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The Relationship between Teachers' Adherence and Teachers' Credence in Head Teachers at Secondary Level

1- Dr Fahd Naveed Kausar (Corresponding Author)

Designation: Assistant Professor

Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan

Email: fahdnaveed1@hotmail.com

2- Miss Mamuna Maria

Designation: Lecturer Education

Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan

Email: mamuna.edu@mul.edu.pk

3- Dr Khushi Muhammad

Designation: Associate Professor

Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan

Abstract

Teachers' adherence to school policies is closely linked to their credence in the head teacher. High levels of trust in leadership encourage teachers to follow guidelines and engage actively with school initiatives. Conversely, a lack of trust can lead to inconsistent adherence and reduced cooperation. The objective of the study was to find out the effect and relationship between teachers' adherence and teachers' credence in head teachers at secondary level. Multistage sampling techniques was used. The sample was consisted of 320 teachers and 40 head teachers. Questionnaire was used to collect the data. SPSS was used to analyze the data. Pearson r and regression analysis was used. The findings of the study was revealed that there was highly significant effect and relationship between Teachers' Adherence and Teachers' Credence in head teacher at secondary level.

Keywords: Teachers' Adherence, Teachers' Credence in head teacher, secondary level

Introduction

The relationship between teachers' adherence and their credence in the head teacher is pivotal for creating an effective educational environment. Teachers' adherence to school policies and practices is significantly influenced by their level of trust and confidence in the head teacher. When teachers have high credence in their head teacher, they are more likely to align with and follow school guidelines, as they believe that the leadership is both competent and supportive. A head teacher who fosters a culture of transparency, fairness, and support builds a strong foundation of trust with teachers. This trust enhances teachers' willingness to adhere to policies, participate in school initiatives, and collaborate on educational goals (Uzun, 2020). Conversely, if teachers lack

confidence in their head teacher, it can lead to resistance, inconsistencies in policy implementation, and lower morale. In such cases, adherence may wane, impacting the overall effectiveness of the school's educational practices (Sugandi, Tadesse, & Ghassani, 2021). In summary, a strong relationship between teachers' adherence and their credence in the head teacher is crucial. Positive leadership that earns teachers' trust promotes compliance with school policies and contributes to a cohesive and productive educational environment (Kashamba, Ngirwa, & Maulid, 2023).

According to Sabir, (2021) teachers' adherence to school policies, rules, and educational standards is a fundamental aspect of maintaining an organized and effective learning environment. This adherence is influenced by a variety of factors, including leadership, professional development, personal beliefs, and cultural norms. Understanding these factors is crucial for fostering a positive school culture that promotes student achievement and teacher satisfaction (Cansoy, Parlar, & Polatcan, 2022). Adherence among teachers can be seen in various aspects of their professional duties, including curriculum implementation, classroom management, and participation in school activities. When teachers consistently follow established guidelines and protocols, it helps ensure a uniform approach to education that benefits all students. This consistency is particularly important in promoting equity and fairness, as it reduces the variability in educational experiences that can arise from differing teaching methods or disciplinary practices (Mokhtar, Maouloud, Omowunmi, & Nordin, 2023).

The leadership style and effectiveness of school principals or head teachers play a significant role in shaping teachers' adherence. Effective leadership often involves clear communication, support, and the establishment of a collaborative school culture (Dar, & Lone, 2020). When teachers perceive their leaders as competent, supportive, and fair, they are more likely to adhere to school policies and embrace the school's vision and goals (Muttaqin, et al., 2023). This trust in leadership creates a sense of stability and security, which can be particularly important in challenging or changing educational environments. Professional development is another key factor influencing teachers' adherence. Ongoing training and professional learning opportunities help teachers stay informed about best practices, new technologies, and evolving educational standards (Hussain, Ahmad, & Hussain, 2022). When schools prioritize professional development, they signal to teachers that their growth and expertise are valued, which in turn encourages teachers to adhere to the latest pedagogical guidelines and innovations. Moreover, professional development can empower teachers by providing them with the skills and confidence needed to implement new strategies and manage their classrooms effectively (Veraya, 2020).

Personal beliefs and values also impact teachers' adherence to policies and standards. Teachers bring their own perspectives and experiences to their roles, which can influence how they interpret and apply school guidelines. For instance, a teacher who values inclusive education may go above and beyond to implement inclusive practices, even if the school's policies are not explicitly detailed in this area (Fei, & Han, 2020). Conversely, if a teacher's personal beliefs are at odds with the school's policies, it can create challenges in adherence, leading to potential conflicts or inconsistencies in practice. Cultural and socio-economic factors further complicate the issue of adherence. In diverse educational settings, such as those found in Pakistan, these factors

can influence both teachers' and students' expectations and behaviors (Zelege, & Wende, 2021). Teachers may need to navigate cultural norms that differ from the official school policies or that affect their interactions with students and colleagues. Understanding these cultural dynamics is essential for fostering a school environment where teachers feel comfortable and supported in following school policies (Pourtousi, & Ghanizadeh, 2020).

In the context of Pakistan, research on teachers' adherence and its influencing factors is limited, particularly in understanding the interplay between local cultural norms and educational practices. The diversity within the country, including urban and rural divides, different socio-economic backgrounds, and varying levels of access to resources, presents unique challenges and opportunities for educators (Kılınç, Polatcan, Savaş, & Er, 2024). Studies focusing on these areas could provide valuable insights into how to better support teachers in different contexts, ensuring that adherence to policies enhances rather than hinders educational quality. Furthermore, the relationship between teachers' adherence and their credence in school leadership has specific implications in the Pakistani educational landscape. Trust in leadership is crucial for promoting adherence, yet this trust can be influenced by broader societal issues such as political instability or economic challenges (Saleha, 2023). In such contexts, head teachers and school leaders must work harder to build and maintain trust, demonstrating transparency, fairness, and a adherence to the well-being of both staff and students (Lleo, Ruiz-Palomino, Guillen, & Marrades-Pastor, 2023).

Teachers' adherence to school policies and educational standards is a complex and multi-faceted issue. It is influenced by leadership, professional development, personal beliefs, and cultural norms. In countries like Pakistan, understanding these dynamics requires a nuanced approach that considers local contexts and challenges. Strengthening adherence involves not only enforcing policies but also fostering a supportive and inclusive school culture, investing in professional development, and building trust in school leadership (Siddique., Siddique, & Khan, 2023). Future research should continue to explore these areas, providing educators and policymakers with the insights needed to improve educational practices and outcomes. Teachers' credence refers to the trust and confidence teachers place in their school leaders, colleagues, and the educational system as a whole. This trust is fundamental for creating a positive and effective teaching environment, as it influences teachers' willingness to engage with policies, initiatives, and changes within the school (Alzoraiki, Ahmad, Ateeq, Naji, Almaamari, & Beshr, 2023). Credence is built through transparent communication, consistent support, and fair leadership. When school leaders demonstrate competence, empathy, and integrity, they earn teachers' respect and trust, fostering a sense of security and belonging. This trust encourages teachers to be more open to feedback, innovation, and collaboration, which are crucial for professional growth and school improvement. Moreover, credence among teachers enhances morale and job satisfaction, reducing turnover and promoting a stable and cohesive educational environment (Freeman, & Fields, 2023). It also enables teachers to work more effectively as a team, share best practices, and support each other in challenging situations. In essence, teachers' credence is a key component of a thriving school culture, where mutual respect and trust lead to better educational outcomes for students.

Objectives

- 1- To find out the relationship between dimensions of teachers adherence and teachers' credence in head teachers at secondary level.
- 2- To find out the effect of dimensions of teachers 'adherence on teachers' credence in head teachers at secondary level.

Research gap

In the Pakistani context, the relationship between teachers' adherence to school policies and their credence in the head teacher is crucial but underexplored. Teachers' credence in leadership significantly affects their adherence and willingness to follow school guidelines. However, research often overlooks how cultural and socio-economic factors in Pakistan influence this dynamic (Boudouaia, et al., 2024). The gap lies in understanding how these contextual elements impact teachers' trust and adherence, particularly in diverse settings like urban vs. rural schools. Additionally, there's limited exploration of the role of head teachers' leadership styles in shaping teachers' credence and adherence. Investigating these aspects can provide insights into improving school management and educational outcomes in Pakistan. This gap highlights the need for comprehensive studies that consider local challenges and diverse educational contexts.

Methodology

The design of the study is descriptive in nature. This study was quantitative research which helps in evaluating the relationship between teachers' adherence and teachers' credence in head teachers. The philosophical paradigm of quantitative research is positivism. The population was comprised of all public schools of Kasur district. The total no of schools was 233 in which teachers are 1136 and head teachers are 233 (SIS, 2024). Sample was chosen by using a multistage sampling technique. The researcher used the cluster sampling technique to divide the entire population into four clusters based on according to tehsils.

Detail of population

Tehsils	Clusters	Schools	Teachers
Chunnian	1	62	256
Kasur	2	87	458
Kot Radha Kishan	3	20	127
Pattoki	4	64	295
Total		233	1136

From each cluster ten schools was selected by using simple random sampling. From each school eight teachers and one head teacher was selected by using simple random sampling technique. A sample of 320 teachers and 40 head teachers was selected. The instrument of the

study was questionnaires. Statistical package for social science (SPSS) was used for data analysis. Pearson r and regression analysis was used.

Data analysis and interpretation

Relationship between Teachers' Adherence and Teachers' Credence

Table 1

Relationship between Teachers' Adherence and Teachers' Credence

		Correlations			
		Teachers' Adherence	Teachers' Credence	Mean	Std. Deviation
Teachers' Adherence	Pearson Correlation	1	.593**	3.9440	.60284
	Sig. (2-tailed)		.000		
	N	320	318		
Teachers' Credence	Pearson Correlation	.593**	1	4.1683	.61370
	Sig. (2-tailed)	.000			
	N	320	318		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 1 Pearson product correlation among teachers' adherence and teachers' credence were all shown to be moderate positive and statistically significant ($r=.593$, $p>.000$). The teacher adherence ($M=3.94$; $SD=0.60$) and teachers' credence ($M=4.16$; $SD=0.61$). This means that teachers' adherence increase teachers' credence at secondary level.

Table 2

Relationship between Teachers' Adherence to school and Teachers' Credence

		Correlations			
		Adherence to school	Teachers' Credence	Mean	Std. Deviation
Adherence to school	Pearson Correlation	1	.559**	4.0712	.69787
	Sig. (2-tailed)		.000		
	N	320	318		
Teachers' Credence	Pearson Correlation	.559**	1	4.1683	.61370
	Sig. (2-tailed)	.000			
	N	320	318		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 2 Pearson product correlation among teachers' adherence to school and teachers' credence were all shown to be moderate positive and statistically significant ($r=.559, p>.000$). The teacher adherence to school ($M=4.07; SD=0.69$) and teachers' credence ($M=4.16; SD=0.61$). This means that teachers' adherence to school increase teachers' credence at secondary level.

Table 3
Relationship between Teachers' Adherence to students and Teachers' Credence

		Correlations			
		Adherence to student	Teachers' Credence	Mean	Std. Deviation
Adherence to student	Pearson Correlation	1	.584**	4.1589	.58975
	Sig. (2-tailed)		.000		
	N	320	318		
Teachers' Credence	Pearson Correlation	.584**	1	4.1683	.61370
	Sig. (2-tailed)		.000		
	N	320	318		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 3 Pearson product correlation among teachers' adherence to students and teachers' credence were all shown to be moderate positive and statistically significant ($r=.584, p>.000$). The teacher adherence to students ($M=4.15; SD=0.58$) and teachers' credence ($M=4.16; SD=0.61$). This means that Teachers' Adherence to students increase Teachers' Credence at secondary level.

Table 4
Relationship between Teachers' Adherence to teaching and Teachers' Credence

		Correlations			
		Adherence to teaching	Teachers' Credence	Mean	Std. Deviation
Adherence to teaching	Pearson Correlation	1	.639**	4.1440	.64245
	Sig. (2-tailed)		.000		
	N	320	318		
Teachers' Credence	Pearson Correlation	.639**	1	4.1683	.61370
	Sig. (2-tailed)		.000		
	N	320	318		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 4 Pearson product correlation among teachers' adherence to teaching and teachers' credence were all shown to be strong positive and statistically significant ($r=.639$, $p>.000$). The teacher adherence to teaching ($M=4.14$; $SD=0.64$) and teachers' credence ($M=4.16$; $SD=0.61$). This means that teachers' adherence to teaching increase teachers' credence at secondary level.

Table 5
Relationship between Teachers' Adherence to profession and Teachers' Credence

		Correlations			
		Adherence profession	Teachers' Credence	Mean	Std. Deviation
Adherence profession	Pearson Correlation	1	.222**	3.4018	1.27666
	Sig. (2-tailed)		.000		
	N	320	318		
Teachers' Credence	Pearson Correlation	.222**	1	4.1683	.61370
	Sig. (2-tailed)	.000			
	N	320	318		

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation of the main variables used in this study are presented in Table 5 Pearson product correlation among teachers' adherence to profession and teachers' credence were all shown to be weak positive and statistically significant ($r=.222$, $p>.000$). The teacher adherence to profession ($M=3.40$; $SD=1.27$) and teachers' credence ($M=4.16$; $SD=0.61$). This means that teachers' adherence to profession increase teachers' credence at secondary level.

Effect of Teachers' Adherence on Teachers' Credence

Table 6
Effect of Teachers' Adherence on Teachers' Credence

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.543	1	39.543	161.264	.000 ^b
	Residual	73.071	318	.245		
	Total	112.613	320			

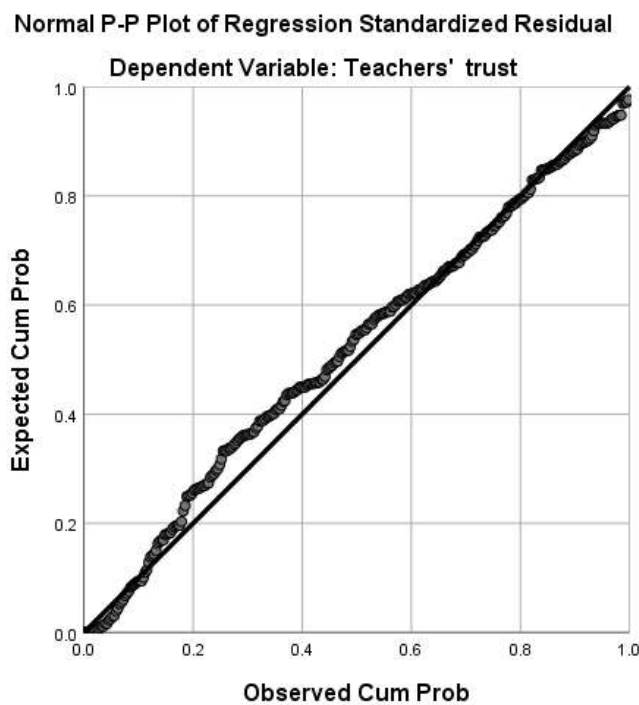
a. Dependent Variable: Teachers' Credence

b. Predictors: (Constant), Teachers' Adherence

Table 7
Effect of Teachers' Adherence on Teachers' Credence

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.794	.189		9.488	.000
	Teachers' Adherence	.602	.047	.593	12.699	.000

a. Dependent Variable: Teachers' Credence



The above table illustrates that effect of teachers' adherence on teachers' credence. Significant differences existed between the groups, $t(318) = 12.699, p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.602). Therefore, there was statistically significant effect of teachers' adherence on teachers' credence at secondary level.

Table 8
Effect of Teachers' Adherence to school on Teachers' Credence

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.177	1	35.177	135.371	.000 ^b

Residual	77.437	318	.260
Total	112.613	320	

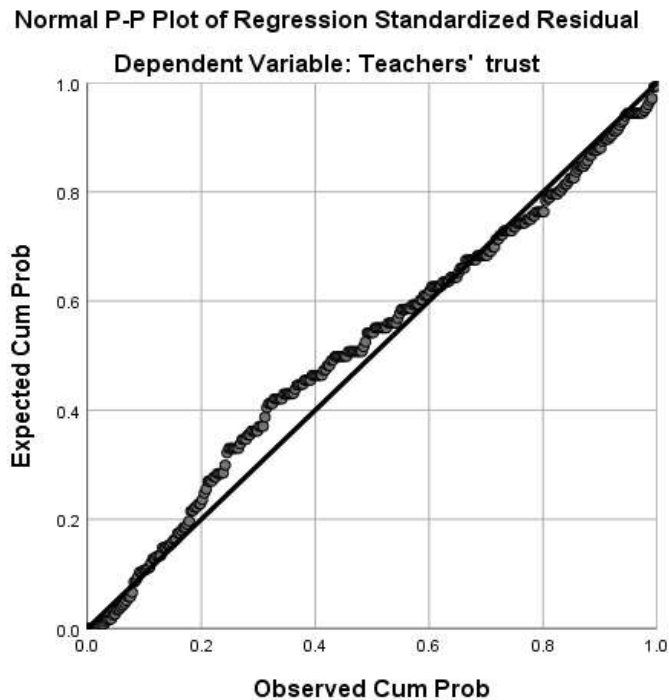
a. Dependent Variable: Teachers' Credence

b. Predictors: (Constant), Adherence to school

Table 9
Effect of Teachers' Adherence to school on Teachers' Credence

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.174	.174		12.495	.000
	Adherence to school	.490	.042	.559	11.635	.000

a. Dependent Variable: Teachers' Credence



The above table illustrates that effect of teachers' adherence to school on teachers' credence. Significant differences existed between the groups, $t(318) = 11.635$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.490). Therefore, there was statistically significant effect of teachers' adherence to school on teachers' credence at secondary level.

Table 10
Effect of Teachers' Adherence to students on Teachers' Credence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.366	1	38.366	153.987	.000 ^b
	Residual	74.247	318	.249		
	Total	112.613	320			

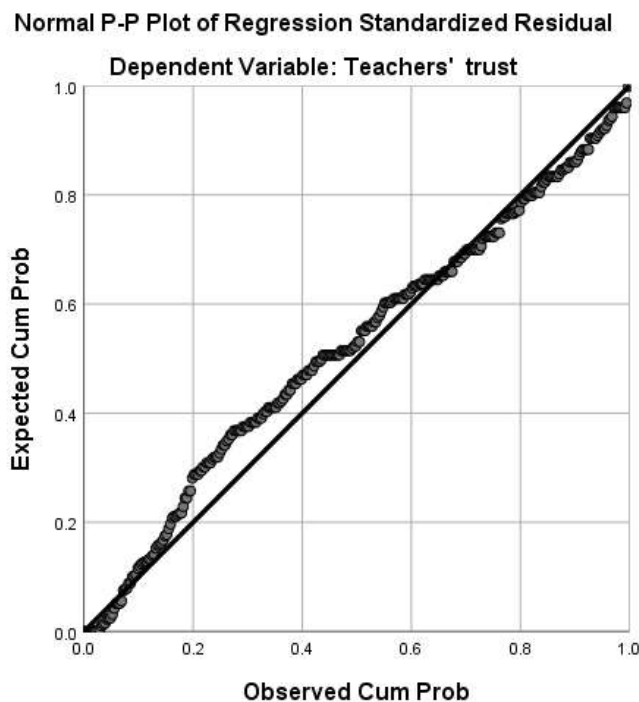
a. Dependent Variable: Teachers' Credence

b. Predictors: (Constant), Adherence to student

Table 11
Effect of Teachers' Adherence to students on Teachers' Credence

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.649	.205		8.038	.000
	Adherence to student	.606	.049	.584	12.409	.000

a. Dependent Variable: Teachers' Credence



The above table illustrates that effect of teachers' adherence to students on teachers' credence. Significant differences existed between the groups, $t(318) = 12.409$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.606). Therefore, there was statistically significant effect of teachers' adherence to students on teachers' credence at secondary level.

Table 12
Effect of Teachers' Adherence to teaching on Teachers' Credence

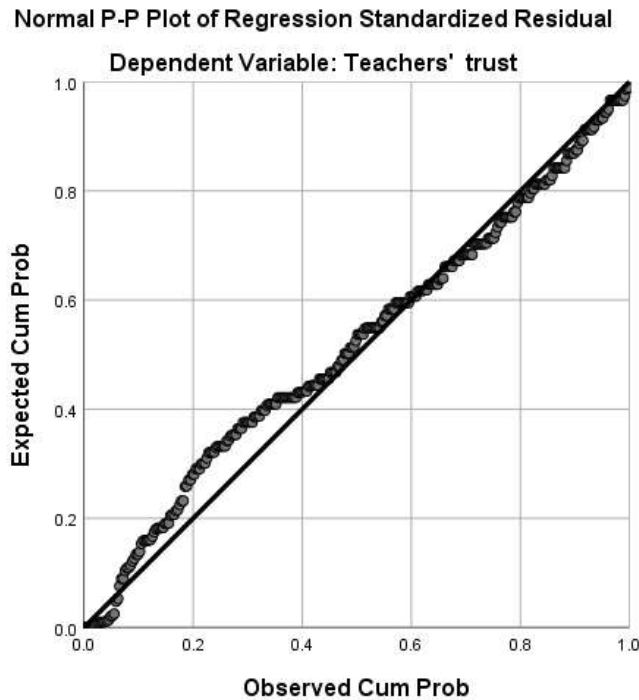
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.008	1	46.008	205.844	.000 ^b
	Residual	66.605	318	.224		
	Total	112.613	320			

a. Dependent Variable: Teachers' Credence
 b. Predictors: (Constant), Adherence to teaching

Table 13
Effect of Teachers' Adherence to teaching on Teachers' Credence

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.643	.178		9.228	.000
	Adherence to teaching	.610	.042	.639	14.347	.000

a. Dependent Variable: Teachers' Credence



The above table illustrates that effect of teachers' adherence to teaching on teachers' credence. Significant differences existed between the groups, $t(318) = 14.347$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.610). Therefore, there was statistically significant effect of teachers' adherence to teaching on teachers' credence at secondary level.

Table 14
Effect of Teachers' Adherence to profession on Teachers' Credence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.545	1	5.545	15.434	.000 ^b
	Residual	107.068	318	.359		
	Total	112.613	320			

a. Dependent Variable: Teachers' Credence

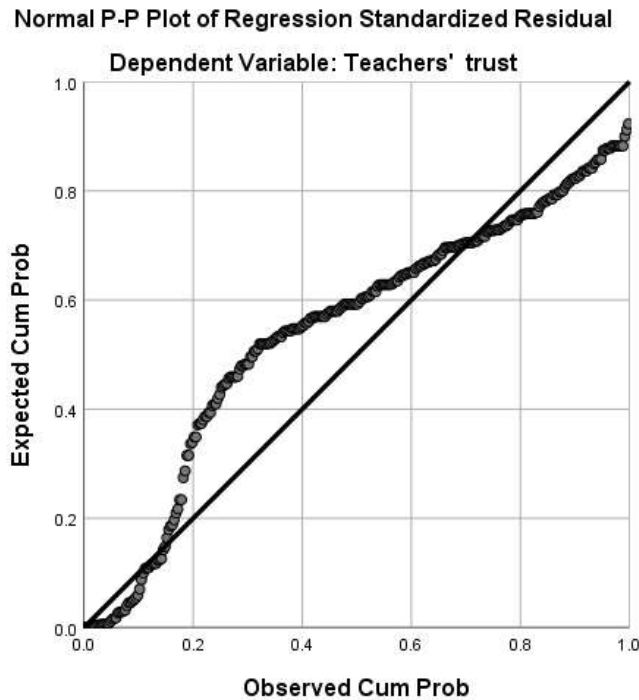
b. Predictors: (Constant), Adherence profession

Table 15
Effect of Teachers' Adherence to profession on Teachers' Credence

Coefficients ^a	
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Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	3.807	.098		38.691	.000
	Adherence profession	.107	.027	.222	3.929	.000

a. Dependent Variable: Teachers' Credence



The above table illustrates that effect of teachers' adherence to profession on teachers' credence. Significant differences existed between the groups, $t(318) = 3.929$, $p = 0.00$, at alpha level 0.05 (Standardized Coefficients=0.107). Therefore, there was statistically significant effect of teachers' adherence to profession on teachers' credence at secondary level.

Discussion

There was highly significant effect and relationship between teachers' Adherence to school and teachers' credence in head teacher at secondary level. Teachers' adherence to school policies is deeply influenced by their credence in the head teacher. When teachers trust and believe in the head teacher's leadership, they are more likely to follow school guidelines and actively engage in school initiatives. This trust fosters a positive environment where teachers feel valued and supported, leading to consistent adherence to policies (Hammad, Polatcan, & Morad, 2024). Conversely, a lack of trust in the head teacher can result in resistance to policies and reduced

adherence. Therefore, a strong relationship between teachers' adherence and their credence in the head teacher is crucial for effective school management and improved educational outcomes.

There was highly significant effect and relationship between teachers' adherence to students and teachers' credence in head teacher at secondary level. The relationship between teachers' adherence to students and their credence in the head teacher is crucial for fostering a supportive learning environment. When teachers trust and respect their head teacher, they are more likely to follow policies and practices that benefit students, such as implementing effective teaching strategies and maintaining consistent discipline (Hendawy et al., 2024). This trust enhances teachers' adherence to student-centered practices and promotes a positive school climate. Conversely, a lack of credence in the head teacher can lead to disengagement and inconsistent adherence, negatively impacting student outcomes. Thus, strong leadership that builds teachers' confidence is essential for ensuring effective adherence to practices that support student success.

There was highly significant effect and relationship between teachers' adherence to teaching and teachers' credence in head teacher at secondary level. Teachers' adherence to teaching practices is closely linked to their credence in the head teacher. When teachers trust and respect their head teacher, they are more likely to follow instructional guidelines and engage fully with school initiatives (Yao, Ma, & Duan, 2024). This trust fosters a supportive environment where teachers feel valued and understood, which enhances their adherence to adhering to best practices. Conversely, a lack of credence in leadership can lead to reluctance or inconsistency in following teaching protocols. Thus, effective leadership that builds teachers' trust directly impacts their adherence to educational standards and practices.

There was highly significant effect and relationship between teachers' adherence to profession and teachers' credence in head teacher at secondary level. Teachers' adherence to their profession is closely linked to their credence in the head teacher (Verma, & Kaur, 2024). When teachers trust and respect their head teacher, they are more likely to fully commit to professional standards and school policies. This trust fosters a supportive environment, encouraging teachers to adhere to best practices and engage in professional development (Sothinathan, Adams, & Mohd Radzi, 2024). Conversely, a lack of confidence in the head teacher can undermine adherence, leading to inconsistencies and disengagement. Thus, the head teacher's ability to build trust directly impacts teachers' professional dedication and adherence to educational standards.

It was concluded that the effect of teachers' credence in the head teacher significantly impacts their adherence to school policies. When teachers trust their head teacher's leadership, they are more likely to follow guidelines and participate in school initiatives with enthusiasm. This trust fosters a positive environment where policies are implemented consistently and effectively. Conversely, a lack of trust can lead to resistance and inconsistent adherence, undermining school objectives. Thus, a strong relationship between teachers' credence and their adherence to policies is crucial for maintaining a cohesive and effective educational environment.

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