



Research Article

The Mediating Influence of Head Teachers' Managerial Functions on Teachers' Commitment in Public Primary Schools in Gusau Local Government Area, Zamfara State

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Received : February 02, 2026

Revised : July 12, 2026

Accepted : July 18, 2026

Available online : July 27, 2026

How to Cite: Saliha Yahaya, Rabiatsu Musa Mafara, Celestina Nnnena Osuji, & Sule Muhammad. (2026). The Mediating Influence of Head Teachers' Managerial Functions on Teachers' Commitment in Public Primary Schools in Gusau Local Government Area, Zamfara State. *Elementaria: Journal of Educational Research*, 4(1), 1-12. <https://doi.org/10.61166/elm.v4i1.106>

The Mediating Influence of Head Teachers' Managerial Functions on Teachers' Commitment in Public Primary Schools in Gusau Local Government Area, Zamfara State

Abstract. This study examined the mediating influence of head teachers' managerial functions on teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State, Nigeria. Employing a descriptive-correlational research design, the study targeted 1,391 teachers across 152 schools, with a stratified random sample of 291 teachers selected to ensure proportional

representation. Data were collected using a structured questionnaire, which was validated through a pilot study, and analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC). The findings revealed that head teachers perform their managerial functions to a great extent, demonstrating competence in planning, organizing, supervising, and providing instructional support. Teachers were found to exhibit high levels of commitment, reflecting strong dedication to instructional delivery and school goals. The PPMC analysis indicated a strong, positive, and statistically significant relationship ($r = 0.655$, $p = 0.000$) between head teachers' managerial roles and teachers' commitment, suggesting that effective school leadership significantly enhances teacher engagement and dedication. Based on these findings, the study recommends continuous professional development for head teachers, establishment of mentorship and leadership support programs, active involvement of teachers in decision-making processes, implementation of recognition and reward systems, and further research on additional mediating factors such as school climate and teacher well-being. The study underscores the critical role of competent managerial functions in fostering teacher commitment and improving educational outcomes in primary schools in Gusau.

Keywords: Mediating Role, Head Teachers' Managerial Functions, on Teachers' Commitment, Primary Schools, Gusau

Abstrak. Penelitian ini mengkaji pengaruh mediasi fungsi manajerial kepala sekolah terhadap komitmen guru di sekolah dasar negeri di Wilayah Pemerintah Daerah Gusau, Negara Bagian Zamfara, Nigeria. Penelitian menggunakan desain deskriptif-korelasional dengan populasi sebanyak 1.391 guru yang tersebar di 152 sekolah. Sampel penelitian terdiri atas 291 guru yang dipilih menggunakan teknik stratified random sampling untuk memastikan keterwakilan yang proporsional. Data dikumpulkan melalui kuesioner terstruktur yang telah divalidasi melalui studi pendahuluan (pilot study), kemudian dianalisis menggunakan statistik deskriptif dan Pearson Product Moment Correlation (PPMC). Hasil penelitian menunjukkan bahwa kepala sekolah melaksanakan fungsi-fungsi manajerial pada kategori tinggi, yang ditunjukkan melalui kompetensi dalam perencanaan, pengorganisasian, supervisi, dan pemberian dukungan pembelajaran. Guru juga memiliki tingkat komitmen yang tinggi, yang tercermin dari dedikasi yang kuat terhadap pelaksanaan pembelajaran dan pencapaian tujuan sekolah. Analisis PPMC menunjukkan adanya hubungan yang kuat, positif, dan signifikan secara statistik ($r = 0,655$; $p = 0,000$) antara fungsi manajerial kepala sekolah dan komitmen guru. Temuan ini mengindikasikan bahwa kepemimpinan sekolah yang efektif berperan penting dalam meningkatkan keterlibatan serta dedikasi guru. Berdasarkan hasil penelitian tersebut, direkomendasikan adanya pengembangan profesional berkelanjutan bagi kepala sekolah, pembentukan program pendampingan dan dukungan kepemimpinan, pelibatan aktif guru dalam proses pengambilan keputusan, penerapan sistem penghargaan dan pengakuan, serta penelitian lanjutan yang mengkaji faktor-faktor mediasi lainnya, seperti iklim sekolah dan kesejahteraan guru. Penelitian ini menegaskan pentingnya fungsi manajerial kepala sekolah yang kompeten dalam meningkatkan komitmen guru dan mendukung tercapainya mutu pendidikan di sekolah dasar di Wilayah Pemerintah Daerah Gusau.

Kata Kunci: Peran Mediasi, Fungsi Manajerial Kepala Sekolah, Komitmen Guru, Sekolah Dasar, Gusau

INTRODUCTION

Leadership and management in primary schools are widely recognized as pivotal determinants of teacher commitment, which in turn affects instructional quality and school effectiveness. Effective managerial functions such as planning, organizing, supervising instructional activities, and evaluating performance enacted by head teachers create supportive work environments that foster teacher dedication and loyalty to school goals (Sariakin et al., 2025). Empirical research has shown that leadership and management practices, including instructional, distributed, and authentic leadership, are significantly associated with teachers' organizational commitment and work attitudes across diverse educational contexts (Kareem et al., 2023; Wang et al., 2025). For example, transformational and distributed leadership models have been linked with higher levels of affective and normative commitment among teachers by promoting collaborative decision-making and professional growth (Almodiel, 2025; Veletić et al., 2023).

Moreover, studies indicate that the impact of school leaders' managerial practices on teacher commitment is often mediated by factors such as teacher well-being and perceived support, suggesting that managerial functions do not influence commitment directly but through psychological and organizational mechanisms (Zhang & Li, 2026). Despite this growing body of evidence, there remains a gap in context-specific research that examines how head teachers' managerial functions mediate teachers' commitment within primary schools in Nigeria, particularly in settings such as Gusau, where resource constraints and leadership challenges may uniquely shape these dynamics. This study therefore seeks to unpack the mediating role of managerial functions in enhancing teacher commitment to improve educational outcomes in primary schools in Gusau.

Furthermore, effective managerial roles, including instructional leadership, strategic planning, supervision, and professional support, are significantly linked to positive teacher outcomes by fostering environments where teachers feel valued and professionally supported. For instance, Sucitra, Hariri, and Riswandi (2024) highlighted that principals' instructional leadership positively influences teacher commitment by clarifying expectations and enhancing instructional practices, which in turn strengthens teachers' dedication to their roles. In a related context, research from the *Frontiers in Education* journal reported that strong leadership and effective management practices have compelling impacts on teacher motivation and performance, demonstrating that leadership quality directly affects how teachers engage with their work and reciprocate with higher levels of commitment and performance (Frontiers in Education, 2025). These findings align with broader leadership research, which suggests that when school leaders demonstrate competence in planning, organizing, and leading collaborative decision-making processes, teachers are more likely to perceive their work environments as

supportive and meaningful, contributing to a sustainable commitment to school goals.

Similarly, numerous empirical studies examining teachers' commitment reveal that commitment among teachers remains a complex and multidimensional construct influenced by both individual factors and organizational conditions. Primary and secondary school research consistently reports that teacher commitment is shaped by perceptions of leadership support, school climate, and the quality of professional interactions within the school. For example, Gonzales and Dioso (2024) found that despite varying school climates, teachers still demonstrated strong levels of commitment when they adapted to the professional culture and perceived alignment with school goals, indicating that internal motivations and professional identity significantly contribute to commitment levels (International Journal of Research and Innovation in Applied Science, 2024). Al-Zu'bi et al. (2024) also showed that a positive educational environment characterized by effective leadership, clear goals, and collaborative professional culture significantly enhances primary school teachers' commitment to educational quality, further illustrating how contextual and systemic factors interact to influence teachers' dedication to their work.

Additionally, research from Turkey found that psychologically empowered teachers reported high levels of organizational commitment, underscoring the importance of internal empowerment and supportive leadership contexts in sustaining teaching dedication. Collectively, these studies underscore that teachers' commitment is not merely a function of individual disposition but is deeply embedded in the quality of managerial and leadership practices within schools, making it an essential outcome of effective head teacher leadership and school management. However, research consistently shows that school leadership and managerial functions significantly influence teachers' commitment and overall school effectiveness. Studies indicate that school administrators' influence tactics such as consultation, collaboration, and expertise-based strategies are directly and positively associated with teachers' organizational commitment, suggesting that managerial behaviors grounded in professional support and participatory decision-making strengthen teachers' engagement with their schools (Mahmutoğlu, Celep, & Kaya, 2025).

Furthermore, authentic leadership in primary school contexts reveals that principals' authentic leadership positively predicts teachers' organizational commitment and that this effect is further enhanced by teachers' well-being and social-emotional competence, highlighting the interplay between managerial support and psychological factors in sustaining commitment (Xu & Pang, 2024). In similar vein, inclusive leadership practices that promote teacher collaboration and professionalism have been identified as key predictors of higher teacher commitment, demonstrating that leadership approaches that emphasize inclusivity

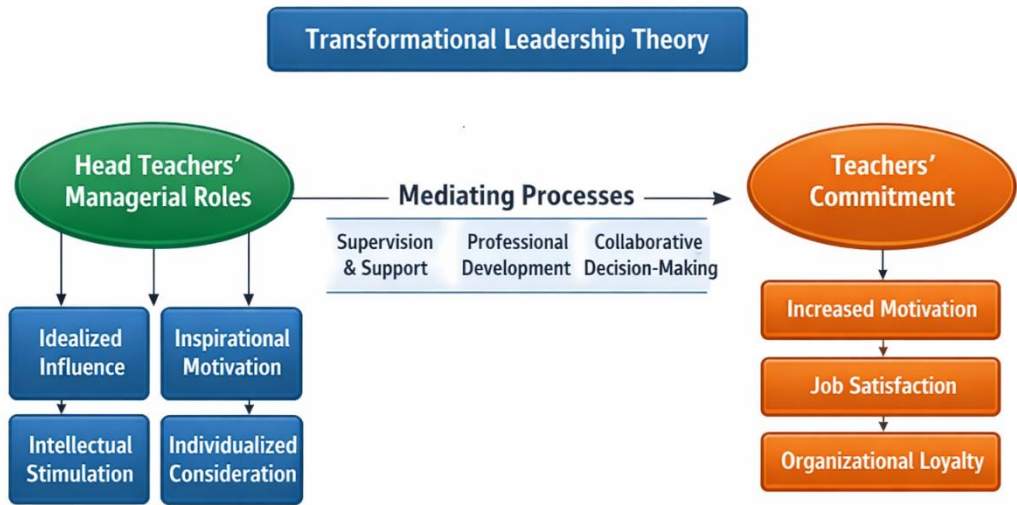
and shared responsibility can foster sustained teacher engagement (Emerald Publishing, 2025). Moreover, quantitative evidence from studies on teacher empowerment and principals' transformational leadership demonstrates that empowering leadership behavior contributes to teachers' job satisfaction and commitment, often through reduced workplace ostracism and enhanced professional support structures (Kandemir, 2025). Cross-national research also highlights that teachers' perceptions of shared leadership positively relate to organizational attractiveness and identification, which are important attitudinal dimensions underpinning long-term commitment (Demirbilek, 2025).

Beyond individual leadership behaviors, broader leadership effects have been investigated: for example, research analyzing how principal leadership relates to teacher commitment and educational quality shows that leadership practices directly influence teacher attitudes and indirectly shape school culture and outcomes (Rejaan et al., 2025). Studies also demonstrate that innovative leadership practices in school contexts are associated with higher levels of teacher commitment and enhanced work behaviors, indicating that managerial innovation fosters positive organizational climates (Tuang & Quintos, 2025). Additional evidence from studies on school leaders' governance practices suggests that good governance and effective leadership correlate positively with teachers' commitment to organizational change, reinforcing the role of managerial functions in shaping teacher attitudes toward school reforms (Ladra & Gorospe, 2025). Research outside primary settings, such as in secondary schools, further confirms that empowering and transformational leadership styles influence teacher commitment, underscoring the generalizability of leadership-commitment relationships across educational levels (Kandemir, 2025; Asian Research Journal of Arts & Social Sciences, 2023). Collectively, these empirical findings affirm that head teachers' managerial roles including influence tactics, authentic and inclusive leadership, empowerment, and governance practices are significant determinants of teachers' commitment, emphasizing the importance of effective leadership for strengthening teacher engagement, retention, and overall school performance.

Theoretical Framework

Transformational Leadership Theory, developed by Burns (1978) and extended by Bass (1985), posits that effective leaders inspire, motivate, and intellectually stimulate their followers to achieve higher levels of performance and commitment than expected. In the context of school management, transformational leadership provides a framework for understanding how head teachers' managerial functions can influence teachers' commitment. Transformational leaders engage in behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which have been shown to enhance teachers' affective commitment, job satisfaction, and professional engagement (Mahmutoğlu, Celep, & Kaya, 2025). Recent studies confirm that school principals who adopt

transformational leadership practices positively impact teacher organizational commitment by fostering a supportive and empowering work environment (Xu & Pang, 2024; Kandemir, 2025). This theoretical lens is particularly relevant for examining primary schools in Gusau, as it provides insights into how managerial functions such as instructional supervision, participatory decision-making, and professional development initiatives can mediate teachers' dedication to school goals, improve teaching quality, and strengthen school performance (Neves, 2024). By applying Transformational Leadership Theory, this study seeks to explore the mechanisms through which head teachers' leadership behaviors translate into higher levels of teacher commitment in the Nigerian primary school context.



Burns, 1978; Bass, 1985

Xu & Pang, 2024; Mahmutoğlu et al., 2025

Figure 1. Transformational Leadership Theory

Statement of the Problem

Education in primary schools remains a critical foundation for national development, yet its effectiveness is often undermined by challenges related to leadership and teacher engagement. In Gusau Local Government Area of Zamfara State, anecdotal evidence and preliminary observations suggest that teachers' commitment is inconsistent, which can negatively affect teaching quality, learner outcomes, and overall school performance. While head teachers are expected to execute managerial functions such as planning, organizing, supervising, and providing instructional support, there is limited empirical understanding of how these managerial practices influence teachers' commitment in this context. Studies elsewhere have established that effective school leadership can positively shape teachers' organizational commitment, motivation, and performance (Mahmutoğlu, Celep, & Kaya, 2025; Xu & Pang, 2024), yet such research is scarce in Nigeria, particularly in northern states like Zamfara. The lack of context-specific evidence

raises concerns about whether head teachers in Gusau are adequately performing managerial roles that foster teacher dedication, or whether gaps in leadership practices are contributing to low morale, absenteeism, and reduced professional engagement. Furthermore, most studies focus either on leadership or teacher commitment in isolation, without examining the mediating relationship between head teachers' managerial functions and teachers' commitment. This gap limits the understanding of the mechanisms through which school

Research Objectives

1. To examine the head teachers' managerial roles in public primary schools in Gusau Local Government Area of Zamfara State.
2. To find out the level of teachers' commitment in public primary schools in Gusau Local Government Area of Zamfara State.

Research Questions

1. What is the level of head teachers' managerial roles in public primary schools in Gusau Local Government Area of Zamfara State?
2. What is the level of teachers' commitment in public primary schools in Gusau Local Government Area of Zamfara State?

Research Hypothesis

Ho: There is no significant relationship between headteacher's managerial roles and teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State.

METHOD

This study employed a descriptive-correlational research design to investigate the mediating role of head teachers' managerial functions on teachers' commitment in public primary schools in Gusau Local Government Area of Zamfara State, Nigeria. This design was deemed appropriate because it allows for both the description of the levels of managerial functions and teacher commitment, as well as the examination of the nature and strength of the relationship between these variables. The target population comprised all 1,391 teachers across 152 public primary schools in Gusau, as documented by the Universal Basic Education Commission (2025) and the Zamfara State Ministry of Education (2025). Using a stratified random sampling technique, a total of 291 teachers were selected to ensure proportional representation from schools of different sizes and locations, thereby enhancing the reliability and generalizability of the findings. The sample size was determined based on the table of determining sample size by Research Advisors (2006), which ensures that the chosen sample is statistically adequate for correlational analysis.

Data were collected using a structured questionnaire developed from a comprehensive review of literature on school leadership, managerial functions, and teachers' organizational commitment. The instrument was subjected to a pilot study to establish clarity, content validity, and reliability, with Cronbach's alpha coefficients exceeding the recommended threshold of 0.70, indicating strong internal

consistency. Respondents were asked to indicate their perceptions on a Likert-type scale, which facilitated quantitative analysis of both the extent of head teachers' managerial functions and the level of teachers' commitment. Descriptive statistics, including mean scores and standard deviations, were used to determine the overall performance of head teachers' managerial functions and the degree of teacher commitment in the sampled schools. To test the hypothesized relationship between the variables, the Pearson Product Moment Correlation (PPMC) was employed, as it is suitable for measuring the strength and direction of linear associations between two continuous variables. The null hypothesis, which stated that no significant relationship exists between head teachers' managerial roles and teachers' commitment, was tested at a 0.01 significance level to ensure rigorous statistical evaluation.

Ethical considerations were strictly adhered to, including voluntary participation, informed consent, confidentiality, and the assurance of anonymity, thereby ensuring the protection of respondents' rights and minimizing potential biases in responses. By situating the study within the Transformational Leadership Theory framework, this methodology allows for a nuanced exploration of how head teachers' managerial behaviors such as instructional leadership, strategic planning, supervision, and professional support mediate teachers' commitment. Overall, this research approach provides a robust empirical foundation to understand the interdependence between effective school leadership and teacher engagement, offering insights that can inform policy, leadership development, and educational practice in primary schools within Gusau and similar contexts.

RESULTS AND DISCUSSION

Keyword Grouping

Table 1. Result of Descriptive Statistics of Level of Head Teachers' Managerial Roles

Variables	N	Mean	Standard Dev.	Minimum	Maximum	Range	Decision
Head Teachers' Managerial Roles	291	74.95	10.85	1.00	5.00	4.00	Great Extent

Source: Research computation from field survey, (2026)

The descriptive analysis of head teachers' managerial roles (Table 1) indicates that, overall, they perform their responsibilities to a great extent. With 291 respondents, the mean score of 74.95 and a standard deviation of 10.85 suggest a generally high level of managerial competence, with some variation among head teachers. The responses ranged from 1.00 to 5.00, covering the full scale, and the range of 4.00 reflects this variability. Overall, the findings reveal that head teachers demonstrate effective managerial roles in their schools.

Table 2. Result of Descriptive Statistics of Level of Teachers' Commitment

Variables	N	Mean	Standard Dev.	Minimum	Maximum	Range	Decision
Teachers' Commitment	291	78.40	9.20	1.00	5.00	4.00	High

Source: Research computation from field survey, (2026)

The descriptive analysis of teachers' commitment (Table 2) shows that teachers exhibit a high level of commitment in their schools. Based on 291 respondents, the mean score of 78.40 with a standard deviation of 9.20 indicates that, on average, teachers are highly dedicated to their professional duties, with moderate variation among them. The minimum and maximum values of 1.00 and 5.00, and a range of 4.00, show that responses covered the full scale. Overall, the results suggest that teachers demonstrate strong dedication and engagement in fulfilling their educational responsibilities.

Hypothesis Testing

There is no significant relationship between headteacher's managerial roles and teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State.

Table 2. Result of Descriptive Statistics of Level of Teachers' Commitment

Variables	N	M	SD	r	Sig. (2 tailed)	Remark
Headteachers' Managerial Roles	291	74.95	10.85	.655**	.000	Significant
Teachers' Commitment	291	78.40	9.20	.655**	.000	Significant

Source: Research computation from field survey, (2026)

The Pearson Product Moment Correlation analysis (Table 3) examined the relationship between headteachers' managerial roles and teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State. The results show a strong positive correlation ($r = 0.655$, $p = 0.000$) between the two variables. This indicates that higher levels of headteachers' managerial effectiveness are associated with higher levels of teachers' commitment. The relationship is statistically significant at the 0.01 level, suggesting that the way headteachers perform their managerial duties has a meaningful impact on the dedication and engagement of their teaching staff.

Discussion of Finding

The descriptive statistics indicate that head teachers in public primary schools in Gusau Local Government Area perform their managerial roles to a great extent, with a mean score of 74.95 and a standard deviation of 10.85. This suggests that school leaders effectively plan, organize, coordinate, and supervise school activities, creating an environment conducive to learning and professional growth. This finding aligns with contemporary research which emphasizes that effective school

leadership positively influences school culture, teacher motivation, and student outcomes (Rejaan et al., 2025; Sokal et al., 2025). Similarly, the analysis of teachers' commitment reveals a high level of dedication in their professional duties, with a mean of 78.40 and a standard deviation of 9.20. This indicates that teachers are engaged in instructional delivery, student development, and the achievement of school goals. High levels of teacher commitment have been linked to enhanced job satisfaction, reduced turnover, and improved educational outcomes (Sele & Jumangon, 2025; Sokal et al., 2025). In the study context, the results suggest that teachers demonstrate strong professional responsibility, which is critical for sustaining educational quality.

Furthermore, the Pearson Product Moment Correlation analysis shows a strong positive and statistically significant relationship between headteachers' managerial roles and teachers' commitment ($r = 0.655$, $p = 0.000$). This indicates that effective managerial practices by headteachers are associated with higher levels of teacher commitment. The finding supports leadership theories which assert that competent school administration and supportive leadership directly influence employee engagement and motivation. Empirical studies have similarly demonstrated that transformational and participative leadership behaviours such as goal-setting, professional support, and collaborative decision-making significantly enhance teachers' organizational commitment and overall performance (Frontiers in Education, 2023; Rejaan et al., 2025). Consequently, the findings underscore the interdependence between headteachers' managerial effectiveness and teachers' commitment in public primary schools. Strong managerial practices by school leaders foster teacher dedication and engagement, which in turn can contribute to improved school performance and student learning outcomes. These results highlight the importance of leadership development programs and supportive administrative practices as central strategies for sustaining teacher commitment and enhancing educational effectiveness.

CONCLUSION

The study examined the mediating role of head teachers' managerial functions on teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State. The findings reveal that head teachers perform their managerial roles to a great extent, demonstrating competence in planning, organizing, supervising, and providing instructional support. Similarly, teachers exhibit a high level of commitment, reflecting strong dedication to instructional delivery, student development, and achievement of school goals. The Pearson Product Moment Correlation analysis showed a strong, positive, and statistically significant relationship ($r = 0.655$, $p = 0.000$) between head teachers' managerial functions and teachers' commitment, indicating that effective school leadership significantly enhances teacher dedication and engagement. These results underscore the interdependence between managerial effectiveness and teacher

commitment, highlighting the importance of leadership quality in sustaining professional engagement and improving educational outcomes in primary schools.

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