

A Conceptual Paper on the Relationship between Instructional Leadership and Teacher Organisational Commitment

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ABSTRACT

This concept paper discusses the practice of instructional leadership among school leaders and its relationship with teachers' organisational commitment. A total of 13 articles that focused exclusively on instructional leadership and teachers' organisational commitment were reviewed and critically analysed in this study. Findings indicated the relevance of investigating both constructs, but the inconsistent outcomes that show the level and strength of relationship between them, highlight significant gaps that requires further inquiry. Notably, while instructional leadership was rated highly, organisational commitment demonstrates variation, suggesting the influence of contextual, generational and definitional differences. The reviewed studies also imply the need to investigate relevant constructs in a more complex model, which can be analysed using more advanced tools such as structural equation modelling. These findings carry theoretical and practical implications for leadership development, teacher retention and school effectiveness. Future research is encouraged to adopt a more integrated, context-specific approaches to deepen understanding of how instructional leadership can sustainably foster teacher commitment in diverse educational settings.

Keywords: instructional leadership, school leadership, educational management, organisational commitment, teacher commitment

INTRODUCTION

Instructional leadership is a critical aspect in enhancing the quality of teaching and learning in schools. Globally, instructional leadership is often associated with improved student achievement through the cultivation of quality focused teaching practices and continuous professional development for teachers. The Malaysian Education Blueprint (MEB) 2013 - 2025 emphasizes instructional leadership as a key strategy to strengthen school effectiveness and increase teacher commitment (Ministry of Education Malaysia, 2013). Effective instructional leaders influence not only curriculum implementation but teacher motivation, innovation and pedagogical growth as well.

Organisational commitment is defined as the teacher's emotional attachment to the teaching profession and the responsibilities they uphold, as stated by Werang et al. (2022). Highly committed teachers are capable of transforming educational experiences and enhancing students' learning outcomes (Yoon & Kim, 2022). According to Ahmad (2021), teachers are more likely to be committed to schools that support their professional goals and recognize their roles as effective educators. Sustained teacher's organisational commitment is also linked to lower attrition rates, greater engagement in school initiatives and improved morale in the teaching profession (Beltman & Poulton, 2025; Qi et al., 2025).

One of the initiatives by the Ministry of Education Malaysia (MOE) to enhance student outcomes and improve school quality is the implementation of the School Transformation Programme 2025 (TS25). Schools involved in TS25 adopt best practices in school management, leadership and pedagogy aligned with the objectives of the MEB 2013 - 2025. In line with these objectives, instructional leadership is seen as highly relevant due to its focus on teaching quality, student learning and the creation of a conducive school environment (Kong & Nor Shaid, 2024; Subasiny & Yusoff, 2022; Sulaiman & Ismail, 2020).

However, there remains a research gap in understanding how environmental factors such as school culture and teachers' collective efficacy influence the relationship between instructional leadership and teacher commitment particularly within the context of Malaysian schools. Research has highlighted inconsistent practices among school leaders, limited professional development opportunities for school leaders, and reliance on traditional management strategies that overlook the instructional core (Fred & Bishen Singh, 2021; Tan & Alias, 2024; Yong et al., 2025). These inconsistencies raise concerns about whether instructional leadership is being understood and practiced effectively to impact teacher behaviour and school outcomes. Furthermore, many schools still struggle with high teacher attrition, job dissatisfaction, and decline in professional commitment (Salisu et al., 2025), which are incidentally linked to leadership culture and school climate. This misalignment indicates a critical gap in the understanding and operationalisation of the relationship between instructional leadership and organisational commitment. Although these constructs are broadly investigated in the Malaysian educational context, the dynamic changes in school environment, greater demands for digital education and intense globalisation present a pressing need to develop a robust conceptual framework that clarifies how specific dimensions of instructional leadership can enhance various aspects of organisational commitment.

Therefore, this study aims to review and synthesize existing literature to better conceptualise the relationship between instructional leadership and organisational commitment. By analysing this relationship based on findings of past studies, this paper seeks to offer a theoretical foundation that can guide future empirical investigations and inform leadership development policies. By gaining a deeper understanding of these elements, it can be harnessed in strengthening instructional leadership practices and fostering a committed, motivated and resilient teaching workforce capable of driving education transformation.

LITERATURE REVIEW

Instructional leadership and organisational commitment are two foundational constructs that influence school effectiveness, student achievement and educational sustainability. Instructional leadership is a leadership paradigm focused on teaching and learning, that influences how school leaders define vision, manage teaching program and shape the school climate. On the other hand, organisational commitment reflects the emotional, cognitive and behavioural investment teachers make in their profession, school and students. To establish a robust conceptual relationship between these constructs, it is necessary to ground the discussion in appropriate theoretical frameworks and explores empirical evidences from past studies. Table 1 highlights some off the theories that explain the constructs, indicating a variety of models to expand the knowledge of these constructs.

Table 1. Related Theories on Instructional Leadership and Organisational Commitment

Constructs	Theoretical Lens
Instructional leadership	Hallinger and Murphy's Model (1985), Murphy's Model (1990), Krug's Model (1992), McEwan's Model (2003), Hallinger's Model (2011)
Organisational commitment	Three-Component Model (Meyer & Allen, 1997), Composite Attitude-Behaviour Model (Eagly & Chaiken, 1993), Three-Component Model with an attitudinal approach (Solinger et al., 2008), Four-Component Model (Gansser & Godbersen, 2017)

Instructional Leadership

Instructional leadership in a school context, targets the principal or headmaster who leads the school in planning, distributing, monitoring and evaluating teachers' duties and responsibilities, while indirectly, is also involved in improving students' performance and school excellence (Yaacob & Ishak, 2023). From a theoretical viewpoint, instructional leadership is a multidimensional construct which has evolved over the years beginning with Hallinger and Murphy's model in 1985, improvised by Murphy in 1990, added on by Krug in 1992, progressing to McEwan (2003), and the latest one, being Hallinger's (2011) model. The initial model by Hallinger and Murphy (1990) comprises of three dimensions, which were maintained by Hallinger (2011). In between, the other scholars modelled instructional leadership as four dimensions (Murphy, 1990), five dimensions (Krug, 1992) and seven dimensions (McEwan, 2003). Despite these transitions, the three dominant domains of

instructional leadership, are maintained in all these models. These include: (i) defining the school mission; (ii) managing instructional program; and (iii) promoting school climate.

Hallinger's (2011) instructional leadership framework categorizes leadership roles into these three core dimensions. Each dimension comprises specific functions that reflect effective leadership practices. Defining the school mission focuses on establishing clear goals and communicating a shared vision among school stakeholders while managing instructional program involves supervising instruction, monitoring the curriculum and assessing student progress. Additionally, creating a school learning climate includes efforts to establish a conducive learning environment, support teachers' professional development and foster a culture of excellence. An illustration of Hallinger's (2011) instructional leadership framework is presented in Figure 1. This model posits that effective instructional leadership depends on the integration of a shared mission, sound instructional management and a positive school climate. It serves as a foundational framework for evaluating and strengthening school leadership across diverse educational contexts.

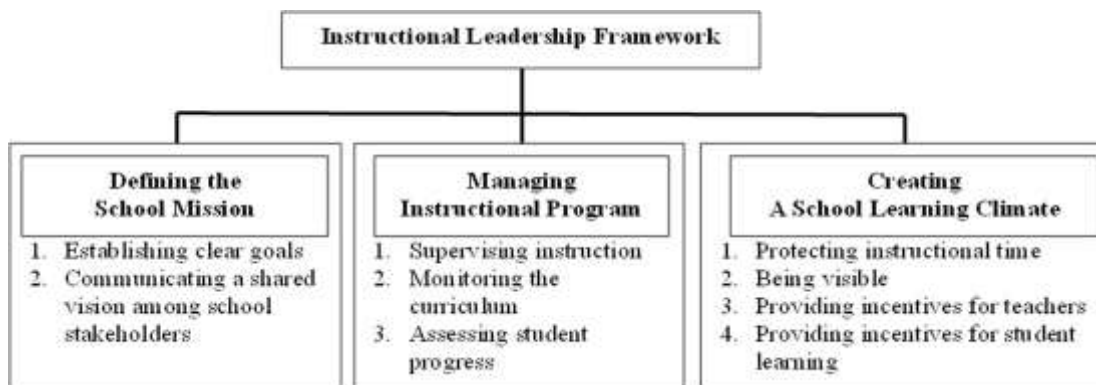


Figure 1: Instructional Leadership Model by Hallinger (2011)

Organisational Commitment

Organisational commitment represents an individual's psychological attachment to an organisation, reflected as three distinct components comprising affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1997). Arguably, the three-component model is the most widely used and accepted model but prior model by Eagly and Chaiken (1993) posited organisational commitment as a Composite Attitude-Behaviour model. The inclusion of attitude is also reflected by Solinger et al. (2008), showing more similarities to the Theory of Reasoned Action (Fishbein & Ajzen, 1975) and the Theory of Planned Behaviour (Ajzen, 1991). Further along, Gansser and Godbersen (2017) proposed a four-component model, which grounded organisational commitment with four components, namely, affective, cognitive, normative and contractual. In general, these models define organisational commitment as the behaviour of employees who are committed and exhibit a positive attitude towards their organization tend to engage in consistent behaviours that enhance their self-perception and strive to avoid errors (Godbersen et al., 2024).

Following the thoughts of Meyer and Allen (1997), organisational commitment is a multidimensional construct comprising of affective, continuance and normative components. Affective commitment reflects the emotional bond that drives the desire of teachers to be part of the school while continuance commitment is the teacher's belief that teaching in the school is beneficial for them, and normative commitment is about the sense of obligation or responsibility to serve in the school where the teacher is teaching (Sukarmin & Sin, 2022). In the school context, commitment is closely linked to the dedication of teachers in fulfilling the responsibilities assigned by school administrators. Hence, teachers are more inclined to perform their tasks effectively and adopt positive workplace practices for the benefit of the organization. A culture of collaboration and responsible behaviour is practiced to develop the organization and achieve high job performance. As noted by Ho and Mohd Nor (2024), a teacher's work commitment plays a vital role in ensuring performance quality and academic success within the school environment.

Yue et al. (2025) explained the critical importance of organisational commitment in sustainable development, particularly in alignment with the Fourth Goal of the 2030 Agenda for Sustainable Development (SDG4), which

advocates inclusive, equitable quality education and lifelong learning opportunities for all, and emphasizing the pivotal role of teachers in realizing this goal. The focal interest on teachers' organisational commitment is justified since high level of organisational commitment has been linked to increased job satisfaction, lower turnover and greater resilience among teachers (Bogler & Berkovich, 2022; Wang et al., 2020; Zhou et al., 2020). Due to its importance, antecedents to organisational commitment such as instructional leadership must be explored in depth, providing knowledge and understanding that can be used to ensure teachers maintain their organisational commitment at all time (Othman & Busari, 2025).

Integrated Conceptual Framework

This conceptual framework presented in Figure 2 is developed by integrating the Instructional Leadership Model proposed by Hallinger (2011) and the Organisational Commitment Theory by Allen and Meyer (1997), adapted to the educational context in Malaysia. The model delineates both direct and indirect relationships between instructional leadership practices implemented by school leaders and the level of teacher commitment, while simultaneously considering the role of environmental factors as contextual elements that may moderate this relationship.

Specifically, instructional leadership encompasses three core dimensions, namely the articulation of the school vision, the management of teaching programmes, and the creation of a conducive learning environment. Effective instructional leadership practices are posited to enhance teachers' collective efficacy, defined as the shared belief among educators in their collective capacity to achieve educational objectives. Teachers' collective efficacy functions as a mediating variable that strengthens the influence of instructional leadership on teacher commitment.

Concurrently, the framework also incorporates moderating variables such as school culture, the extent of teachers' professional learning engagement, and school typology (including national schools, vernacular schools, or schools distinguished by geographical location). These factors are anticipated to influence both the strength and direction of the relationship between instructional leadership and teacher commitment, in alignment with previous empirical findings that underscore the significance of contextual elements within educational leadership research.

Through this framework, it is anticipated that future research will provide a more comprehensive explanation of the mechanisms through which instructional leadership affects teacher commitment, while accounting for both internal and external organisational factors. The practical implication of this model is to inform more targeted and context-sensitive leadership strategies, thereby contributing to the enhancement of teacher capacity and the holistic improvement of overall school performance.

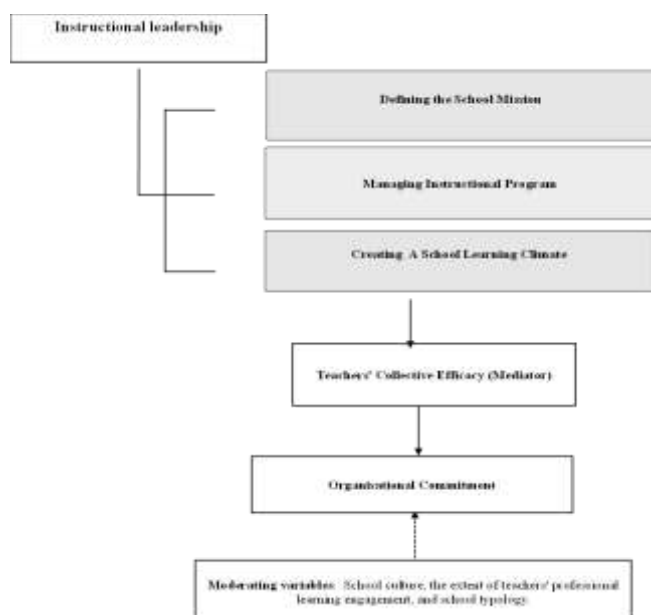


Figure 2: Integrated Conceptual Framework

METHODOLOGY

This conceptual paper adopts an extended narrative literature review approach to explore and synthesise existing research examining the relationship between instructional leadership and organisational commitment. The review aims to identify key theoretical underpinnings, patterns of association and conceptual linkages between these two constructs, with the goal of offering a refined perspective grounded in current literature. To ensure a comprehensive yet focused review, a purposive search was conducted using academic databases such as Scopus, Science Direct, Springer and Google Scholar. The inclusion criteria were: (i) articles were published between 2020 and 2025; (ii) must be related to the field of instructional leadership; (iii) articles specifically address the implementation of instructional leadership in schools; (iv) available in full-text format; and (v) articles contain empirical data. Articles excluded include studies that are unrelated to instructional leadership in educational settings, conference proceedings, and literature review without relevance to the constructs.

Keywords used in the search include combinations of "instructional leadership", "school leadership", "educational leadership", "organisational commitment", and "teacher commitment". The selected articles were reviewed for their theoretical frameworks, methodologies, variables, and main findings. A thematic synthesis approach was used to identify commonalities, conceptual gaps, and emerging patterns across studies. The review serves not only as a map to state of the art, but also to inform a conceptual model that integrates key dimensions of instructional leadership and their influence on organisational commitment among teachers.

FINDINGS AND DISCUSSION

The review of literature shows that instructional leadership and organisational commitment are popular constructs but instructional leadership is often associated with other constructs such as job satisfaction (Guo et al., 2025; Jalidar & Alias, 2024), teacher self-efficacy (Tan & Alias, 2024), professional learning community practices (Za'aba & Alias, 2024), teaching effectiveness (Ahmad & Abdul Wahab, 2025). Meanwhile, teacher organisational commitment is often associated with turnover (Zou et al., 2024), perceived organisational support (Shao et al., 2025), job satisfaction (Muñoz-Fernández et al., 2025; Rahman et al., 2025) and self-efficacy (Ignacio & Malonzo, 2025). Focusing on instructional leadership and teacher organisational commitment, this study has found 13 empirical articles, as described in Table 1.

These studies show the relevance of investigating the relationship of instructional leadership and organisational commitment in Malaysia, as well as in other countries such as Turkey (Cansoy et al., 2022), Iran (Hosseingholizadeh et al., 2020), and Indonesia (Sukarmin & Sin, 2022; Syahminan et al., 2024). These studies are mainly quantitative in nature, most often employing the Principal Instructional Management Rating Scale (PIMRS) for measuring instructional leadership and the Organisational Commitment Scale (OCS). This suggests that these measurement scales are reliable instruments for gathering information across diverse research settings. Nevertheless, PIMRS which may have originated from Hallinger and Murphy (1987), have been revised in other studies, and used as the source for adapting the measurement scales in the reviewed studies. For instance, in Awangku and Mohd Hamzah (2021), instructional leadership was divided into two dimensions, direct and indirect instructional leadership, but still retaining the measurement scale presented in PIMRS. Similarly, OCS was originally from Allen and Meyer (1990, 1997) and adapted in these studies. However, teacher commitment is not always measured as organisational commitment, as it can be operationally defined with other dimensions such as acceptance of organisational goal and values, readiness to achieve goal, desire to stay with the organisation, and commitment and dedication to achieve organisational goals (Awangku & Mohd Hamzah, 2021). These constructs however, are quite similar to the dimensions in Allen and Meyer's (1997) OCS. These adaptations reflect the flexibility of PIMRS and OCS to be used in different contexts.

Additionally, these studies also show the growing acceptance of more rigorous and advanced methods in data analysis. Although most of the studies show a preference towards correlational analysis with Pearson and regression analysis using SPSS, few studies have explored second-generation multivariate data analysis approach such as Awang et al. (2022), Hosseingholizadeh et al. (2020), and Sukarmin and Sin (2022) who used Structural Equation Modeling (SEM) with either AMOS or SmartPLS software. This advanced software is able to provide more robust and insightful findings for more complex models (Hair et al., 2024; Othman et al., 2024), and therefore, opening more cues and opportunities to explore other variables beside instructional leadership and

organisational commitment.

The key findings from the studies shown varied outcomes but overall, indicating a significant and positive relationship between instructional leadership and teacher organisational commitment. The strength of the relationship however differs among these studies with a few indicating strong correlation (Awangku & Mohd Hamzah, 2021; Hew et al. 2023; Ho & Mohd Nor, 2024), moderate (Sukarmin & Sin, 2022) and weak (Hung & Mohd Nordin, 2023; Othman & Busari, 2023; Selvadurai & Mansor, 2021; Unyit & Hamzah, 2023; Wan et al., 2023). Nevertheless, most studies indicate a weak relationship between instructional leadership and organisational commitment, which imply that the influence of the school leaders on instructional practice is inadequate to ensure teachers are committed to the school. These findings suggest that instructional leadership does play an important role indeed but it alone may not be sufficient to sustain high levels of teacher organisational commitment. Instead, a multifaceted approach that encompasses broader dimensions such as teacher empowerment, school culture, professional development and socio-economic support, is essential to holistically nurture and retain committed teachers in schools.

Furthermore, the findings from these studies also showed that while instructional leadership is consistently rated highly, organisational commitment, on the other hand, shows considerable variation. This inconsistency further clinches the need to explore other underlying factors such as contextual differences between school environments, varying definitions and measurement tools used across studies, differences in school leadership styles beyond instructional leadership, and the interplay of external influences such as policy pressures, teacher workload, and socio-cultural expectations. Furthermore, the inconsistent findings may also reflect evolving teacher values and generational work orientations, which influence how commitment is expressed and sustained over time (Datta & Narayanamma, 2025; Venida, 2022).

Table 1 Summary of Article Synthesis

No.	Researchers	Methodology	Samples	Variables			Key Findings
				Independent	Dependent	Others	
1	Awang et al. (2022)	Quantitative using PLS-SEM with SmartPLS	200 headmasters, principals and assistant principals in Malaysia	Virtual instructional leadership (VIL) with 8 dimensions based on Principal Instructional Management Rating Scale (PIMRS)	Teacher commitment (TC) (comprising 3 dimensions: affective, continuance, normative)	None	VIL has a significant and positive relationship with TC.
2	Awangku Amin & Mohd Hamzah (2021)	Quantitative, using ANOVA and Pearson Correlation with SPSS	278 primary school teachers in Beaufort, Sabah	Instructional leadership (IL) based on PIMRS	TC based on Collarelli and Bishop (1990)	School type	TL and TC are perceived highly by the teachers. High correlation between TL and TC, and significant difference of IL and school type.
3	Cansoy et al. (2022)	Quantitative, using multiple regression with SPSS	247 school teachers in Turkey	IL	TC	Teacher effectiveness (TE)	IL positively affects TC through collective TE. Instructional leadership practices were moderately high, as a construct and at dimensional level.
4	Hew et al. (2023)	Quantitative, using Pearson	370 primary school teachers in	IL	TC	None	IL and TC were perceived highly by the teachers. The

		correlation with SPSS	Kuala Lumpur, Malaysia				correlation of IL with TC is significant, positive and strong.
5	Hosseingholizadeh et al. (2020)	Quantitative, using SEM approach with AMOS	121 principals and 886 primary school teachers in Iran	IL based on Principal Instructional Management Rating Scale (PIMRS) by Hallinger and Wang (2015)	Teacher professional learning (TPL)	Collective teacher efficacy (CTE), teacher affective commitment	Partial mediation with principal instructional leadership influencing teacher professional learning through teacher collective efficacy and affective commitment.
6	Hung & Mohd Nordin (2023)	Quantitative using Pearson correlation with SPSS	306 primary school teachers in Southwest District, Malaysia	IL (comprises 4 direct and 3 indirect instructional leadership sub-constructs) based on PIMRS	OC (comprising 3 dimensions: affective, continuance, normative) based on Allen and Meyer (1990)	None	IL was perceived highly at the construct and sub-construct levels. Meanwhile, OC was perceived moderately high. Pearson correlation indicates a significant and positive but weak relationship between IL and OC.
7	Ho & Mohd Nor (2024)	Quantitative using Pearson correlation with SPSS	159 teachers in Chinese vernacular primary school in Kuala Lumpur, Malaysia	IL (comprises 4 direct and 3 indirect instructional leadership sub-constructs) based on PIMRS	OC (comprising 3 dimensions: affective, continuance, normative)	None	IL and TC were perceived highly at the construct and sub-construct levels. The correlation between IL and TC was significant, positive and very strong.
8	Othman & Busari (2023)	Quantitative using Pearson correlation with SPSS	117 primary school teachers in Sarawak, Malaysia	IL based on PIMRS	OC based on Component model Employee Commitment Survey (TCM-ECS) revised version from Meyer and Allen (2004).	None	IL was perceived highly at the construct and sub-construct level. Meanwhile, OC was perceived moderately at the construct level. At the sub-construct level, affective commitment was perceived highly but continuance and normative commitment were perceived moderately. The correlation of IL and OC was significant but weak.
9	Selvadurai & Mansor (2021)	Quantitative using Pearson correlation with SPSS	170 primary school students in Mantin, Negeri Sembilan, Malaysia	IL (comprises 4 direct and 3 indirect instructional leadership sub-constructs) based on PIMRS	OC (comprising 3 dimensions: affective, continuance, normative) based on Allen and Meyer (1990)	None	Il was perceived highly at construct and sub-construct levels. Similarly, OC was also perceived highly at construct and sub-construct levels. Correlation between IL and OC is significant and positive but weak.

10	Sukarmin & Sin (2022)	Quantitative using PLS-SEM with SmartPLS	264 teachers in Sukarata, Indonesia	IL (comprising dimensions based on Hallinger's (2011) model)	Organisational commitment (OC) (comprising 3 dimensions: affective, continuance, normative) based on Allen and Meyer (1990)	None	IL and OC were perceived moderately by the teachers. IL showed moderate influence on teachers' OC.
11	Syahminan et al. (2024)	Quantitative using multiple regression with SPSS	102 teachers in Indonesia	School culture, IL and work commitment	Teacher performance	None	School culture, IL and work commitment significantly influence teacher performance, with the main influence from work commitment.
12	Unyit & Hamzah (2023)	Quantitative using Pearson correlation with SPSS	256 primary school teachers in Kapit, Sarawak, Malaysia	IL (comprises 4 direct and 3 indirect instructional leadership sub-constructs) based on PIMRS	Organisational commitment (OC) (comprising 3 dimensions: affective, continuance, normative) based on Allen and Meyer (1990)	None	IL is perceived highly at construct and sub-construct levels. Meanwhile, TC at construct level is moderately perceived. At the sub-construct level, affective commitment was perceived highly while continuance and normative commitments were perceived moderately. Pearson correlation indicates a positive but weak relationship between IL and TC.
13	Wan et al. (2023)	Quantitative using Pearson correlation with SPSS	286 teachers in Chinese vernacular primary school in Klang, Selangor, Malaysia.	IL (comprises 4 direct and 3 indirect instructional leadership sub-constructs) based on PIMRS	OC (comprising 3 dimensions: affective, continuance, normative)	None	IL was perceived highly for all its sub-constructs while OC was rated moderately for affective and normative commitment, while continuance commitment was perceived highly. The correlation between IL and OC was found significant but very weak.

Implications And Future Directions

Based on the conceptual review of the relationship between instructional leadership and teacher organisational commitment, there are several theoretical and practical implications which can be used to guide future directions.

From a theoretical perspective, the reviewed studies reinforce instructional leadership and organisational commitment as multidimensional constructs. Instructional leadership that was initially theorised by Hallinger

and Murphy (1985, 1987) is a relevant and adaptable model. Its core dimensions of defining the school mission, managing the instructional program and promoting a positive school learning climate, continue to be applicable across different education settings. However, findings also show that there are modifications, which further implies the adaptive nature of Hallinger's (2011) instructional leadership model in providing contextual relevance.

Additionally, the reviewed studies also confirm the sustained relevance of Allen and Meyer's (1990, 1997) three-component model of organisational commitment, comprising affective, continuance and normative domains. At the same time, operational adaptations in recent studies suggest that commitment may be more meaningfully understood when expanded to include context-specific interpretations such as professional identity, loyalty to teaching values, and commitment to different aspects of the school like the curriculum, students, or even commitment to change.

The significant relationship of instructional leadership and organisational commitment also provide empirical support on the conceptual interdependence of leadership actions and commitment outcomes within school systems, which might be further enriched with consideration of other theories such as the Social Exchange Theory. This could reflect the significant contribution of excellent principal instructional leadership in exchange with teacher commitment to their work. The consideration for other theories may also helps in justifying the varying strengths of relationship across studies, implying the need for a contextualised theory, grounded with school-level variables like autonomy, culture, stakeholders' expectations and more.

The reliance on PIMRS and OCS as measurement tools albeit adaptation to the research setting of every study also implies the necessity of periodic theoretical validation since these tools are used across diverse teacher populations and national contexts. In hindsight, measurement tools must evolve with changes in teacher perceptions, generational expectations and leadership demands.

Meanwhile, from a practical viewpoint, the reviewed articles led to some interesting insights that should be considered. Firstly, the varied strength in relationship between instructional leadership and teacher organisational commitment prompt the need to strategize instructional leadership training that should not only focused on direct instructional practices. In addition, training should also nurture relational and emotional aspects such as recognition, mentoring and trust-building, as these can affect teacher commitment too. Secondly, noting the variation in the findings of the reviewed studies, practitioners should tailor leadership strategies that are grounded on generational values, workload realities and policy expectations affecting teacher morale.

Thirdly, this study highlights a significant gap, implying the inadequacy of instructional leadership in keeping teacher committed to the organisation, especially in current and future working landscape. It brings into realisation that school improvement programs must be holistic, with the incorporation of elements like ongoing professional learning communities, teacher autonomy and empowerment, supportive school climate and culture, and access to mental health and socio-emotional supports.

Delving into future direction, the inclusion of other variables in the capacity as independent variables, moderators or mediators, is transparently necessary. With the availability of more advanced statistical tools to facilitate quantitative studies, future research should consider more complex models that include relevant variables such as self-efficacy and job satisfaction as mediators, and school culture, leader-teacher trust, teacher generation cohort as moderators. Besides that, extending the quantitative study as mixed-methods research with the inclusion of a qualitative approach that explores teachers lived experiences, as this could deepen the understanding and nuances of teacher organisational commitment. Moreover, consideration for longitudinal studies also pave ways to understand how instructional leadership and organisational commitment evolve over time.

CONCLUSION

In summary, this conceptual review affirms the relationship of instructional leadership and teacher organisational commitment, especially within the evolving landscape of education. While instructional leadership remains a cornerstone of effective school management, its influence on teacher commitment seems to be shaped by

contextual, generational and organisational factors. This paper hopes to inspire more empirical exploration using nuanced frameworks and methodologies that capture the complex realities of schools at present time. It is aspired that future studies will not only deepen the theoretical understanding on instructional leadership and teacher organisational commitment, but offer insights as well that can empower school leaders in fostering and anchoring more committed teachers to remain loyal to their teaching profession in schools.

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