The Influence of Learning Leadership, Educational Management Knowledge, Work Motivation and Job Satisfaction on the Organizational Commitment

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Abstract:

This study examines the influence of instructional leadership, knowledge of educational management, work motivation, and job satisfaction on the organizational commitment of school principals. Using a quantitative approach and survey method, this study systematically measures the influence of independent variables on organizational commitment. The technique used in sampling is proportional random sampling. Data analysis involves validity and reliability tests, confirmatory factor analysis (CFA), and Structural Equation Modeling (SEM) to assess direct and mediation effects. The results show that educational management significantly affects organizational commitment, but this effect is negatively mediated by job satisfaction and work motivation. Although good management can increase motivation and job satisfaction, it does not continually strengthen organizational commitment. Instructional leadership also affects organizational commitment, but job satisfaction does not mediate the relationship, indicating that other factors may play a more significant role. In addition, work motivation negatively mediates the relationship between instructional leadership and organizational commitment. These findings provide important implications for educational policy and practice, emphasizing the importance of strategies that not only improve leadership effectiveness but also consider aspects of job satisfaction and motivation to strengthen the commitment of school principals in carrying out their duties.

Keywords: *Learning Leadership, Organizational Commitment, Job Satisfaction*

Abstrak:

Penelitian ini mengkaji pengaruh kepemimpinan pembelajaran, pengetahuan manajemen pendidikan, motivasi kerja, dan kepuasan kerja terhadap komitmen organisasi kepala sekolah. Dengan menggunakan pendekatan kuantitatif dan metode survei, penelitian ini secara sistematis mengukur pengaruh variabel independen terhadap komitmen organisasi. Teknik yang digunakan dalam pengambilan sampel adalah proportional random sampling. Analisis data melibatkan uji validitas dan reliabilitas, analisis faktor konfirmatori (CFA), serta Structural Equation Modeling (SEM) untuk menilai pengaruh langsung maupun efek mediasi. Hasil penelitian menunjukkan bahwa manajemen pendidikan berpengaruh signifikan terhadap komitmen organisasi, namun pengaruh tersebut dimediasi secara negatif oleh kepuasan kerja dan motivasi

kerja. Meskipun manajemen yang baik dapat meningkatkan motivasi dan kepuasan kerja, hal ini tidak selalu memperkuat komitmen organisasi. Kepemimpinan pembelajaran juga berpengaruh terhadap komitmen organisasi, tetapi kepuasan kerja tidak memediasi hubungan tersebut, yang menunjukkan bahwa faktor lain mungkin memiliki peran yang lebih besar. Selain itu, motivasi kerja memediasi secara negatif hubungan antara kepemimpinan pembelajaran dan komitmen organisasi. Temuan ini memberikan implikasi penting bagi kebijakan dan praktik pendidikan, dengan menekankan pentingnya strategi yang tidak hanya meningkatkan efektivitas kepemimpinan, tetapi juga mempertimbangkan aspek kepuasan dan motivasi kerja guna memperkuat komitmen kepala sekolah dalam melaksanakan tugasnya.

Kata Kunci: *Kepemimpinan Pembelajaran, Komitmen Organisasi, Kepuasan Kerja*

INTRODUCTION

Organizational commitment is critical to the success and sustainability of junior high schools, with principals playing a key leadership role. In addition to managing daily operations, they guide the school toward its educational vision by fostering a positive work culture, motivating teachers, and ensuring quality education. Leadership directly influences teacher engagement, student achievement, and overall institutional growth (Boudouaia et al., 2024; Ariyani et al., 2021; Vujčić et al., 2022). Principals' commitment to their organization ensures that strategic goals are achieved and the educational process runs smoothly and effectively (Aziz et al., 2021; Ali & Anwar, 2021). Thus, the organizational commitment of principals is an important factor in improving the overall educational environment and performance.

In Banda Aceh City, although junior high school principals are expected to be agents of change in improving the quality of education, the challenges they face are not few. Most principals in Banda Aceh have various administrative and operational burdens that often interfere with their focus on implementing effective instructional leadership. Limited knowledge of educational management and lack of support in professional development also exacerbate the situation. This directly affects their level of organizational commitment, which can hinder educational progress in the area.

Principals highly committed to the organization can lead schools toward achieving better visions and missions. However, in the social reality of Indonesia, many principals face challenges in carrying out their leadership roles. Various factors, such as limited resources, lack of work motivation, and problems in educational management, can affect their level of commitment to the organization (Fajri et al., 2024; Bakotić & Bulog, 2021). Previous studies have highlighted principals' challenges due to globalization, technological advances, and policy changes (Usman et al., 2023; Puspitaningrum et al., 2021; Hammond et al., 2022). Gumasing and Ilo (2023) showed that transformational leadership significantly impacts principals' organizational commitment. High work motivation can strengthen organizational commitment, especially in education (Sariakin et al.,

2023; Jufrizen et al., 2023). Liu and Watson (2023) revealed that principals who are satisfied with their work will be more committed to their duties and drive positive change in schools. Effective leadership plays an important role in creating an environment that supports the development of principal commitment to the school.

The research has discussed the influence of factors such as leadership, knowledge of educational management, work motivation, and job satisfaction on organizational commitment; most of these studies focus on a broader context without considering specific differences at the level of principals at the junior high school level in certain areas. Research focusing more on the local context, such as in Banda Aceh, is still limited. Therefore, this study attempts to fill the research gap by offering a research novelty by combining four main factors, instructional leadership, knowledge of educational management, work motivation, and job satisfaction, in one comprehensive analysis model.

This study aims to analyze how factors such as Instructional Leadership, Knowledge of Educational Management, Work Motivation, and Job Satisfaction influence the Organizational Commitment of principals at the Junior High School (SMP) level in Banda Aceh. This study is expected to clarify the relationship between these factors and how they can affect the principal's commitment to the organization. This study contributes to the literature by revealing that job satisfaction and work motivation, instead of only increasing organizational commitment, can act as negative mediators in specific contexts.

The organizational commitment of the principal is fundamental to improving the quality of education. Principals with high commitment will be better able to lead and direct schools towards better achievements. Factors such as effective instructional leadership, knowledge of educational management, high work motivation, and reasonable job satisfaction can strengthen this commitment. Therefore, it is important to understand more deeply the relationship between these factors at the junior high school level in Banda Aceh so that policies can be implemented that support the development of better principals in managing schools and improving the quality of education in the area.

RESEARCH METHOD

This study employed a quantitative research approach to analyze the organizational commitment of junior high school principals in Banda Aceh (Liu, 2022). The research design followed a descriptive and explanatory method to identify the relationship between leadership styles, educational management strategies, and organizational commitment. Data were collected through a structured questionnaire using a Likert scale to assess principals' perceptions of leadership effectiveness, motivation, and job satisfaction.

This study's population consisted of all junior high school principals in Banda Aceh, with a sample size of 37 principals selected using a proportional random sampling technique. This approach ensured a diverse and representative sample across different school types and leadership styles. Data was collected

through direct surveys, carefully verifying responses for completeness and accuracy.

The distribution of junior high schools (SMP) in Banda Aceh provides an overview of the number of schools in various sub-districts, which helps analyse the equitable distribution of access to education in the region. This distribution is important to map areas with higher educational needs and ensure the equitable distribution of quality educational facilities throughout the Banda Aceh region.

Table 1. Distribution of Junior High School locations in Banda Aceh

No	Region	Junior High School		
	District	Public	Private	Total
1	Kuta Alam	5	4	9
2	Shia Kuala	1	2	3
3	Baiturrahman	3	2	5
4	Banda Raya	2	2	4
5	Jaya Baru	1	4	5
6	Ulee Kareng	1	1	2
7	Meuraxa	3	1	4
8	Kuta Raja	1	1	2
9	Lueng Bata	2	1	3
	Total	**19**	**18**	**37**

Table 2 shows the distribution of junior high schools in nine sub-districts by comparing public and private schools. Kuta Alam has nine junior high schools with a dominance of public (5 public and four private). Syiah Kuala is dominated by private schools (2 private and one public). Baiturrahman, Banda Raya, and Ulee Kareng have a balanced distribution. Jaya Baru is dominated by private (1 public and four private), while Meuraxa is dominated by public (3 public and one private). Kuta Raja and Lueng Bata are balanced. Overall, the number of public junior high schools is slightly more (19) than private (18), with variations in proportion based on local factors.

For data analysis, Structural Equation Modeling—partial Least Squares (SEM-PLS) was utilized to assess the direct and indirect effects of leadership styles and educational management practices on organizational commitment. The analysis included descriptive statistics to summarize the distribution of responses and regression analysis to examine causal relationships between variables. Additionally, validity and reliability tests were conducted to ensure the measurement instrument's consistency and accuracy (Blanco & Rosillo, 2021).

The research findings have been interpreted in the context of theoretical and practical implications, providing insights for educational policymakers, school administrators, and stakeholders. The study contributes to a deeper understanding of leadership effectiveness and its role in fostering organizational commitment among school principals, offering recommendations for improving school governance and educational management in Banda Aceh.

RESULTS AND DISCUSSION
Result
Reliability and Validity

The results of the reliability and validity tests of the five variables in the study, namely Educational Management, Job Satisfaction, Learning Leadership, Organizational Commitment, and Work Motivation, are presented. Three main measures, Cronbach's Alpha, composite reliability, and average variance extracted (AVE), are used to assess reliability and validity.

Table 2. Reliability and validity test results

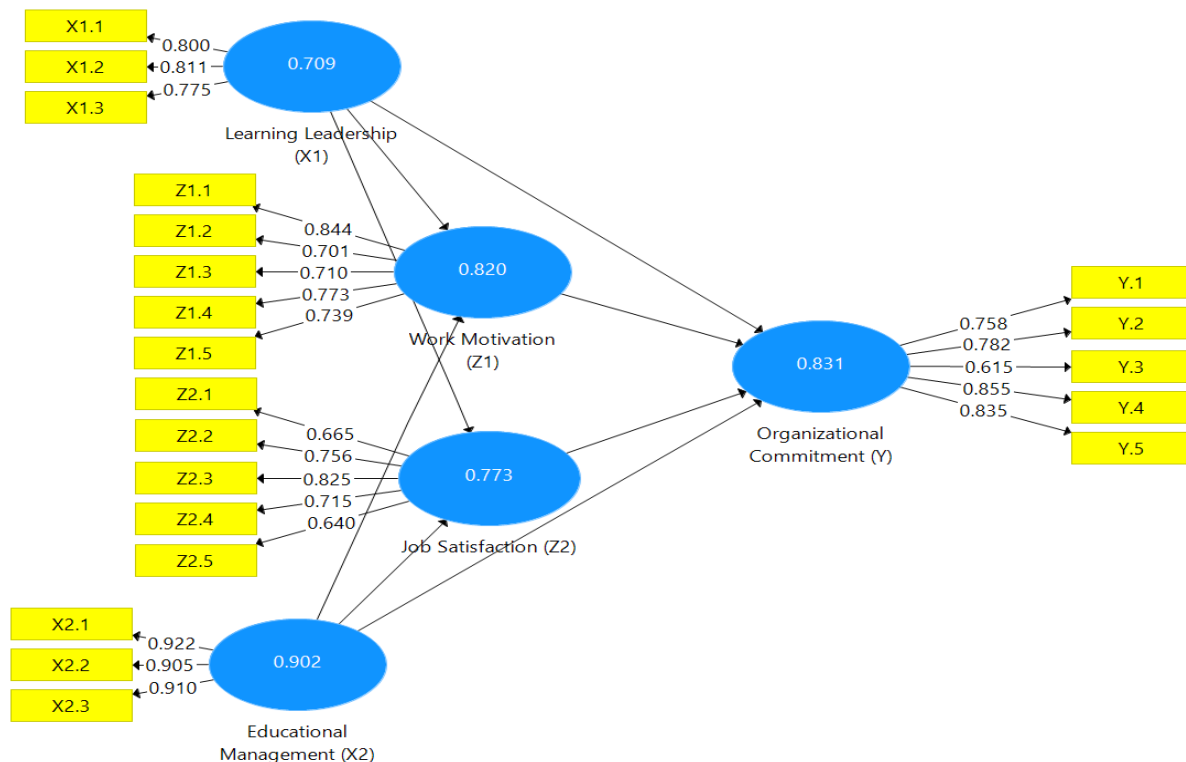| Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Educational Management	0.902	0.937	0.833
Job Satisfaction	0.773	0.845	0.523
Learning Leadership	0.709	0.838	0.633
Organizational Commitment	0.831	0.880	0.599
Work Motivation	0.820	0.869	0.570

Source: Results of the Smart PLS Primary Data Test (2024)

Table 2 presents the reliability and validity test results for each variable in the study, ensuring that the measurement instruments used are consistent and accurate in capturing the intended constructs. The results for the Educational Management variable are outstanding. A Cronbach's Alpha of 0.902 indicates excellent internal consistency, meaning the items used to measure this variable are highly correlated and work well together. In addition, a Composite Reliability of 0.937 confirms that the overall construct is reliably measured. The Average Variance Extracted (AVE) of 0.833 further demonstrates that the underlying construct captures a significant proportion of the variance in the observed variables, indicating excellent convergent validity.

Regarding the Job Satisfaction variable, the reliability and validity metrics are slightly lower but still within acceptable ranges. A Cronbach's Alpha of 0.773 meets the generally accepted threshold of 0.70 for internal consistency. The Composite Reliability of 0.845 supports this finding, showing that the items reliably reflect the construct. An AVE of 0.523, while lower than Educational Management, still exceeds the minimum requirement of 0.50, suggesting that the construct explains over half of the variance in its indicators and thus maintains good convergent validity.

Learning Leadership shows a Cronbach's Alpha of 0.709, indicating acceptable internal consistency among its items. The Composite Reliability of 0.838 reinforces that the items collectively provide a reliable measure of the construct. With an AVE of 0.633, the convergence of the items is well supported, meaning that the construct captures a considerable amount of the variance from its indicators. Although the reliability is moderate compared to the other variables, Learning Leadership demonstrates good convergent validity. For Organizational Commitment, the reported Cronbach's Alpha is 0.831, which indicates good internal consistency. The Composite Reliability of 0.880 suggests that the measurement items reliably contribute to the overall construct. An AVE of 0.599

indicates that the construct accounts for nearly 60% of the variance, which is a strong indication of both reliability and convergent validity for this variable.

Source: Results of the Smart PLS Primary Data Test (2024)

Finally, the Work Motivation variable reports a Cronbach's Alpha of 0.820 and a Composite Reliability of 0.869. These values reflect robust internal consistency and overall reliability when measuring work motivation. An AVE of 0.570 indicates that the items capture a satisfactory level of the underlying construct's variance, supporting adequate convergent validity. Overall, these detailed results confirm that all variables in the study of educational Management, Job Satisfaction, Learning Leadership, Organizational Commitment, and Work Motivation have met the necessary thresholds for reliability and validity. This strong measurement foundation ensures that further analyses can be conducted with confidence in the consistency and accuracy of the data.

Discriminant Validity

Discriminant validity is a crucial aspect of construct validity, ensuring that each variable in the research model is unique and does not overlap with other variables. Establishing discriminant validity is essential in structural equation modelling (SEM) as it confirms that the measured constructs are distinct and not merely reflections of one another. This is typically assessed using the Fornell-Larcker criterion, which involves comparing the square root of the Average Variance Extracted (AVE) of each variable with its correlation with other variables. A variable is considered to have good discriminant validity if the square root of its AVE is greater than the correlation it shares with other constructs in the model.

Using this method, this study tested five key research variables—educational Management, Job Satisfaction, Learning Leadership, Organizational Commitment, and Work Motivation—for discriminant validity. The results presented in Table 4.3 indicate that the square root of the AVE for each variable exceeds its correlation with other variables. This finding suggests that each construct is conceptually distinct and does not exhibit redundancy with other constructs.

The significance of discriminant validity in this research lies in its ability to confirm that each construct represents a separate dimension of the theoretical framework. By ensuring that the variables do not overlap, the study enhances the precision and reliability of its findings, allowing for clearer interpretations of the relationships between constructs. Establishing discriminant validity also strengthens the overall research model, ensuring that each variable contributes uniquely to explaining the studied phenomena.

For instance, while job satisfaction and work motivation may be conceptually related, the discriminant validity test ensures that they are distinct constructs that measure different psychological and behavioural aspects. Job Satisfaction reflects an individual's emotional response to their job, whereas Work Motivation pertains to the driving factors that influence an individual's performance and effort. Similarly, Educational Management and Learning Leadership, although closely linked in an educational setting, must be statistically validated as independent variables to avoid potential construct contamination. Educational Management focuses on administrative and structural aspects, while Learning Leadership emphasizes instructional and pedagogical strategies.

Table 3. Results of the Validity Test of Discrimination

Variable	Educational Management	Job Satisfaction	Learning Leadership	Organizational Commitment	Work Motivation
Educational Management	0.912				
Job Satisfaction	-0.269	0.723			
Learning Leadership	0.056	-0.116	0.795		
Organizational Commitment	-0.302	0.707	-0.255	0.774	
Work Motivation	0.445	-0.488	0.190	-0.590	0.755

Source: Results of the Smart PLS Primary Data Test (2024)

Based on Table 3, all variables show good discriminatory validity because the square root of the AVE of each variable is higher than the correlation value with other variables. Educational Management has a square root of AVE 0.912, higher than the correlation with other variables, indicating good discrimination validity. Likewise, Job Satisfaction with an AVE of 0.723, Learning Leadership with an AVE of 0.795, Organizational Commitment with an AVE of 0.774, and Work Motivation with an AVE of 0.755 all had lower correlation values than the square root of their AVE, indicating that each variable measured a distinct construct. From the visible results, it can be concluded that all variables in the

study have good discriminatory validity. This is because the square root of the AVE of each variable is greater than the correlation value between variables. Thus, it can be ensured that each variable measures a different construct clearly and that there is no significant overlap between the variables analyzed.

Direct Effect

Direct effect measures the influence exerted by one variable on another variable without considering the mediator variable. The results of the direct effect test for each variable relationship can be seen in Table 4,

Table 4. Direct Effects

Variable	Coefficient	Standard Deviation	T Statistics	P Values
Educational Management -> Job Satisfaction	-0.263	0.050	5.241	0.000
Educational Management -> Organizational Commitment	-0.289	0.062	4.661	0.000
Educational Management -> Work Motivation	0.436	0.056	7.711	0.000
Job Satisfaction -> Organizational Commitment	0.545	0.045	12.092	0.000
Learning Leadership -> Job Satisfaction	-0.101	0.089	1.133	0.258
Learning Leadership -> Organizational Commitment	-0.239	0.081	2.963	0.003
Learning Leadership -> Work Motivation	0.165	0.077	2.142	0.033
Work Motivation -> Organizational Commitment	-0.290	0.053	5.478	0.000

Source: Results of the Smart PLS Primary Data Test (2024)

Table 4 shows the results of the direct effect test between the variables in the study. These results revealed that Educational Management had a significant adverse effect on Job Satisfaction with a coefficient of -0.263, t-statistic of 5.241, and p-value of 0.000, which showed a strong relationship. In addition, Educational Management also had a significant negative influence on Organizational Commitment (-0.289) with t-statistics of 4.661 and a p-value of 0.000. However, Educational Management had a significant positive effect on Work Motivation with a coefficient of 0.436, t-statistic of 7.711, and p-value of 0.000, which showed a strong and significant relationship.

Furthermore, Job Satisfaction had a significant positive effect on Organizational Commitment, with a coefficient of 0.545, a t-statistic of 12.092, and a p-value of 0.000, which showed that an increase in job satisfaction would be related to a significant increase in organizational commitment.

The relationship between Learning Leadership and Job Satisfaction was insignificant, with a coefficient of -0.101, t-statistic of 1.133, and p-value of 0.258, which shows that Learning Leadership has no significant influence on Job Satisfaction. However, Learning Leadership had a significant adverse effect on Organizational Commitment with a coefficient of -0.239, t-statistic of 2.963, and p-value of 0.003, which showed a significant relationship. In addition, Learning Leadership significantly positively affected Work Motivation with a coefficient of 0.165, t-statistic of 2.142, and p-value of 0.033.
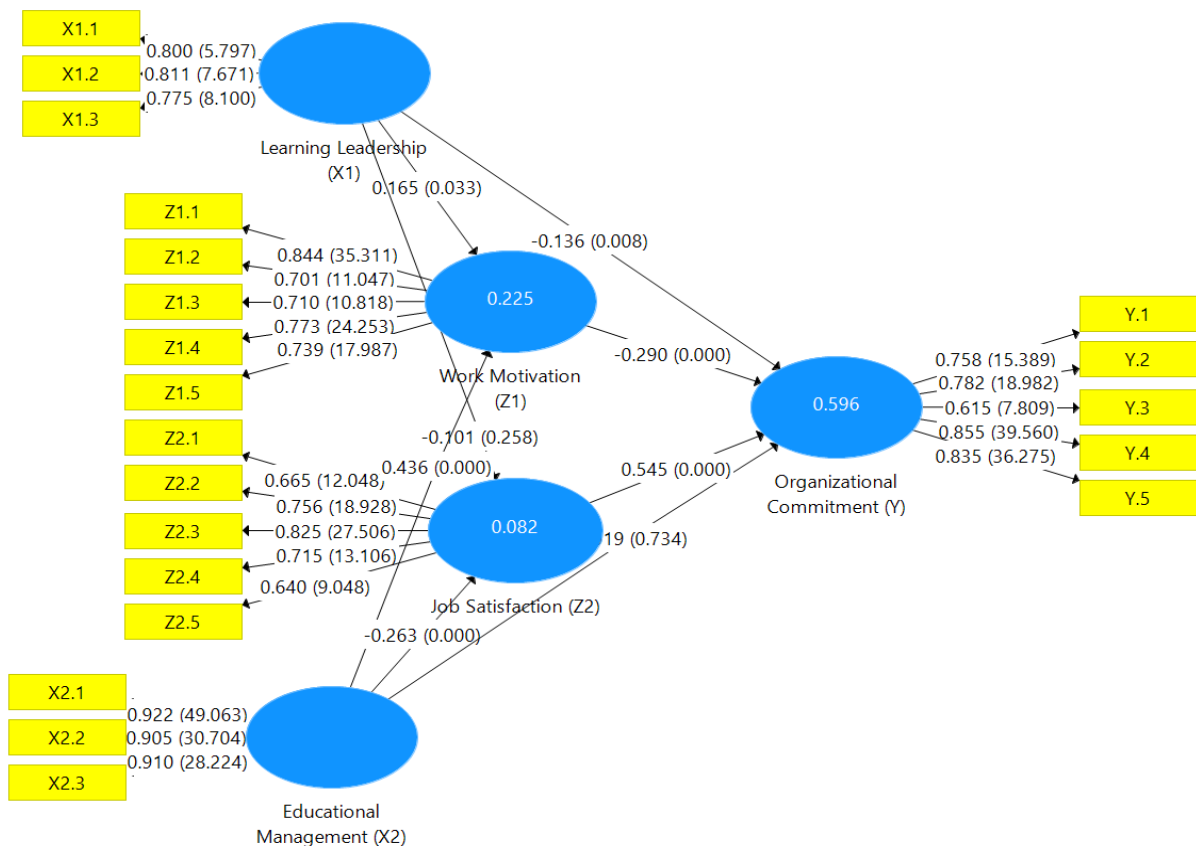
Source: Results of the Smart PLS Primary Data Test (2024)

Finally, Work Motivation has a significant adverse effect on Organizational Commitment with a coefficient of -0.290, t-statistic 5.478, and p-value 0.000, indicating that an increase in work motivation can be associated with a significant decrease in organizational commitment. Most of the variables' relationships showed significant effects, except for the insignificant relationship between Learning Leadership and Job Satisfaction.

Mediating Effect

The mediation effect measures how the mediator variable affects the relationship between the independent and dependent variables. Table 5 shows the results of the mediation effect test between the variables involved. The following are the results of the mediation effect test for each relationship between variables.

Table 5. Mediation Effect Test Results

Variable	Coefficient	Standard Deviation	T Statistics	P Values
Educational Management -> Job Satisfaction -> Organizational Commitment	-0.143	0.032	4.524	0.000
Learning Leadership -> Job Satisfaction -> Organizational Commitment	-0.055	0.053	1.034	0.302
Educational Management -> Work Motivation -> Organizational Commitment	-0.126	0.029	4.398	0.000
Learning Leadership (X1) -> Work Motivation (Z1) -> Organizational Commitment (Y)	-0.048	0.022	2.141	0.033

Source: Results of the Smart PLS Primary Data Test (2024)

The findings of this study highlight the complex mediating role of Job Satisfaction and Work Motivation in the relationship between Educational Management, Learning Leadership, and Organizational Commitment. The first mediation analysis examined the effect of Job Satisfaction on the relationship between Educational Management and Organizational Commitment, revealing a significant adverse mediation effect (coefficient = -0.143, t-statistic = 4.524, p-value = 0.000). These results suggest that while effective Educational Management can enhance Organizational Commitment, low levels of Job Satisfaction may counteract this effect, leading to a decline in commitment. This finding underscores the importance of addressing teachers' job satisfaction as part of leadership and management strategies to strengthen organizational commitment.

In contrast, the mediation effect of Job Satisfaction in the relationship between Learning Leadership and Organizational Commitment was insignificant (coefficient = -0.055, t-statistic = 1.034, p-value = 0.302). This indicates that Learning Leadership influences Organizational Commitment directly rather than through Job Satisfaction. The insignificance of the mediation effect suggests that other factors, such as workplace culture, support systems, or intrinsic motivation, may play a more critical role in shaping organizational commitment than job satisfaction alone.

Similarly, the analysis of Work Motivation as a mediator between Educational Management and Organizational Commitment demonstrated a significant adverse mediation effect (coefficient = -0.126, t-statistic = 4.398, p-value = 0.000). This finding suggests that although strong Educational Management practices can enhance Work Motivation, this increased motivation does not necessarily translate into higher Organizational Commitment. Instead, work motivation weakens the direct relationship between Educational Management and Organizational Commitment, possibly due to external stressors, workload pressures, or mismatches between professional expectations and institutional support.

Lastly, the mediation effect of Work Motivation between Learning Leadership and Organizational Commitment was also significant but negative (coefficient = -0.048, t-statistic = 2.141, p-value = 0.033). This suggests that while effective Learning Leadership can improve Work Motivation, it paradoxically reduces Organizational Commitment. A possible explanation is that increased motivation without corresponding institutional support or career incentives may lead to frustration and disengagement over time. These findings highlight the need for a more comprehensive approach that strengthens leadership and management and fosters a work environment that nurtures motivation and long-term commitment.

Discussion
In analyzing the mediation effect, it is evident that several mediator variables play a crucial role in influencing the relationship between educational management and organizational commitment. A significant mediation effect occurs between educational management and organizational commitment, primarily through job satisfaction and work motivation. These two factors are

essential in either strengthening or weakening the impact of educational management on organizational commitment (Pan et al., 2021; Cen et al., 2021; Kumari et al., 2022). Improvements in education management enhance immediate job satisfaction and increase work motivation, which, in turn, fosters a more substantial commitment to the organization (Cornelissen & Smith, 2022; Warisno & Hidayah, 2022). This finding underscores the importance of internal factors in education, particularly effective management, which can significantly contribute to an institution's overall quality of human resources.

Furthermore, one notable insight is that while educational management directly and significantly influences job satisfaction and work motivation, these two variables also serve as mediators in reinforcing the relationship with organizational commitment. This suggests, as stated by Masale et al. (2021), that managerial policies and practices within an educational setting influence not only employees' perceptions of their work environment but also their levels of motivation and commitment to the institution. A holistic approach to education management that integrates structural policies with human resource development strategies can create a more conducive environment for personal and professional growth (Darling et al., 2022; Leithwood, 2021; Maryam et al., 2021). When job satisfaction and motivation are prioritized in management practices, employees are more likely to demonstrate strong organizational commitment, leading to overall institutional success.

On the other hand, findings related to learning leadership indicate that, while it impacts work motivation, its mediation effect through job satisfaction on organizational commitment is insignificant. This is similarly suggested by Liu and Watson (2023) that although strong leadership can inspire and encourage employees, it does not necessarily translate into heightened organizational commitment. The influence of leadership may depend on additional factors, such as institutional policies, employee perceptions of career development opportunities, and the overall work culture (Puspitaningrum et al., 2021; Mulang, 2021; Fahmi et al., 2024). Thus, while learning leadership remains an important factor in fostering a positive work environment, it may require direct intervention in job satisfaction and motivation to effect commitment significantly.

These findings highlight the complexities of strengthening organizational commitment through management and leadership practices. An integrated approach is necessary to enhance educational institutions' effectiveness, one that balances strong leadership with well-structured management strategies focused on employee satisfaction and motivation (Saad, 2021). By creating a supportive work environment and implementing policies that nurture professional growth, educational institutions can ensure that employees remain committed to organizational goals, ultimately contributing to long-term institutional success (Atika et al., 2022).

However, the findings related to learning leadership indicate that while it positively affects work motivation, its mediating impact through job satisfaction on organizational commitment is not significant. This suggests that although effective leadership can inspire and encourage employees, its direct influence on organizational commitment is more complex and requires additional factors.

Managerial policies, employee engagement, and work experience are crucial in shaping long-term commitment (Sariakin et al., 2023). A leadership approach prioritizes learning and development needs to be complemented by a broader strategy that effectively manages employee satisfaction and motivation. Without a well-rounded approach, leadership alone may not significantly enhance organisational commitment.

The crucial role of job satisfaction and motivation in strengthening organizational commitment highlights the importance of cultivating a positive and supportive work environment (Lee & Kim, 2023). Organizations that prioritize employee well-being by fostering motivation and job satisfaction are more likely to see higher levels of commitment among their members. This finding underscores the necessity of addressing psychological factors in the workplace that contribute to employees' overall sense of belonging and purpose; in an educational setting, where the quality of human resources directly affects institutional success, managing job satisfaction and motivation becomes even more critical. Creating an environment where employees feel valued and engaged ultimately leads to stronger organizational dedication and performance.

Moreover, as stated by Gumasing and Ilo (2023), the significant influence of educational management on work motivation and organizational commitment underscores the vital role of managerial policies in shaping employee behaviour. Work motivation is directly linked to the achievement of institutional goals, and in educational settings, this relationship is particularly relevant given the challenges faced in maintaining professionalism and integrity(Srivastava, 2023). Effective educational management extends beyond administrative responsibilities and involves strategic human resource development that prioritizes motivation and commitment (Sariakin et al., 2023; Semenets et al., 2021). When educational institutions implement strong management practices that enhance job satisfaction and motivation, they create an environment that encourages long-term commitment among employees, ensuring the sustainability of institutional objectives.

These findings emphasize the need for an integrative approach that combines educational management, leadership, and human resource strategies to enhance organizational commitment. While learning leadership positively influences work motivation, its impact on organizational commitment requires additional reinforcement through effective management practices. Educational institutions must focus on aligning leadership efforts with structured policies that promote job satisfaction and motivation. Organizations can strengthen their workforce's commitment by fostering an environment that prioritizes employee engagement and development, ultimately contributing to long-term institutional success and stability.

CONCLUSION

The study reveals a significant relationship between educational management, instructional leadership, job satisfaction, work motivation, and organizational commitment. Although their effects are harmful, job satisfaction and work motivation mediate the impact of independent variables on organizational commitment. Specifically, educational management influences

organizational commitment through job satisfaction and work motivation, albeit adversely. While not mediated by job satisfaction, instructional leadership affects work motivation and organizational commitment. These findings underscore the importance of motivation and job satisfaction in fostering long-term organizational commitment. The study's limitation lies in its focus on existing variables without considering external factors like organizational culture or socio-economic conditions. Future research should explore additional variables that may moderate or strengthen these relationships and expand the sample across different educational contexts. Longitudinal studies are recommended better to understand these variables' long-term dynamics on organizational commitment.

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