor explained 37.6% of the total variance. This value falls below the 50% threshold established by Harman (1967), suggesting no significant presence of CMB in the dataset. Furthermore, as illustrated in Table 2, the intercorrelations among all variables remained below 0.90. Given that correlations exceeding this level are typically associated with CMB risks, the findings confirm that common method bias does not pose a substantive threat to the validity of this research.

To assess the reliability and validity of the constructs, this study followed established guidelines from Fornell and Larcker (1981) and Hair et al. (2010), utilizing Cronbach's α , composite reliability (CR), and average variance extracted (AVE). As presented in Table 3, the calculated metrics Cronbach's α (0.7), CR (0.6), and AVE (0.50), align with acceptable thresholds, indicating satisfactory internal consistency and reliability. Convergent validity was further verified through factor loadings, with all items exceeding the recommended benchmark of 0.70, as evidenced in Table 3. For discriminant validity, the study applied Fornell and Larcker's (1981) criterion, which requires that inter-construct correlations remain below the square root of the AVE. The results in Table 2 confirm this condition, thereby validating the distinctiveness of the constructs within the research model.

A Confirmatory Factor Analysis (CFA) was performed using AMOS 22 to evaluate the proposed model's validity. In alignment with the criteria outlined by Hair et al. (2010), the results indicated an acceptable model fit. Key goodness-of-fit indices supported this conclusion, with $\chi^2/df = 2.833$, CFI = 0.932, SRMR = 0.032, and RMSEA = 0.061. These metrics collectively suggest that the measurement model demonstrates satisfactory fit to the data, thereby confirming its adequacy for the analysis.

Table Reliability and Validity Analysis

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Instructional Leadership	IL1	.853	.979	.979	.681
	IL2	.838			
	IL3	.853			
	IL4	.859			
	IL5	.866			
	IL6	.854			
	IL7	.806			
	IL8	.833			
	IL9	.834			
	IL10	.797			
	IL11	.764			
	IL12	.793			
	IL13	.818			
	IL14	.838			
	IL15	.835			
	IL16	.824			
	IL17	.841			
	IL18	.845			
	IL19	.804			
	IL20	.812			
	IL21	.795			
	IL22	.779			
Faculty Trust in Principal	FTP1	.744	.917	.918	.617
	FTP2	.739			
	FTP3	.864			
	FTP4	.851			
	FTP5	.804			
	FTP6	.729			
	FTP7	.754			
	FTP8	.744			
Work Motivation	WM1	.734	.901	.904	.612
	WM2	.682			
	WM3	.819			
	WM4	.836			
	WM5	.785			

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Organizational Commitment	WM6	.824	.836	.844	.645
	OC1	.709			
	OC2	.891			
	OC3	.800			

Hypotheses testing and structural model

The confirmatory factor analysis (CFA) indicated a well-fitting measurement model, which was subsequently transformed into a structural model to assess overall fit. Analysis of standardized path coefficients in AMOS (Figure 2) revealed a significant positive direct effect of instructional leadership on teachers' organizational commitment ($\beta = 0.140$, $p < 0.01$), supporting Hypothesis 1. Furthermore, significant indirect effects indicated that trust ($\beta = 0.056$, $p < 0.05$, 95% CI [0.029, 0.086]) and work motivation ($\beta = 0.058$, $p < 0.01$, 95% CI [0.032, 0.101]) mediated the relationship between instructional leadership and organizational commitment. These findings confirm the mediating roles proposed in Hypotheses 2 and 3.

Table 4 Path Results

Table 1. Path Results						
Direct Effects	Estimate	S.E.	C.R.		p-value	Decision
IL→WM	.273	.044	5.703		0.000	Supported
IL→FTP	.225	.051	4.749		0.000	
FTP→OC	.239	.057	4.714		0.000	
WM→OC	.164	.066	3.239		0.001	
IL→OC	.140	.060	2.807		0.005	
Indirect Effects	Estimate	S.E.	LL95%CI	UL95%CI	p-value	
IL→FTP→OC	.056	.017	.029	.086	.007	Supported
IL→WM→OC	.058	.020	.032	.101	.003	Supported

Note: IL= Instructional leadership=Faculty Trust in Principal, WM=Teachers Work Motivation, OC= Teachers Organizational Commitment

Discussions, Limitations and Implications

Discussion

This study investigated the unexplored connection between school principals' instructional leadership and teachers' organizational commitment within Pakistan's education sector, focusing on the mediating roles of trust in principals and teacher work motivation. Grounded in social exchange theory, the research examined how trust and motivation mediate this relationship. Findings confirmed H1, revealing a positive association between instructional leadership and teachers' organizational commitment. When employees feel their leadership supportive and effective they start trusting their leadership, with increased motivation and workplace commitment (Ucar, 2021). Results for the hypothesis H2 and H3 reveal that trust in principals and work motivation act as mediators between instructional leadership and organizational commitment, confirming both hypotheses. Trust and leadership are vital predictors of employee commitment (Yuan et al., 2022; Top et al., 2013). Besides, link between leadership and teachers' professional growth mediated by work motivation (Bektaş et al., 2022), an important variable affecting organizational commitment (Cheng & Zhao, 2023). These findings and interpretations accentuate

the connection among roles of leadership, trust, and motivation in promoting teachers' commitment to their institutions.

Theoretical implications

This study contributed to literature in the field of education by examining the role of secondary school principals' instructional leadership practices in teachers' organizational commitment with mediating effect of principals' trust and teachers' work motivation.

Firstly, this research is novel work in exploring the role of instructional leadership on teachers' organizational commitment with the focus on mediating effect of trust and work motivation in education sector of Pakistan. Results revealed that instructional leadership has a significant positive impact on teachers' organizational commitment. The existing body of literature on instructional leadership has shown that there is a positive impacts of school leadership on various school outcomes with other mediators and moderators (Hosseingholizadeh, Amrahi, & El-Farr, 2023 ; Berkovich, & Bogler, 2021 ; Ross, & Gray, 2006 ; Savas, & Toprak, 2014 ; Savas, & Toprak, 2014 ; Cansoy, Parlar, & Polatcan,2022).This study finds the mediating role of trust and work motivation on the relationship of instructional leadership with teachers' organizational commitment, and such a topic was not investigated before. Walumbwa, Luthans, Avey, & Oke, (2011) asserted that trust in leadership mediates the connection between leadership and the anticipated team outcomes. Additionally, Halbesleben, & Bowler, (2007) indicated the work motivation of employees mediates their job performance. Verbraak, (2014) elucidated that employee's commitment towards their workplace is increased and they are more motivated when experiencing higher level of ownership, receive acknowledgement and appreciation from their leadership. This research study adds to the existing literature by revealing the positive impact of schools' principals' instructional leadership on teachers' organizational commitment and have a great worth for educational institutions.

Furthermore, this study has revealed another important and unknown link ever which shows trust and work motivation mediating this relationship of instructional leadership of principals and organizational commitment of teachers. Considering social exchange theory, instructional leadership practices enhance feelings of trust and teachers are motivated and more dedicated and committed toward achieving organizational goals. The results of this research study highlighted the importance of instructional leadership and its effect on organizational commitment through motivation and trust in leadership. Researchers reported that transformational leadership enhances commitment through motivation and trust in leaders (Tschannen-Moran,2003; Srithongrungs,2011).This research spreads the existing literature by exposing that instructional leadership affects teachers' organizational commitment through trust and work motivation.

Finally, this study extends the area of research by examining the role of trust in the principal in the connection of instructional leadership and teachers' organizational commitment. The findings determine that the relationship becomes stronger in the presence of trust in leadership. Previously, based on mutual exchange relationships, Asim, Liu, Ghani, Nadeem, Hashmi, & Xu,(2022) proposed that organizational trust positively moderates the impact of appreciative leadership on employees' helping behaviors. The results of current study add to the instructional leadership research in educational institutions in Pakistan. Organizations should consider the fact that teachers are considerate about their job satisfaction and commitments (Purwanto,2020) and when teachers trust that their organization is reliable and beneficial for their interests, they will be engaged in achieving organizational goals and become more committed.

Practical implications

This study recommends a novel understanding about how educational institutions in Pakistan may decrease teachers' turnover rate by increasing their organizational commitment, which is beneficial not only for teachers but also for educational institutions and more specifically for students consistent learning. It is evident that increasing teacher's turnover (Finster, 2013; Imran, , Allil, & Mahmoud, 2017) because of lack of organizational commitment highly affects student's outcome (Bading, 2022; Hayat, Kohoulat, Kojuri, & Faraji, 2015).

Research demonstrates that the implementation of instructional leadership strategies in educational settings fosters teacher self-efficacy, elevates job performance through targeted support and feedback, and strengthens dedication to institutional goals by aligning individual and organizational missions (Leithwood & Sun, 2012). For instance, leaders who prioritize curriculum coordination, professional development, and collaborative goal setting create environments where teachers feel empowered to innovate, leading to measurable improvements in both classroom effectiveness and collective commitment (Bafadal, Nurabadi, & Gunawan, 2018, December ; Ikediugwu, Agu, 2022 ;Tschannen-Moran & Hoy, 2001; Lee et al., 2019) to school success. When teachers consider their leadership is more supportive and providing clear instructional support and direction, they become more committed and enthusiastic. This study aligns with prior research by Singh and Billingsley (1998), Amin (2018) and Nguni et al. (2006), which established a connection between teachers' commitment and the effectiveness of principal leadership. The results also hold broader relevance for service sectors, both within the nation and internationally, offering insights for policymakers seeking to strengthen employees' organizational dedication through contextually adapted instructional leadership practices. Such strategies should account for cultural norms and the unique dynamics of workplace environments to ensure alignment with institutional goals and values.

Furthermore, training programs initiatives can help leaders understand the significance of instructional leadership. Principals' instructional leadership is pivotal in cultivating teacher organizational commitment, which acts as a bridge between leadership practices and student success. Key strategies include fostering trust through transparency, aligning school goals with teacher values, and addressing systemic inequities. Teachers with high organizational commitment invest more effort in instructional quality, directly benefiting students (Cabigao, 2016, December). However, its effectiveness hinges on adapting leadership styles to cultural contexts and providing ongoing professional development. As research emphasizes commitment is not a static trait, but a dynamic process shaped by leadership and workplace conditions. The Ministry of education can play its role in organizing these awareness sessions. Positive feedback and acknowledgements from the leaders encourage employees, which leads towards increased satisfaction and dedication. Ameer and Zubair (2020) elucidates that employees become motivated and organizational productivity may increase if organizations adopt the necessary ways to implement effective leadership practices

The mediating role of organizational trust in linking instructional leadership to teachers' organizational commitment underlines the significance of promoting trust within the work environment for being a committed member of the organization. It is of utmost importance for the teachers to maintain a positive perception about the trust in their principals, this will ultimately enhance their commitment towards best and effective school outcomes (Alazmi & Alenezi, 2023; Mansor et al., 2021). This relationship highlights that trust in leadership not only strengthens teacher commitment but contributes to better educational outcomes.

This research informed a groundbreaking approach which positioned work motivation as a mediating factor in the relationship between instructional leadership and teachers' organizational commitment, a connection not previously explored. Work motivation mediates the relationship of leadership practices and employees performance (Subhaktiyasa et al., 2024). Likewise, existing literature consistently confirms significant positive link between employees' work motivation and their organizational commitment in professional settings (Ahluwalia & Preet, 2017; Agarwal, 2018). These findings reinforce the role of motivation in enhancing leadership outcomes and workplace commitment.

The findings of this study suggest that work motivation serves as a mediating factor in the relationship between instructional leadership and teachers' organizational commitment. Specifically, instructional leadership is characterized by practices such as setting clear educational goals, providing pedagogical support, and aligning resources with classroom needs (Hallinger & Murphy, 1986; Bellibas, et al., 2018) indirectly enhances teachers' organizational commitment by increasing work motivation. For instance, when school leaders prioritize professional development and recognize teachers' efforts, they develop a sense of value and purpose among staff, which reinforces their drive to support and achieve institutional objectives (Shahid, 2018). This increases motivation, in turn, deepens teachers' emotional and psychological investment in the organization, reflecting stronger organizational commitment (Chayomchai et al., 2023). Such dynamics align with research indicating that leadership practices do not directly shape commitment but operate through intermediary mechanisms like trust, and motivation (Latif & Habib, 2021; Abera Timbula & Marvadi, 2024). When organizational trust is high and employees are sufficiently motivated, instructional leadership becomes more effective (Siregar, 2013) in fostering stronger organizational commitment. Conversely, leaders interacting with disengaged employees who lack trust in the organization face challenges in guiding them toward shared goals, resulting in diminished effectiveness of leadership practices on commitment levels. Thus, the study stresses the important role of motivation as a connection between leadership practices and teacher commitment to their workplace

Conclusion

Drawing on social exchange theory, this study proposes a conceptual framework to examine the relationship between instructional leadership and employees' organizational commitment in educational settings. The findings reveal a significant positive impact of instructional leadership on teachers' organizational commitment. Additionally, trust in the principal and teacher motivation emerge as important mediating factors, enhancing the connection between instructional leadership and commitment. Conducted within Pakistan's education sector, this research expands the understanding of instructional leadership by exploring its influence on organizational commitment and the mediating roles of trust in leadership and teacher motivation. The outcomes provide valuable policy insights for fostering supportive work environments through effective leadership practices by school principals, thereby strengthening institutional performance and teachers' engagement.

Limitations and future research recommendations

This research acknowledges several limitations and proposes avenues for future inquiry. First, the study was carried out within the Pakistani school education system, limiting the generalizability of its findings. Subsequent studies could validate the proposed framework in diverse national contexts, as well as in higher education settings (e.g., colleges and universities), to broaden the applicability of the results. Notably, replicating this work in Western societies could yield insights

into cultural contrasts, given documented differences in psychological and behavioral tendencies between Eastern and Western populations (Chen, 1995).

Furthermore, the reliance on single-source data (e.g., teachers/employees) introduces the risk of common method bias (Podsakoff et al., 2003). While Bader (2015) emphasizes the trustworthiness of participants' self-reported assessments of their emotions, future investigations could mitigate bias by incorporating multi-source or mixed-method data collection approaches.

Finally, exploring the mediating effects of trust and work motivation in the relationship between instructional leadership and organizational outcomes such as professional development, burnout, work engagement, and employee competencies could deepen theoretical and practical understanding. Such investigations would enhance the model's explanatory power and offer nuanced insights into organizational dynamics.

References

1. Abera Timbula, M., & Marvadi, C. (2024). Leadership styles and employees' commitment toward the national digital payment strategy: Multilevel mediating role of job satisfaction. *African Journal of Science, Technology, Innovation and Development*, 16(1), 53-63.
2. Ahmed, I., & Nawaz, M. M. (2015). Antecedents and outcomes of perceived organizational support: A literature survey approach. *Journal of management Development*, 34(7), 867-880.
3. Akinbode, G. A., & Fagbohunge, O. B. (2012). Leadership and organizational factors as predictors of employees organisational commitment in Nigeria: An empirical analysis. *Business and Management Research*, 1(2), 69-87.
4. Aksel, N., & Elma, C. (2018). Ortaokul müdürlerinin dönüşümcü liderlik davranışları ile öğretmenlerin motivasyonu arasındaki ilişki. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(3), 1252-1268.
5. Alazmi, A. A., & Alenezi, A. S. (2023). Exploring the mediating role of trust in principal on the relationship between organizational justice and teacher commitment in Kuwait. *International Journal of Leadership in Education*, 26(5), 778-794.
6. Al-Jammal, K., & Ghamrawi, N. (2013). Total quality management: Effectiveness in Lebanese schools perceptions of school leaders and teachers. *International Journal of Management*, 1(12), 488-509.
7. Amin, N. A. Z. (2018). The influence of instructional leadership of middle managers on teacher commitment through professional learning community and the role of trust in leader as a moderator.
8. Ari, A., & Çağlayan, H. S. (2017). Relationship between Organizational Justice Perceptions and Organizational Commitment Levels of School of Physical Education and Sports Academicians. *Journal of education and training studies*, 5(4), 240-251.
9. Asim, M., Liu, Z., Ghani, U., Nadeem, M. A., Hashmi, U. F., & Xu, Y. (2022). How appreciative leadership affects employees' helping behaviors? The mediating role of emotions and the moderating role of organizational trust. *International Journal of Emerging Markets*, 19(3), 706-728.
10. Atta, B. (2020). Instructional leadership and students academic performance: Mediating effects of teacher's organizational commitment. *International Journal of Learning, Teaching and Educational Research*.
11. Awang, Z. (2012). Research methodology and data analysis second edition. UiTM Press.

12. Bading, W. C. (2022). Organizational commitment of teachers: Its effects on the performance of students in the high schools of Sanchez Mira, Cagayan. *AIDE Interdisciplinary Research Journal*, 2, 92-108.
13. Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, December). The influence of instructional leadership, change leadership, and spiritual leadership applied at schools to teachers' performance quality. In *International Conference on Education and Technology (ICET 2018)* (pp. 244-247). Atlantis Press.
14. Bandura, A. (1978). The self system in reciprocal determinism. *American psychologist*, 33(4), 344.
15. Bektaş, F., Kılınç, A. Ç., & Gümüş, S. (2022). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational studies*, 48(5), 602-624.
16. Bellibas, M. S. (2015). Principals' and Teachers' Perceptions of Efforts by Principals to Improve Teaching and Learning in Turkish Middle Schools. *Educational Sciences: Theory and Practice*, 15(6), 1471-1485.
17. Benkhoff, B. (1997). Ignoring commitment is costly: New approaches establish the missing link between commitment and performance. *Human relations*, 50(6), 701-726.
18. Berjaoui, R. R., & Karami-Akkary, R. (2020). Distributed leadership as a path to organizational commitment: The case of a Lebanese school. *Leadership and Policy in Schools*, 19(4), 610-624.
19. Berkovich, I., & Bogler, R. (2021). Conceptualising the mediating paths linking effective school leadership to teachers' organisational commitment. *Educational Management Administration & Leadership*, 49(3), 410-429.
20. Blau, P. M. (1964). Justice in social exchange. *Sociological inquiry*, 34(2).
21. Bryk, A. S. (2002). Trust in schools: A core resource for improvement. Russell Sage Foundation.
22. Bukhari, S. G. A. S., Jamali, S. G., Larik, A. R., & Chang, M. S. (2023). Fostering intrinsic motivation among teachers: Importance of work environment and individual differences. *International Journal of School & Educational Psychology*, 11(1), 1-19.
23. Cabigao, J. (2016, December). *Teachers' Organizational Commitment and Its Correlation on Instructional Competence*.
24. Cansoy, R., Parlar, H., & Polatcan, M. (2022). Collective teacher efficacy as a mediator in the relationship between instructional leadership and teacher commitment. *International journal of leadership in education*, 25(6), 900-918.
25. Casimir, G., Ngee Keith Ng, Y., Yuan Wang, K., & Ooi, G. (2014). The relationships amongst leader-member exchange, perceived organizational support, affective commitment, and in-role performance: A social-exchange perspective. *Leadership & Organization Development Journal*, 35(5), 366-385.
26. Chayomchai, A., Promprasert, P., Katchamat, C., & Nokman, C. (2023). Key Factors influencing Organizational Commitment. *International Journal of Current Science Research and Review*, 6(12), 7718-7723.
27. Cheng, C., & Zhao, J. (2023). The impact of professional learning communities on pre-service teachers' professional commitment. *Frontiers in Psychology*, 14, 1153016.
28. Chughtai, A. A., & Buckley, F. (2009). Linking trust in the principal to school outcomes: The mediating role of organizational identification and work engagement. *International journal of educational management*, 23(7), 574-589.
29. Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*, 51(1), 95-115.

30. Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches.
31. Daud, I., & Afifah, N. (2019). The relationship between leadership style and employee outcomes: the mediating role of organizational commitment. *GATR Journal of Management and Marketing Review*, 4(2), 100-106.
32. Deci, E. L., Ryan, R. M., Deci, E. L., & Ryan, R. M. (1985). Conceptualizations of intrinsic motivation and self-determination. *Intrinsic motivation and self-determination in human behavior*, 11-40.
33. Eliophotou-Menon, M., & Ioannou, A. (2016). The link between transformational leadership and teachers' job satisfaction, commitment, motivation to learn, and trust in the leader. *Academy of Educational Leadership Journal*, 20(3).
34. Finster, M. P. (2013). *Teachers' job satisfaction, organizational commitment, turnover intentions, and actual turnover: a secondary analysis using an integrative structural equation modeling approach* (Doctoral dissertation)
35. Flavian, C., Guinaliú, M., & Jordan, P. (2019). Antecedents and consequences of trust on a virtual team leader. *European journal of management and business economics*, 28(1), 2-24.
36. Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50.
37. Fulk, J., Brief, A. P., & Barr, S. H. (1985). Trust-in-supervisor and perceived fairness and accuracy of performance evaluations. *Journal of Business Research*.
38. Gheitani, A., Imani, S., Seyyedamiri, N., & Foroudi, P. (2019). Mediating effect of intrinsic motivation on the relationship between Islamic work ethic, job satisfaction, and organizational commitment in banking sector. *International Journal of Islamic and Middle Eastern Finance and Management*, 12(1), 76-95.
39. Goddard, R., Goddard, Y., Sook Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American journal of education*, 121(4), 501-530.
40. Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E. and Tatham, R.L. (2010), *Multivariate Data Analysis*, 7th ed., Prentice Hall, Upper Saddle River, NJ.
41. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
42. Hallinger, P. (2013). A conceptual framework for systematic reviews of research in educational leadership and management. *Journal of Educational Administration*, 51(2), 126-149.
43. Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School effectiveness and school improvement*, 9(2), 157-191.
44. Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The elementary school journal*, 86(2), 217-247.
45. Hallinger, P., & Murphy, J. (1986). *Instructional Leadership in Effective Schools*.
46. Hallinger, P., Wang, W. C., Chen, C. W., & Liare, D. (2015). *Assessing instructional leadership with the principal instructional management rating scale*. Cham: Springer International Publishing.
47. Harman, H.H. (1967), *Modern Factor Analysis*, University of Chicago Press, IL.
48. Hayat, A. A., Kohoulat, N., Kojuri, J., & Faraji, H. (2015). A study on the relationship between schools' health and teachers' organizational commitment. *International Journal of School Health*, 2(4), 1-7.

49. Homans, G. C. (1961). The humanities and the social sciences. *American Behavioral Scientist*, 4(8), 3-6.
50. Hosseingholizadeh, R., Amrahi, A., & El-Farr, H. (2023). Instructional leadership, and teacher's collective efficacy, commitment, and professional learning in primary schools: a mediation model. *Professional Development in Education*, 49(3), 518-535.
51. Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal*, 6(1), 1-55.
52. Hulpia, H., & Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. *Teaching and teacher education*, 26(3), 565-575.
53. Huston, T. L., & Burgess, R. L. (1979). Social exchange in developing relationships. *Social exchange in developing relationships*, 3-28.
54. Ikediugwu, N. P., & Agu, U. V. (2022). PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AS CORRELATES OF TEACHERS JOB COMMITMENT IN SECONDARY SCHOOLS IN ENUGU STATE. *UNIZIK Journal of Educational Research and Policy Studies*, 11, 22-30.
55. Imran, R., Allil, K., & Mahmoud, A. B. (2017). Teacher's turnover intentions: Examining the impact of motivation and organizational commitment. *International Journal of Educational Management*, 31(6), 828-842.
56. Karacabey, M. F., Bellibaş, M. Ş., & Adams, D. (2022). Principal leadership and teacher professional learning in Turkish schools: Examining the mediating effects of collective teacher efficacy and teacher trust. *Educational studies*, 48(2), 253-272.
57. Karaman, M. A., & Smith, R. (2019). Turkish Adaptation of Achievement Motivation Measure. *International Journal of Progressive Education*, 15(5), 185-197.
58. Khan, A., & Mahmood, M. K. (2020). Effects of Distributed Leadership on Teachers' Commitment and Job Satisfaction at Secondary Level. *Journal of Secondary Education and Research*, 2(2), 31-42.
59. Kim, D., & Vandenberghe, C. (2021). Ethical leadership and organizational commitment: the dual perspective of social exchange and empowerment. *Leadership & Organization Development Journal*, 42(6), 976-987.
60. Latif, Z., & Habib, Z. (2021). Relationship between Instructional leadership practices and organizational commitment of teachers at secondary school level in lahore districts. *Journal of Educational Research and Social Sciences Review (JERSSR)*, 1(4), 12-19.
61. Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational administration quarterly*, 48(3), 387-423.
62. Li, L., Hallinger, P., & Walker, A. (2016). Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary schools. *Educational Management Administration & Leadership*, 44(1), 20-42.
63. Liu, Y., & Bellibas, M. S. (2018). School factors that are related to school principals' job satisfaction and organizational commitment. *International Journal of Educational Research*, 90, 1-19.
64. Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological science*, 1(4), 240-246.
65. Louis, K. S. (2007). Trust and improvement in schools. *Journal of educational change*, 8, 1-24.

66. Mansor, A. N., Abdullah, R., & Jamaludin, K. A. (2021). The influence of transformational leadership and teachers' trust in principals on teachers' working commitment. *Humanities and Social Sciences Communications*, 8(1), 1-9.
67. McClelland, D. C. (1961). *Achieving society* (Vol. 92051). Simon and Schuster.
68. Mishra, A. K. (1996). Organizational responses to crisis: The centrality of trust.
69. Mowday, R. T., & McDade, T. W. (1979, August). Linking Behavioral and Attitudinal Commitment: A Longitudinal Analysis of Job Choice and Job Attitudes. In *Academy of management proceedings* (Vol. 1979, No. 1, pp. 84-88). Briarcliff Manor, NY 10510: Academy of Management.
70. Nasreen, S., & Shah, M. (2019). Effect of instructional supervisory practices on teacher motivation in private secondary schools of Lahore, Pakistan. *Advances in Social Sciences Research Journal*, 6(11), 192-203.
71. Naz, F., & Rashid, S. (2021). Effective instructional leadership can enhance teachers' motivation and improve students' learning outcomes. *sjesr*, 4(1), 477-485.
72. Nazir, S., Qun, W., Hui, L., & Shafi, A. (2018). Influence of social exchange relationships on affective commitment and innovative behavior: Role of perceived organizational support. *Sustainability*, 10(12), 4418.
73. Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.
74. Okçu, V., & Anık, S. (2017). Examining the relationship between the authentic leadership behaviour of school administrators and the level of motivation and mobbing experienced by teachers. *Anatolian Journal of Educational Leadership and Instruction*, 5(2), 63-85.
75. Ovando, M. N. (2005). Building instructional leaders' capacity to deliver constructive feedback to teachers. *Journal of Personnel Evaluation in Education*, 18, 171-183.
76. Özer, N., Demirtaş, H., Üstüner, M., & Cömert, M. (2006). Secondary school teachers' perceptions regarding organizational trust. *Ege Journal of Education*, 7(1), 103-124.
77. Öztekin, Ö., İşçi, S., & Karadağ, E. (2015). The effect of leadership on organizational commitment. *Leadership and Organizational Outcomes: Meta-Analysis of Empirical Studies*, 57-79.
78. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879.
79. Purwanto, A. (2020). The relationship of transformational leadership, organizational justice and organizational commitment: a mediation effect of job satisfaction. *Journal of Critical Reviews*.
80. Qian, H., & Walker, A. (2013). How principals promote and understand teacher development under curriculum reform in China. *Asia-pacific journal of teacher education*, 41(3), 304-315.
81. Rose, R. C., Kumar, N., & Pak, O. G. (2009). The effect of organizational learning on organizational commitment, job satisfaction and work performance. *Journal of Applied Business Research (JABR)*, 25(6).
82. Ross, J. A., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School effectiveness and school improvement*, 17(2), 179-199.
83. Rotter, J. B. (1966). Rotter's internal-external control scale. *Journal of Consulting and Clinical Psychology*.

84. Savas, A. C., & Toprak, M. (2014). Mediation effect of schools' psychological climate on the relationship between principals' leadership style and organizational commitment. *The Anthropologist*, 17(1), 173-182.
85. Şenol, H., & Lesinger, F. Y. (2018). The relationship between instructional leadership style, trust and school culture. *leadership*, 12, 13-17.
86. Shahid, A. (2018). Employee intention to stay: An environment based on trust and motivation. *Journal of Management Research*, 10(4), 58.
87. Shore, L. M., Tetrick, L. E., Lynch, P., & Barksdale, K. (2006). Social and economic exchange: Construct development and validation. *Journal of applied social psychology*, 36(4), 837-867.
88. Singh, K., & Billingsley, B. S. (1998). Professional support and its effects on teachers' commitment. *The journal of educational research*, 91(4), 229-239.
89. Siregar, M. (2013). The Effect of Instructional Leadership, Knowledge of Educational Management, Work Motivation and Job Satisfaction to Organizational Commitment of Head of Junior High School (SMP) in Medan, North Sumatera, Indonesia. *International Journal of Humanities and Social Science*, 3(21), 99-116.
90. Smith, R., & Karaman, M. A. (2019). Development and validation of the contextual achievement motivation measure. *International Journal of Psychology and Educational Studies*, 6(3), 16-26.
91. Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational administration quarterly*, 38(4), 555-577.
92. Sucitra, D. A., Hariri, H., & Riswandi, R. (2024). Effect of principal instructional leadership on teacher commitment. *Journal of Education and Learning (EduLearn)*, 18(2), 279-285.
93. Szeto, E., & Cheng, A. Y. N. (2018). Principal–teacher interactions and teacher leadership development: Beginning teachers' perspectives. *International journal of leadership in education*, 21(3), 363-379.
94. Top, M., Tarcan, M., Tekingündüz, S., & Hikmet, N. (2013). An analysis of relationships among transformational leadership, job satisfaction, organizational commitment and organizational trust in two Turkish hospitals. *The International journal of health planning and management*, 28(3), e217-e241.
95. Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of educational administration*, 53(1), 66-92.
96. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.
97. Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.
98. Tschannen-Moran, M., & Hoy, W. (1998). Trust in schools: A conceptual and empirical analysis. *Journal of Educational administration*, 36(4), 334-352.
99. Ucar, R. (2021). The Effect of School Principals' Distributed Leadership Behaviours on Teachers' Organizational Commitment. *International Education Studies*, 14(5), 19-30.
100. Vandenabeele, W. (2009). The mediating effect of job satisfaction and organizational commitment on self-reported performance: more robust evidence of the PSM—performance relationship. *International review of administrative sciences*, 75(1), 11-34.
101. Voelkel Jr, R. H., & Chrispeels, J. H. (2017). Within-school differences in professional learning community effectiveness: Implications for leadership. *Journal of School Leadership*, 27(3), 424-451.
102. Vroom, V., Porter, L., & Lawler, E. (2015). Expectancy theories. In *Organizational behavior 1* (pp. 94-113). Routledge.

103. Wikhamn, W., & Hall, A. T. (2012). Social exchange in a Swedish work environment. *International Journal of Business and Social Science*, 3(23), 56-64.
104. Wu, M., Huang, X., Li, C., & Liu, W. (2012). Perceived interactional justice and trust-in-supervisor as mediators for paternalistic leadership. *Management and organization review*, 8(1), 97-121.
105. Xu, Z., & Pang, N. S. K. (2024). Promoting Teachers' Organizational Commitment: The Effects of Authentic Leadership, Teachers' Well-Being and Social-Emotional Competence. *Behavioral Sciences*, 14(10), 862.
106. Yuan, Y., Kong, H., Baum, T., Liu, Y., Liu, C., Bu, N., ... & Yin, Z. (2022). Transformational leadership and trust in leadership impacts on employee commitment. *Tourism Review*, 77(5), 1385-1399.
107. Zhang, Z., Lee, J. C. K., Yin, H., & Yang, X. (2023). Doubly latent multilevel analysis of the relationship among collective teacher efficacy, school support, and organizational commitment. *Frontiers in Psychology*, 13, 1042798.