The role of organizational commitment in the relationship between collaborative leadership and teacher performance

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Abstract

Teacher performance significantly determines the quality of education, and various methods are employed to enhance it. Factors influencing teacher performance include personal, organizational, and managerial aspects. This study examines organizational commitment's role in the relationship between collaborative leadership and teacher performance. Participants in this research were recruited using purposive sampling, and the criteria included permanent teachers with a minimum of 2 years of experience, totaling 195 individuals. This correlational study utilized the Leadership Scale, Organizational Commitment Scale, and Teacher Performance Scale to collect data, which were then analyzed through the Hayes Process Model 4. The findings indicate a relationship between collaborative leadership and teacher performance ($r = 0.759$, $p<0.01$) and organizational commitment with teacher performance ($r = 0.450$, $p<0.01$). Commitment serves as a mediator in the relationship between collaborative leadership and teacher performance, with an indirect effect value of 0.047, se=0.018, cl (0.015–0.089), confirming all hypotheses in this study. The study demonstrates that the school principal's collaborative leadership style and the teachers' organizational commitment impact teacher performance. School principals can employ a collaborative leadership model to enhance teacher performance and strengthen organizational commitment.

Keywords

Collaborative leadership, organizational commitment, teacher performance

Introduction

Teaching is widely recognized as one of the important and challenging professions in the current society. Teachers are deemed responsible for students' academic achievements, as well as their social and emotional development. Furthermore, teacher performance contributes to attaining organizational or school goals (Vesely et al., 2013). The pivotal role of teachers in the academic system underscores their significance in educational institutions, where they serve as central figures in enhancing student and school achievements. Consequently, teacher performance garners attention across educational institutions (Khan et al., 2012). Teacher performance assessments often aim to identify organizational needs, foster employee development, enhance administrative functions, identify individual strengths and weaknesses, and develop and evaluate human resource systems (Buck, 2018).

(Bratton & Gold, 2017) assert that performance is the outcome of work related to organizational goals and strategies, contributing socioeconomically. Performance holds significant meaning for individuals, serving as a source of satisfaction and pride when achieved at a high level (Scotter et al., 2000). Individuals achieving optimal organizational performance often receive satisfaction and recognition from their environment. Teacher performance is the comparison of actual work results, based on the competencies possessed by teachers, against established work standards (Bernarto et al., 2018). This definition implies a teacher's success when their work results surpass the set standards of the school or organization. High-performing teachers are characterized by mastery of subject matter and effective teaching methods, positive work attitudes, collaborative abilities, and engagement in tasks contributing to school objectives.

In a majority of meta-analyses, individual performance is positioned as the dependent variable in 74.5% of cases, with approximately 21% of meta-analytic studies addressing performance assessment and measurement issues. The use of individual performance measures in meta-analytic studies underscores the significance of individual performance as a key variable in work and organizational contexts. Individual performance is a crucial variable for enhancing organizational performance, drawing attention from every organization (Koedel et al., 2018). Another study reveals various variables influencing teacher performance, including organizational culture, work motivation, and job satisfaction. The neglect of these factors can impact teacher performance (Hutabarat, 2015).

One globally employed program for assessing educational achievement is the Programme for International Student Assessment (PISA), conducted by Organisation for Economic

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Co-operation and Development (2023). PISA evaluates the quality of education based on reading, mathematics, and science proficiency. Indonesia's PISA scores have shown an overall improvement from 2000 to 2018, with marginal increases in reading and science and a more pronounced improvement in mathematics. Despite the upward trend, Indonesia's PISA 2018 scores experienced a relative decline in all domains, with the most substantial decrease observed in reading.

A common issue associated with these outcomes is the presence of teachers who may lack the ability to provide students with varied learning experiences (reading) and strategies. The proposed solution involves enhancing the competence and preparation of teachers in the school's teaching processes (Wuryanto & Abduh, 2022). According to (Argina et al., 2017), the calibre of teachers, the educational system, educational funding, and education decentralization all appear to impact this condition. The results are generally linked to teacher performance, where teachers bear the responsibility for the success and achievements of students. Good teacher performance may yield quality education, enhanced student emotional and social development, school objectives, and a healthy organizational climate. Conversely, when teacher performance is low, student discipline declines, academic and socio-emotional development stagnates, and school objectives remain unmet (Schlebusch, 2023).

Leadership style in an organization is a crucial factor in influencing individual interest and commitment. Leadership is a significant factor affecting performance (Mehta et al., 2013). According to teachers' perceptions, most school principals apply a collaborative-collegial leadership style. This study favors collaborative-collegial leadership for creating a positive school climate (Mendel et al., 2002).

Collaborative leadership is managing a group by involving all parties in decision-making and providing equal opportunities for group members to achieve organizational goals (Heck & Hallinger, 2010). Involving organization members (teachers, staff, students, and parents) in achieving school goals is another definition of collaborative leadership. Fostering a productive work environment involves encouraging all stakeholders to plan and carry out their assigned tasks in accordance with leadership's instructions. In the context of collaborative leadership behavior in schools, the principal is adept at motivating teachers. This is attributed to the principal assigning tasks and authority collaboratively by distributing these responsibilities (Fletcher & Brundrett, 2008). Collaborative leadership can be an effective tool in empowering teachers in schools. Additionally, it can enhance effective communication within the school environment. Teachers and administrative staff exhibit a positive attitude towards leaders who approach them with a collaborative style (Vitale, 2017).

Other research indicates that collaborative leadership significantly affects organizational performance (Hsieh & Liou, 2018). This study suggests that organizational performance improves when employee performance also increases. Furthermore, collaborative leadership in the public sector can minimize work-related stress resulting from crisis management (Ustun, 2014). The collaborative style employed in organizational management can reduce employees' work-related stress and ultimately enhance work productivity. Collaboration is one of the choices among employees

in managing organizations. In task management, leaders involve subordinates, provide guidance and feedback, and make shared decisions. In (Hung, 2006) study, collaborative leadership has been found to have a significant relationship with improving school quality. Collaborative leadership can shape a school culture oriented towards achievement and enhance performance. School principals' collaborative leadership behavior strongly correlates with innovative behavior and professional engagement. When leaders encourage teachers to participate in school management activities, they are potentially motivated to enhance innovation (Walker, 2016).

Collaborative leadership behavior influences organizational commitment, as leaders who share ideas and concepts, provide opportunities for member participation in decision-making, and encourage members to engage in achieving organizational goals will enhance members' commitment to the organization (Keskes, 2014). Another study has found that various leadership styles affect organizational commitment, with collegial and supportive leadership having a more positive impact than autocratic leadership (Malemuna & Phiri, 2016). Leaders who consistently support and invite member participation will foster a healthy work climate and increase organizational commitment.

Organizational commitment is defined as the extent to which an individual identifies with and is engaged in an organization. This concept also signifies the acceptance and internalization of organizational goals, a willingness to work hard to achieve those goals, and a desire to remain with the organization (Allen & Meyer, 1991). Commitment reflects employees' loyalty to the organization and their sustained involvement in achieving organizational success and prosperity (Luthans, 2006). Individuals with high organizational commitment can be identified by characteristics such as strong trust and acceptance of organizational goals and values, and a strong desire to work for and remain a member of the organization (Choi et al., 2015).

Various studies indicate that organizational commitment has a positive effect on employee performance. Individuals with high commitment will exert their full capabilities in completing tasks, thereby enhancing individual performance (Demirtas et al., 2017). Organizational commitment is also related to improved job performance (Ayodotun et al., 2018). Teacher job performance can improve when teachers deploy all their competencies to fulfill their duties. Organizational commitment also leads to extra effort, ultimately influencing competitive performance. Individuals with high commitment will likely demonstrate individual allegiance to the organization to achieve goals and maintain membership.

Organizational commitment, together with job satisfaction, serves as a mediating variable in the relationship between transformational leadership and employee performance (Eliyana et al., 2014). Another study proves that organizational commitment plays a role in the relationship between person-organization fit and job satisfaction with turnover intentions (Risma et al., 2018). Similarly, organizational commitment is a mediating variable in the relationship between human resource management practices and employee engagement with performance (Pawirosumarto et al., 2021).

Organizational commitment also acts as a mediating variable in research on the relationship between internal marketing and internal quality service (Odeh & Alghadeer, 2014). These findings indicate that researchers have frequently employed organizational commitment as a variable to elucidate its role in the relationship between different variables.

The above explanations demonstrate that the role of organizational commitment as a mediator is robust in various studies. Consequently, this research aims to examine the role of organizational commitment in the relationship between collaborative leadership and teacher performance. This study is expected to provide insights into the role of organizational commitment in the relationship between collaborative leadership style and teacher performance.

Method

Participants

Respondents in this study were recruited using a purposive sampling technique, totaling 195 individuals who met the criteria of being permanent teachers with a minimum of 2 years of service, working in either private or public schools. The demographic characteristics of the respondents included 43 males (22%), 152 females (78%), 128 government employees (66%), and 67 foundation employees (34%). Regarding tenure, 95 individuals (49%) had over 15 years of service, 41 individuals (21%) had 11-15 years, 29 individuals (15%) had 6-10 years, and 30 individuals (15%) had 2-5 years of service.

Research Instruments

Collaborative leadership was measured using the Collaborative Leadership Scale developed by Heck & Hallinger (2010), translated by language experts. This scale comprised three aspects: (a) Collaborative school governance, emphasizing shared vision, broad participation, and mutual accountability for student learning; (b) Collaborative decision-making focusing on academic improvement; and (c) Extensive participation to evaluate the academic development of the school. The scale consisted of eight items, employing a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The validity level showed a value of $r > 0.379$ with a significance of 0.05 ($p > 0.05$), and the reliability was 0.95.

The organizational commitment was measured using the Organizational Commitment Scale developed by Allen & Meyer (1991), which was translated by language experts. This scale had three dimensions: affective commitment, continuance commitment, and normative commitment, each consisting of 18 items, utilizing a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The validity level indicated a value of $r > 0.346$ with a significance of 0.05 ($p > 0.05$), and the reliability was 0.78.

Teacher performance was measured using the Modeling Professional Performance of Teachers' Scales (PPTS) developed by Shakuna et al. (2016), translated by language experts. The scale encompassed five dimensions: teaching skills, management skills, discipline and regularity, interpersonal skills, and professional development. Employing a 5-point Likert scale (1 = not suitable at all to 5 = very suitable), the scale comprised 21 items. The validity level showed a value of $r > 0.386$ with a significance of 0.05 ($p > 0.05$), and the reliability was 0.79.

Data Analysis Technique

The data analysis method employed in this study is parametric inferential statistics. This statistical approach is utilized to analyze relationships between variables through hypothesis testing. The data analysis was conducted using SPSS (Statistical Product and Service Solution) version 23 for Windows. Data were tested using the correlation test through Hayes Process Model 4.
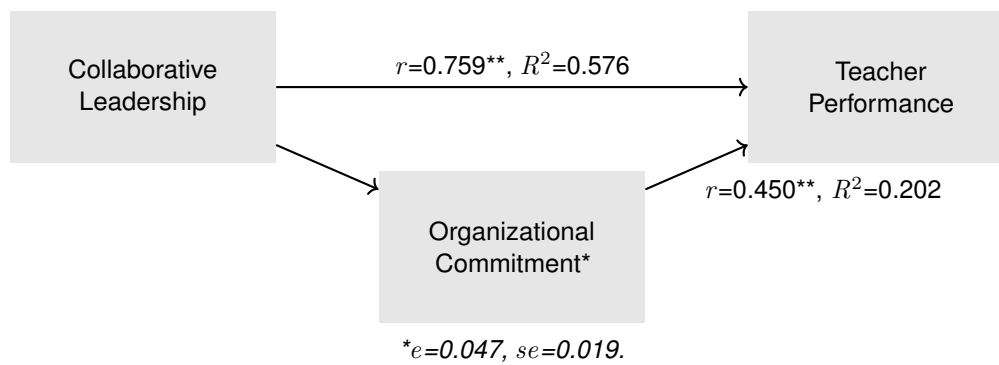
Result

The respondents in this study comprised 43 male teachers (22.1%) and 152 female teachers (77.9%), with employment status indicating 65.6% (128 civil servants) and 34.4% (67 non-civil servants). Among them, 129 teachers (66.2%) had received certification programs, and 66 teachers (33.8%) had not. In terms of work experience, 26 teachers (13.3%) had 2-5 years, 29 individuals (9%) had 6-10 years, 41 individuals (21%) had 11-15 years, and 99 individuals (50.8%) had more than 15 years. Respondents from public schools constituted 163 individuals (83.6%), while 32 individuals (16.4%) were from private schools.

Based on the correlation test shown in Figure 1, there is a relationship between collaborative leadership and teacher performance ($r=0.759$, $p<.01$), and organizational commitment and teacher performance ($r=0.450$, $p<.01$). This indicates that Research Hypotheses 1 and 2 are supported. To address Hypothesis 3, the analysis utilized PROCESS HAYS Model 4 to examine whether organizational commitment mediates the relationship between collaborative leadership and teacher performance. The analysis results indicate that organizational commitment can mediate the relationship between collaborative leadership and teacher performance, with an indirect effect (e)= 0.047, se=0.018, cl (0.015 – 0.089). Therefore, the hypothesis in this study is accepted. The significance of the indirect effect is determined based on the confidence interval values. Since there is no zero value, the indirect effect in this test is declared significant.

Discussion

The results of this study demonstrate that there is a relationship between collaborative leadership and teacher performance. Additionally, organizational commitment is a mediator in the relationship between collaborative leadership and teacher performance. The improvement in teacher performance through collaborative leadership will be higher when teachers have a high organizational commitment. The willingness to stay in the organization and the alignment of individual and organizational values become factors that can strengthen the impact of collaborative leadership on teacher performance. This aligns with previous research findings stating that commitment is crucial in enhancing voluntary organizational behavior, thereby improving individual performance (Samancioglu et al., 2019). This is further supported by research results indicating that the strength of collaborative leadership in schools will be

Figure 1. Data Analysis Result.
*Note: significance **p<0.01*

potent in boosting teacher performance when organizational commitment is high (Samriangjit et al., 2016).

Collaborative leadership can be an effective tool for empowering teachers in schools (Vitale, 2017). Moreover, collaborative leadership can enhance effective communication within the school environment. Teachers and administrative staff exhibit a positive attitude towards leaders who approach them with a collaborative style. School principals implementing collaborative leadership styles encourage teachers and administrative staff to work together, provide opportunities to fulfill their duties, and delegate authority in managing their work.

The effect of collaborative leadership on organizational performance is corroborated by previous studies. Collaborative leadership is also known as distributive leadership, where leaders distribute tasks and responsibilities among all members of the organization, enabling the collective realization of organizational goals (Hsieh & Liou, 2018). Other findings also confirm a significant relationship between collaborative leadership and the improvement of school quality (Hung, 2006). Collaborative leadership methods can shape a school culture oriented towards achievement, fostering shared values, integrity, and effective communication, ultimately enhancing school performance.

Collaborative or distributive leadership also has a strong influence on teachers' organizational commitment. Teachers involved in the learning process can actively participate in activities managed by the school principal, such as being appointed as team leaders and participating in decision-making processes (Devos et al., 2015). Acknowledging the teachers' capabilities in these tasks will foster strong organizational commitment. As a result, teachers will enhance their active participation in various tasks and responsibilities, ultimately improving teacher performance in the school.

Collaborative leadership is strongly associated with enhancing affective commitment among teachers. Furthermore, this effective commitment may drive teachers to exert more effort and willingly fulfill tasks and responsibilities, thereby enhancing their performance (Trammell, 2016). Another study also found evidence of a strong relationship between the collaborative leadership behavior of the school principal and teacher commitment. Collaborative behavior exhibited by school principals stimulates teachers to engage in professional activities, enhance work innovation, and cultivate positive work behaviors, ultimately promoting more productive job performance (Walker, 2016).

Leadership that encourages individuals to participate in organizational decision-making and fosters participation in work can enhance individual performance. This research demonstrates that the improvement of teacher performance through collaborative leadership is higher when teachers also have high organizational commitment. Willingness to stay in the organization and alignment of individual and organizational values can strengthen the impact of collaborative leadership on teacher performance. This aligns with previous research findings stating that increased commitment is crucial in enhancing voluntary organizational behavior, ultimately improving individual performance (Samancioglu et al., 2019). The strength of collaborative leadership in schools is powerful in boosting teacher performance when organizational commitment is high, according to research results, which further support these findings.

Organizational commitment is a work attitude formed through acceptance and strong trust in the organization's goals and values, willingness to exert effort towards achieving organizational goals, and a desire to maintain membership in the organization (Hadziahmetovic & Dinc, 2017). Teachers willing to exert effort in carrying out tasks to achieve organizational goals will enhance their performance. Additionally, teachers who accept the values and goals of the organization and intend to stay in the organization will work optimally, impacting their performance positively (Thien et al., 2014).

Commitment is not merely passive loyalty to the organization, where each member remains in the organization without contributing positively to organizational goals. It involves an active relationship with the organization, where individuals are willing to contribute to the progress and well-being of the organization. citepr26. Teachers with high loyalty to the school will work to the fullest and actively contribute to the organization's achievement through their work, ultimately helping to improve performance.

The research results indicate that organizational commitment plays a significant role in the relationship between collaborative leadership and teacher performance. School principals implementing collaborative leadership by involving teachers and staff in decision-making, supporting school activities to achieve school goals, and providing opportunities

for innovation in teaching will enhance teacher performance, particularly when teachers have high organizational commitment. Their willingness to put in more effort, their desire to stay, and their acceptance of the organization's values and objectives are proof of this.

Leadership behavior that involves organizational members in decision-making, fosters innovation in teaching activities, and provides feedback on organizational members' performance can improve individual performance (Ahmad et al., 2022). Teachers who receive recognition and appreciation for their performance will be strongly motivated to enhance their performance at school. The alignment of values and objectives between teachers and the school's "citepr14" drives this performance improvement. Additionally, teachers' willingness to accept the school's values, work hard, and desire to stay in the organization contribute to improved teacher performance (Folorunso & Abodunde, 2014). Leaders pay attention to relationship patterns with members through collaborative leadership and enhance organizational commitment among members by communicating organizational values, providing opportunities for professional development activities, and supporting external activities that contribute to achieving organizational goals (Chen & Cheng, 2012).

This research involved both public and private school teachers as respondents, suggesting potential differences in organizational commitment levels. Therefore, future research may benefit from using homogeneous respondents. Additionally, further investigation of job satisfaction and organizational support as mediators in subsequent studies is recommended.

Conclusion

This study provides evidence that organizational commitment is crucial in the relationship between collaborative leadership and teacher performance. Teachers' belief in the school's values and goals, as well as their willingness to remain members of the organization, has an impact on strengthening the influence of collaborative leadership on teacher performance. Teacher involvement in decision-making, providing opportunities for responsibility in various school activities, and receiving feedback on their work contribute to increasing organizational commitment and, in turn, improving teacher performance.

Declaration

Author contributions

All authors contributed to the conceptual design of the study, writing the introduction, data collection, data processing, and writing the discussion.

Conflict of interest

The authors declare no conflicts of interest.

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