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Strengthening Authentic Leadership, Organizational Culture, Teacher Professionalism, and Trust in Improving Teacher Commitment to Schools Using Path Analysis and SITOREM on Teachers at a Joint Cooperation School (SPK) in Jakarta

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ABSTRACT

This study aims to formulate strategies, methods, and optimal solutions to improve teachers' commitment to schools. These strategies are explored by examining the influence of authentic leadership, organizational culture, teacher professionalism, and trust on teacher commitment. This study is motivated by the limited research examining the enhancement of teacher commitment within the context of Joint Cooperation Schools (SPK) using a simultaneous path analysis and SITOREM approach. The method employed is a quantitative approach with a survey technique targeting 175 local teachers from 12 SPK high schools in Jakarta, selected through multistage random sampling. Data were collected using questionnaires and analyzed using path analysis to examine the direct and indirect effects between variables. The analysis was followed with SITOREM to identify priority indicators that should be improved or maintained in efforts to enhance teacher commitment. The results of the study indicate that the four independent variables—authentic leadership, organizational culture, teacher professionalism, and trust—have a positive and significant effect on teacher commitment. Trust was also found to be a mediating variable that strengthens the indirect influence of the other three variables on teacher commitment. The SITOREM analysis recommended strengthening the key indicators of each variable, with a priority on improving aspects of trust and professionalism. These findings contribute theoretically to the development of educational management science and provide practical recommendations for SPK schools in designing teacher development programs, strengthening work culture, and fostering authentic leadership.

Keywords: *Authentic Leadership, Organizational Culture, Teacher Professionalism, Trust, Teacher Commitment*

INTRODUCTION

The transformation of the education sector in recent years has encompassed changes in curriculum, instructional systems, and school governance. One of the most significant developments is the emergence of international schools in Indonesia, now formally recognized as Joint Cooperation Schools or Satuan Pendidikan Kerjasama (SPK) based on Ministry of Education and Culture Regulation No. 31 of 2014. SPK refers to educational institutions established through cooperation between accredited foreign educational institutions (LPA) and Indonesian educational institutions (LPI).

International schools present distinct characteristics that differentiate them from national schools, including diverse and multicultural student populations, learning opportunities for expatriate families, and flexible educational approaches (Heyward, 2002). The number of international schools has grown significantly, from 2,584 schools in 2000 to over 11,626 in 2020 (Öztabak, 2022). Most of these schools adopt international curricula such as Cambridge, International Baccalaureate (IB), and Advanced Placement (AP) (Cao, 2022), with a strong emphasis on global competencies and global citizenship education (Hughes, 2020).

The implementation of international curricula requires the recruitment of high-quality teachers who are proficient in foreign-language-based curricula and possess multicultural perspectives (Leonard, 2023). Local teachers working in SPK must demonstrate strong English language skills and cultural awareness to engage with students from various backgrounds. Zen et al. (2022) highlight the importance of contextual knowledge and cultural competence in curriculum implementation.

As of now, there are 681 schools approved as SPK, including 44 senior high school-level SPKs in Jakarta. This situation opens up opportunities for teacher mobility across SPK institutions in pursuit of better compensation packages. Teacher commitment becomes a crucial factor in maintaining educational quality, as highly committed teachers are more likely to enhance instructional effectiveness and student learning outcomes (Noordin et al., 2010).

A preliminary survey of 34 SPK teachers in Jakarta revealed that 55% teach at more than three schools, and 40% had only spent 1–5 years in their previous schools. These findings suggest a challenge in fostering teacher commitment, particularly affective commitment (with 34% of teachers expressing an intention to seek employment elsewhere), normative commitment (15% reported a lack of loyalty to the school's mission and vision), and continuance commitment (48% felt that their needs were not being met by the school).

Given the importance of teacher commitment in achieving educational goals, this study investigates the influence of authentic leadership, organizational culture, teacher professionalism, and trust on the commitment of SPK teachers. Authentic leadership, characterized by self-awareness, relational transparency, and empowering others (George et al., 2007), can build personal resources among

employees. A strong organizational culture fosters shared values and beliefs (Torres, 2022), while teacher professionalism, which encompasses content knowledge, continuous development, and professional ethics (Snoek, 2010), contributes to educational quality. Trust, understood as tolerance for vulnerability in professional relationships (Vanhala et al., 2016), can reduce turnover and enhance job satisfaction among teachers.

Based on this background, the present study aims to analyze how strengthening authentic leadership, organizational culture, teacher professionalism, and trust can enhance teacher commitment in SPK schools.

RESEARCH METHODOLOGY

This study was conducted with a specific focus on Joint Cooperation Schools (*Satuan Pendidikan Kerjasama*, or SPK) at the senior high school level within the Jakarta region. From a total of 43 SPK schools distributed across Jakarta's five municipalities, 12 schools were proportionally selected to represent each area. The research was carried out over a nine-month period, beginning in April 2023 and concluding in January 2024. The research process involved several stages: preliminary study, literature review, proposal and instrument development, proposal seminar, instrument pilot testing, questionnaire distribution, data tabulation and analysis, and final report completion.

The research design employed a mixed-methods approach consisting of two main components. First, the quantitative approach was implemented through a survey using structured questionnaires to test the research hypotheses, followed by path analysis. Second, the results of the quantitative analysis were verified and deepened using the SITOREM method (Scientific Identification Theory for Operational Research in Education Management), which was used to evaluate and prioritize improvements in the examined variables.

The types of data used in this study comprised both quantitative and qualitative data. Quantitative data were obtained from the assessments made by SPK senior high school teachers through questionnaires related to the research variables. Qualitative data were derived through the SITOREM analysis process. The data sources consisted of primary data collected from teacher questionnaires and secondary data in the form of supporting documents provided by the participating schools.

Data collection was carried out by distributing questionnaires to teachers at the selected sample schools. The instrument was designed to measure the dependent variable, namely teacher commitment (Y), as well as the independent variables—Authentic Leadership (X₁), Organizational Culture (X₂), and Teacher Professionalism (X₃)—with Trust (X₄) serving as the mediating variable. Each item in the questionnaire was developed based on the respective indicators of each variable, aiming to systematically and validly capture respondents' perceptions.

The research hypotheses were formulated as follows:

- H₁: There is a direct, positive, and significant relationship between authentic leadership and teacher commitment, indicating that stronger authentic leadership in educational institutions corresponds with higher levels of teacher commitment.
- H₂: Organizational culture has a direct, positive, and significant influence on teacher commitment, suggesting that the internalization of strong organizational values and norms strengthens teacher loyalty to the school.
- H₃: Teacher professionalism has a direct, positive, and significant influence on teacher commitment, indicating that enhanced competencies and professional ethics contribute to teachers' attachment to their institutions.
- H₄: Trust has a direct, positive, and significant influence on teacher commitment, showing that a climate of trust within the school environment is crucial in fostering teacher loyalty and responsibility.
- H₅: Authentic leadership has a direct, positive effect on trust, whereby authentic leadership contributes to the development of a trustworthy environment.
- H₆: Organizational culture has a significant, positive influence on trust, highlighting the role of collective organizational values in building interpersonal trust.
- H₇: Teacher professionalism has a direct, positive influence on trust, suggesting that professionalism fosters workplace trust.
- H₈: Authentic leadership has an indirect influence on teacher commitment through trust, meaning that leaders who cultivate trust are more likely to enhance teacher loyalty.
- H₉: Organizational culture has a positive indirect effect on teacher commitment via trust, indicating that a healthy organizational culture facilitates trust, which in turn reinforces commitment.
- H₁₀: Teacher professionalism has a positive indirect effect on teacher commitment through trust as a mediating variable, indicating that trust acts as a bridge between professionalism and commitment.

These hypotheses will be empirically tested using a quantitative approach. The results of the analysis will then be further examined using the SITOREM method to identify which indicators within each variable need improvement and which ones should be maintained or further developed.

RESULT AND DISCUSSION

Normality Test

The normality test of the standard error of estimation was conducted using the Kolmogorov-Smirnov test through SPSS. In order for the standard error of estimation to be considered as originating from a normally distributed population, the significance value (sig.) must be greater than 0.05. Based on the overall results

of the normality test in this study, the summary can be presented in the following table:

Table 1. Normality Test Result of the Standard Error of Estimation

No.	Standard Error of Estimate	N	Asymp. Sig. (2-tailed)	α	Normality Assumption (Sig. > 0.05)	Results
1	Y on X1	122	0.200	0.05	0.200 > 0.05 H ₀ is accepted H ₁ is rejected	Normally distributed
2	Y on X2	122	0.200	0.05	0.200 > 0.05 H ₀ is accepted H ₁ is rejected	Normally distributed
3	Y on X3	122	0.200	0.05	0.200 > 0.05 H ₀ is accepted H ₁ is rejected	Normally distributed
4	Y on X4	122	0.188	0.05	0.188 > 0.05 H ₀ is accepted H ₁ is rejected	Normally distributed

Source: Processed Data by Researchers (2025)

Homogeneity Test

Homogeneity testing aims to determine whether the variances of several populations are equal. This test serves as a prerequisite for analyses such as the independent sample t-test and ANOVA, both of which assume that population variances are equal. A variance equality test is used to examine the homogeneity of data distribution by comparing variances. If two or more groups of data exhibit equal variances, the data are considered homogeneous, and further homogeneity testing is no longer necessary. Specifically, this test examines the variance among groups of the dependent variable (Y) based on the values of the independent variable (X). The test is conducted using Levene’s Statistic at a significance level of $\alpha = 0.05$, where H₀ is accepted if Sig > α and rejected if Sig < α .

Table 2. Data Homogeneity Test

No.	Standard Error of Estimate	Sig. Test of Homogeneity Variants	α	Normality Assumption (Sig. > 0.05)	Results
1	Y on X ₁	0.149	0.05	0.149 > 0.05 H ₀ is accepted H ₁ is rejected	Homogenous
2	Y on X ₂	0.88	0.05	0.88 > 0.05 H ₀ is accepted H ₁ is rejected	Homogenous
3	Y on X ₃	0.546	0.05	0.546 > 0.05 H ₀ is accepted H ₁ is rejected	Homogenous

Source: Processed Data by Researchers (2025)

Linearity Test

The linearity test is a method used to determine whether the relationship between independent and dependent variables in a regression model follows a linear pattern. According to Gujarati & Porter (2009), linear regression assumes that the relationship between independent and dependent variables forms a straight line; therefore, the model must be tested to verify whether this assumption is met or if a transformation into a non-linear form, such as quadratic or cubic, is required.

In this study, the linearity test was conducted using ANOVA in SPSS to evaluate the relationship between teacher commitment (Y) and the independent variables: authentic leadership (X_1), organizational culture (X_2), teacher professionalism (X_3), and trust (X_4). In addition, the relationship between the intervening variable trust (X_4) and the independent variables X_1 , X_2 , and X_3 also should be examined. The calculation results are presented in an ANOVA table to obtain the F_{value} , which is then compared with the critical F_{table} value. If the $F_{\text{value}} < F_{\text{table}}$ and the significance value (Sig.) > 0.05 , the relationship between the variables can be considered linear, indicating that the regression model is appropriate for further analysis. Conversely, if the relationship is non-linear, the model should be adjusted using a non-linear regression approach to achieve more accurate results.

Table 3. Linearity Test Results

No.	Relationships Between Variables	Regression Equation	Linearity of the Regression Equation		Result
			F_{count}	Sig. (P_{value})	
1	Y - X_1	$\hat{Y} = 82.766 + 0.434X_1$	1.205	0.249	Sig > 0.05 indicates that the regression equation between Y and X_1 follows a linear pattern.
2	Y - X_2	$\hat{Y} = 104.680 + 0.300X_2$	0.930	0.579	Sig > 0.05 indicates that the regression equation between Y and X_2 follows a linear pattern.
3	Y - X_3	$\hat{Y} = 109.105 + 0.267X_3$	0.968	0.515	Sig > 0.05 indicates that the regression equation between Y and X_3 follows a linear pattern.
4	Y - X_4	$\hat{Y} = 49.093 + 0.695X_4$	0.841	0.685	Sig > 0.05 indicates that the regression equation between Y and X_4 follows a linear pattern.

5	$X_4 - X_1$	$X_4 = 87.180 + 0.374X_1$	0.703	0.858	Sig > 0.05 indicates that the regression equation between X_4 and X_1 follows a linear pattern.
6	$X_4 - X_2$	$X_4 = 108.552 + 0.241X_2$	1.120	0.331	Sig. > 0.05 indicates that the regression equation between X_4 and X_2 follows a linear pattern.
7	$X_4 - X_3$	$X_4 = 87.970 + 0.374X_3$	0.624	0.911	Sig. > 0.05 indicates that the regression equation between X_4 and X_3 follows a linear pattern.
Significance Requirement: $F_{count} < F_{table}$ or $P_{value} (Sig) > 0.05$. If the result is not significant, it can be concluded that the regression equation follows a linear pattern.					

Source: Processed Data by Researchers (2025)

Hypothesis Testing

After completing the structural model analysis, the calculated results were used to test the hypotheses in order to determine the direct and indirect effects among the variables. Conclusions for each proposed hypothesis were drawn based on the path coefficient values and the significance level associated with each examined path.

Table 4. Hypothesis Testing Results

No.	Hypotheses	Path Coefficient	Statistical Test	Decision	Result
1	Authentic Leadership (X_1) towards Teacher Commitment (Y)	0.355	$H_0: \beta y1 \leq 0$ $H_1: \beta y1 > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
2	Organizational Culture (X_2) towards Teacher Commitment (Y)	0.325	$H_0: \beta y2 \leq 0$ $H_1: \beta y2 > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
3	Teacher Professionalism (X_3) towards Teacher Commitment (Y)	0.189	$H_0: \beta y3 \leq 0$ $H_1: \beta y3 > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
4	Trust (X_4) towards Teacher Commitment (Y)	0.286	$H_0: \beta y4 \leq 0$ $H_1: \beta y4 > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
5	Authentic Leadership (X_1) towards Trust (X_4)	0.464	$H_0: \beta_{41} \leq 0$ $H_1: \beta_{41} > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
6	Organizational Culture (X_2) towards Trust (X_4)	0.424	$H_0: \beta_{42} \leq 0$ $H_1: \beta_{42} > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect
7	Teacher Professionalism (X_3) towards Trust (X_4)	0.452	$H_0: \beta_{43} \leq 0$ $H_1: \beta_{43} > 0$	H_0 is rejected H_1 is accepted	Has a direct positive effect

8	Authentic Leadership (X ₁) towards Teacher Commitment (Y) through Trust (X ₄)	0.133	H ₀ : β _{14y} ≤ 0 H ₁ : β _{14y} > 0	H ₀ is rejected H ₁ is accepted	Has an indirect positive effect
9	Organizational Culture (X ₂) towards Teacher Commitment (Y) through Trust (X ₄)	0.122	H ₀ : β _{24y} ≤ 0 H ₁ : β _{24y} > 0	H ₀ is rejected H ₁ is accepted	Has an indirect positive effect
10	Teacher Professionalism (X ₃) towards Teacher Commitment (Y) Through Trust (X ₄)	0.129	H ₀ : β _{34y} ≤ 0 H ₁ : β _{34y} > 0	H ₀ is rejected H ₁ is accepted	Has an indirect positive effect

Source: Processed Data by Researchers (2025)

SITOREM Analysis

This study adopts the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM), a theoretical framework developed by Soewarto Hardhienata (2017) for system analysis, modeling, and simulation within the context of education management. This theory provides a systematic methodology for identifying problems, formulating models, and generating evidence-based recommendations. SITOREM is applied as the scientific foundation for deriving recommendations in this dissertation, focusing on three main criteria: (1) the strength of causal relationships between independent and dependent variables, (2) the priority ranking of established indicators, and (3) the empirical values of indicators based on field findings.

This section presents the priority ranking for addressing indicators across the study variables. The objective is to identify:

1. Indicators that require improvement (high weight but low empirical score), and
2. Indicators that should be maintained or further enhanced (high weight and high empirical score).

The results of this classification are summarized in the following table:

Table 5. Priority Ranking of Indicators Based on Expert Evaluation

Teacher Commitment (Y)				
Initial Indicator		Indicators Following Expert Assessment		Indicator Value
1	Positive attitude toward the school	1 st	Teacher loyalty (16.32%)	4.13
2	Teacher's attachment to the school	2 nd	Teacher's attachment to the school (15.17%)	3.94
3	Teaching experience	3 rd	Sense of obligation (14.79%)	4.10
4	Teacher loyalty	4 th	Perceived cost of leaving the institution (13.95%)	4.25
5	Teacher's needs	5 th	Positive attitude toward the school (13.95%)	4.09

6	Kebutuhan guru	6 th	Teacher's needs (13.33%)	3.74
7	Kerugian jika meninggalkan sekolah	7 th	Teaching experience (12.49%)	4.17
Authentic Leadership ($\beta_1 = 0.355$), Rank I				
Initial Indicator		Indicators Following Expert Assessment		Indicator Value
1	Cultivating positive values	1 st	Tolerance for change (17.62%)	4.18
2	Accommodating individual differences	2 nd	Cultivating positive values (17.52%)	4.09
3	Transparency in governance	3 rd	Enhancing positive performance (17.12%)	4.00
4	Enhancing positive performance	4 th	Accommodating individual differences (15.91%)	4.00
5	Integrity in leadership	5 th	Integrity in leadership (15.91%)	4.04
6	Tolerance for change	6 th	Transparency in governance (15.91%)	3.92
Organizational Culture ($\beta_2 = 0.325$), Rank II				
Initial Indicator		Indicators Following Expert Assessment		Indicator Value
1	Norms adopted by the SPK school	1 st	Values implemented by the SPK school (23.77%)	3.99
2	Values implemented by the SPK school	2 nd	Norms adopted by the SPK school (22.18%)	4.07
3	Rituals and traditions of the SPK school	3 rd	Rituals and traditions of the SPK school (19.44%)	4.31
4	Symbols used in the SPK school	4 th	Symbols used in the SPK school (18.00%)	4.05
5	Roles and structure of the SPK school	5 th	Roles and structure of the SPK school (16.63%)	3.98
Teacher Professionalism ($\beta_3 = 0.286$), Rank IV				
Initial Indicator		Indicators Following Expert Assessment		Indicator Value
1	Professional attachment	1 st	Professional attachment (18.76%)	4.18
2	Integrity	2 nd	Integrity (18.81%)	3.59
3	Knowledgeability	3 rd	Knowledgeability (17.06%)	4.23
4	Teaching practice	4 th	Communicativeness (16.49%)	4.19
5	Adaptation to school environment	5 th	Adaptation to school environment (15.58%)	3.80
6	Communicativeness	6 th	Teaching practice (13.00%)	4.57
Trust ($\beta_2 = 0.286$), Rank III				
Initial Indicator		Indicators Following Expert		Indicator Value

		Assessment		
1	Openness	1 st	Honesty (23.86%)	3.74
2	Cooperation	2 nd	Openness (21.18%)	4.08
3	Honesty	3 rd	Cooperation (19.09%)	3.89
4	Appreciation for diversity	4 th	Integrity (18.66%)	4.21
5	Integrity.	5 th	Appreciation for diversity (17.21%)	4.24

Source: Processed Data by Researchers (2025)

Through the SITOREM analysis, an optimal sequence of solutions was established to enhance Teacher Creativity. The first step involves focusing on the variable with the largest path coefficient as the priority for improvement. Indicators selected for improvement are those with mean scores below 4.0, with handling priorities determined based on the highest weight within the respective variable. The following table presents the priority ranking of indicators that require improvement as well as those that should be maintained in order to optimize teacher commitment.

Table 6. Priority Ranking of Indicators to Be Improved and Maintained

Results Derived from the SITOREM			
Priority Order: Indicators to Be Improved		Indicators to Be Maintained or Further Developed	
1st	Teacher's emotional attachment to the school	1	Teacher loyalty
2nd	Teacher needs	2	Sense of obligation
3rd	Managerial transparency	3	Perceived cost of leaving the school
4th	Values implemented by the SPK school	4	Positive attitude toward the school
5th	Roles and organizational structure within the SPK	5	Teaching experience
6th	Honesty	6	Tolerance for change
7th	Collaboration	7	Cultivation of positive values
8th	Integrity	8	Efforts to enhance performance
9th	Adaptability to the school environment	9	Accommodation of individual differences
		10	Integrity-based leadership values
		11	Norms upheld by the SPK school
		12	Rituals and practices within the SPK school
		13	Symbols representing the SPK institution
		14	Professional commitment
		15	Knowledgeability
		16	Communicativeness

	17	Instructional competence
	18	Openness
	19	Integrity
	20	Respect for diversity

Source: Processed Data by Researchers (2025)

Discussion

Based on the results of path analysis, there is a positive relationship between the independent and dependent variables. This indicates a functional connection wherein teacher commitment (Y) is shaped by the roles of authentic leadership (X_1), organizational culture (X_2), teacher professionalism (X_3), and trust (X_4). The discussion of these findings is outlined as follows:

The Direct Positive Effect of Authentic Leadership (X_1) on Teacher Commitment (Y)

The linearity test results indicate that the relationship between authentic leadership and teacher commitment is linear ($F_{\text{calculated}} = 1.205 < F_{\text{critical}} = 3.89$; significance = 0.249), thereby meeting the assumptions required for linear regression analysis. The resulting regression model is $Y = 82.766 + 0.434X_1$, suggesting that each one-unit increase in the perception of authentic leadership contributes to a 0.434-point increase in teacher commitment scores. The direct effect of authentic leadership on teacher commitment is statistically significant ($\beta = 0.472$; $t_{\text{calculated}} = 5.871 > t_{\text{critical}} = 1.652$; $p < 0.05$), with a coefficient of determination (R^2) of 22.3%, indicating that authentic leadership accounts for more than one-fifth of the variance in teacher commitment.

The SITOREM analysis identified several indicators of authentic leadership that should be prioritized for improvement and those that should be maintained. Among them, “transparency in management” (15.91%; score: 3.92) was identified as a priority for improvement due to its high weight but relatively low mean score. Conversely, five indicators—such as tolerance for change, fostering positive values, building strong performance, accommodating individual differences, and leading with integrity—scored highly and are recommended for continued reinforcement and development.

With regard to teacher commitment, indicators requiring improvement include teacher–school closeness (12.9%; score: 3.94) and the fulfillment of teacher needs (13.33%; score: 3.74), both of which highlight key areas for managerial intervention. On the other hand, indicators such as loyalty to the school, a sense of professional obligation, perceived loss if leaving the school, a positive attitude toward the institution, and work experience exhibited both high scores and weights, warranting their preservation as institutional strengths.

These findings align with prior literature demonstrating the positive relationship between authentic leadership and organizational commitment among teachers, as shown in studies by Pratama & Prayogi (2024); Roncesvalles &

Gaerlan (2021); Sagita & Tung (2021). Authentic leadership fosters emotional attachment and deeper loyalty, particularly through the values of openness, moral consistency, and respect for diversity. Therefore, it is recommended that school leadership actively cultivate authentic leadership traits among school principals to create a supportive working environment that continuously enhances teacher commitment, motivation, and dedication.

The Direct Positive Effect of Organizational Culture (X₂) on Teacher Commitment (Y)

The analysis results demonstrate that organizational culture (X₂) exerts a direct, positive, and significant influence on teacher commitment (Y). The linearity test confirmed a linear relationship between the two variables ($F_{\text{calculated}} = 0.930 < F_{\text{critical}} = 3.89$; significance = 0.579). The resulting regression model is $Y = 104.680 + 0.300X_2$, indicating that each unit increase in perceptions of organizational culture contributes to a 0.300-point rise in teacher commitment scores. This relationship is supported by a path coefficient of $\beta = 0.378$ ($t_{\text{calculated}} = 4.472 > t_{\text{critical}} = 1.652$; $p < 0.05$), with a coefficient of determination (R^2) of 14.3%, reflecting the contribution of organizational culture to the variance in teacher commitment.

SITOREM analysis revealed that two indicators of organizational culture require attention: the values implemented by the SPK school (23.77%; score: 3.99) and the school's roles and structure (16.63%; score: 3.98), both of which received low average scores, suggesting weak internalization of institutional values and structural clarity. Meanwhile, indicators such as school norms (22.18%; score: 4.07), rituals and routines (19.44%; score: 4.31), and school symbols (18.00%; score: 4.05) scored highly and are recommended for further development as they help strengthen teacher attachment to the institution.

Regarding teacher commitment, the indicators that continue to require improvement include teacher-school closeness (12.9%; score: 3.94) and the fulfillment of teacher needs (13.33%; score: 3.74). In contrast, indicators with consistently high scores and weights—such as loyalty to the school, sense of duty, perceived loss upon leaving the school, positive attitude toward the institution, and work experience—should be sustained and enhanced as core institutional strengths.

These findings are consistent with existing research emphasizing the importance of organizational culture in shaping teacher commitment (Astuti, 2021; Hidayatullah, 2023; Supriyati et al., 2021). A strong organizational culture fosters collective identity, behavioral alignment, and a workplace atmosphere conducive to long-term loyalty. Within the framework of organizational behavior (Colquitt et al., 2019; Robbins & Judge, 2022), organizational culture serves as a foundational element in promoting positive attitudes toward the institution. Therefore, it is imperative that schools consistently develop and internalize organizational cultural values in an inclusive and systematic manner to enhance teacher commitment sustainably.

The Direct Positive Effect of Teacher Professionalism (X₃) on Teacher Commitment (Y)

The analysis results indicate that teacher professionalism (X₃) has a direct, positive, and statistically significant effect on teacher commitment (Y). The linearity test confirmed a linear relationship ($F_{\text{calculated}} = 0.968 < F_{\text{critical}} = 3.89$; significance = 0.515), and the resulting simple regression model is $Y = 109.105 + 0.267X_3$. This implies that for every one-unit increase in perceptions of teacher professionalism, the teacher commitment score increases by 0.267 points. The path coefficient is $\beta = 0.251$, with a t_{value} of 2.839 ($> t_{\text{critical}} = 1.652$; $p < 0.05$), affirming the significance of the direct effect. Although the coefficient of determination (R^2) is relatively modest at 6.3%, the findings still underscore the essential role of professionalism in explaining variation in teacher commitment.

The SITOREM analysis identified two indicators of teacher professionalism in need of improvement: integrity in fulfilling duties as an educator (18.81%; score: 3.59) and adaptability to the school environment (15.58%; score: 3.80). The low average scores for these indicators suggest the need for targeted interventions, including character-building training, the reinforcement of professional ethics, and adaptive strategies for addressing educational dynamics. Meanwhile, four indicators emerged as institutional strengths and are recommended for continued development: professional engagement, mastery of subject knowledge, effective communication skills, and instructional delivery—each scoring above 4.00 on average.

Regarding teacher commitment, the indicators that still require attention include teacher–school closeness (12.9%; score: 3.94) and the fulfillment of teacher needs (13.33%; score: 3.74). Conversely, indicators that consistently demonstrated high scores and significant weights—such as school loyalty, a sense of obligation, perceived cost of leaving the school, positive institutional attitudes, and teacher work experience—should be maintained and enhanced as critical elements for long-term commitment.

These findings are consistent with previous studies emphasizing that teacher professionalism directly contributes to a sense of responsibility, dedication, and engagement with the educational institution (Ma, 2022; Rohman & Yamin, 2022). Teachers who exhibit high levels of professionalism tend to possess a strong professional identity, work collaboratively, and demonstrate greater loyalty to their work. Accordingly, schools are encouraged to foster teacher professionalism through continuous training, collaborative work environments, and fair, motivating evaluation systems.

The Direct Positive Effect of Trust (X₄) on Teacher Commitment (Y)

Trust has been identified as the most dominant factor influencing teacher commitment. The analysis reveals a linear and statistically significant relationship between trust (X₄) and teacher commitment (Y), as reflected in the regression model

$Y = 49.093 + 0.695X_4$. This indicates that for every one-unit increase in the trust score, the teacher commitment score increases by 0.695 points—the highest increase among all independent variables. Hypothesis testing yielded a path coefficient of $\beta = 0.628$ with a t_{value} of 8.847 ($p < 0.05$), affirming the strong significance of this relationship. The coefficient of determination (R^2) was 39.5%, meaning that trust accounts for nearly 40% of the variance in teacher commitment, making it the key variable in this study.

The SITOREM analysis identified two trust indicators in need of improvement: honesty (23.86%; score: 3.74) and collaboration among school members (19.09%; score: 3.89). The relatively low scores for these indicators suggest that, despite the overall high level of trust, gaps in integrity and teamwork remain and require immediate attention. In contrast, indicators that demonstrated strong performance and are recommended for further development include openness in communication (4.08), integrity in professional relationships (4.21), and appreciation for diversity (4.24). These findings suggest that workplace trust has been well-established, particularly in areas characterized by inclusivity and transparency.

The teacher commitment indicators requiring continued improvement remain consistent with previous findings: teacher–school closeness (3.94) and the fulfillment of teacher needs (3.74). Meanwhile, indicators such as school loyalty, a sense of professional obligation, perceived cost of leaving the school, a positive institutional attitude, and teacher work experience remain strong and are recommended to be retained as foundations for long-term commitment.

These findings reinforce the theoretical framework proposed by Mishra & Spreitzer (1998), which identifies trust as the foundation of emotional engagement and organizational loyalty. Teachers who feel secure, valued, and confident in their school leadership and systems are more likely to demonstrate strong institutional commitment. Additional studies (Alazmi & Alenezi, 2023; Zhu et al., 2022) also indicate that trust in school principals may serve as an even stronger predictor of teacher commitment than perceptions of organizational justice. Consequently, cultivating a culture of mutual trust through fair leadership, open communication, and recognition of teacher contributions constitutes a strategic approach to sustainably strengthening teacher commitment.

The Direct Positive Effect of Authentic Leadership (X_1) on Trust (X_4)

Authentic leadership was found to have a direct, positive, and statistically significant effect on trust within the school environment. Regression analysis indicated a linear relationship between perceptions of authentic leadership (X_1) and trust (X_4), with the regression model $X_4 = 87.180 + 0.374X_1$. This suggests that a one-unit increase in the authentic leadership score is associated with an increase of 0.374 points in the trust score. The path coefficient (β) was 0.450, with a t_{value} of 5.515 ($p < 0.05$), confirming that authentic leadership is a significant predictor of

trust. The coefficient of determination (R^2) was 20.2%, indicating that this variable accounts for nearly one-fifth of the variance in teacher trust.

This finding is supported by SITOREM analysis, which identified indicators of authentic leadership requiring improvement, particularly transparency in management, which had a high weighting but a relatively low mean score. Conversely, indicators such as tolerance for change, integrity, and the ability to foster positive performance were rated highly and are recommended for continued development. Regarding trust, the indicators requiring improvement included honesty and collaboration among school members, highlighting the need for stronger practices in openness and teamwork.

Theoretically, these results align with the findings of Avolio & Gardner (2005) and organizational behavior models by Colquitt et al. (2019), which emphasize that perceptions of a leader's integrity and authenticity play a critical role in building trust. Empirical studies by Kleynhans et al. (2022) and Srivastava & Mohaley (2022) also demonstrate a strong positive correlation between authentic leadership and trust, both in leaders and colleagues. These findings suggest that authentic leadership not only fosters trust but also cultivates a collaborative, meaningful, and healthy work climate.

Therefore, strengthening authentic leadership constitutes a strategic approach to enhancing trust in the school context. Principals who consistently demonstrate authenticity, integrity, and alignment of values are more likely to establish trust with teachers and staff. This trust, in turn, supports emotional engagement, loyalty, and a stronger commitment to the institution. Hence, the development of authentic leadership should be prioritized as part of efforts to improve educational management quality.

The Direct Positive Effect of Organizational Culture (X_2) on Trust (X_4)

Organizational culture within schools was found to have a direct, positive, and statistically significant effect on trust. Regression analysis revealed that every one-unit increase in perceptions of organizational culture leads to an increase of 0.241 points in the trust score, as expressed in the regression model $X_4 = 108.552 + 0.241X_2$. The path coefficient was $\beta = 0.336$ with a t-value of 3.914 ($> t_{critical} = 1.652$), indicating a significant relationship. The coefficient of determination (R^2) was notably high at 88.7%, suggesting that organizational culture explains the majority of the variance in trust and is a highly influential variable in fostering a trust-based work environment.

Further analysis identified key organizational culture indicators needing improvement, particularly the values upheld by SPK schools and the role and structural clarity within the institution, both of which had high weightings but mean scores below 4.00. Meanwhile, indicators such as school norms, rituals and traditions, and institutional symbols were rated highly and contributed positively to teachers' sense of belonging. In the context of trust, honesty and collaboration

among school members remained areas of weakness, whereas openness, relational integrity, and appreciation of diversity were identified as strengths that should be preserved.

These findings are consistent with prior studies, including those by Tuan (2011), Dani et al. (2006), and Iddrisu (2025), which emphasize the direct effect of organizational culture on the development of trust. Inclusive, collaborative, and communicative cultures are more effective in promoting psychological safety and emotional engagement among organizational members. Furthermore, Robbins & Judge (2022) and Colquitt et al. (2019) position organizational culture as a foundational element in trust-building, providing predictability, stability, and shared values understood by all members.

In summary, organizational culture plays a central role in shaping teacher trust in the school. Schools must revisit and reinforce cultural values that have not yet been optimally internalized and actively involve teachers in the organizational dynamic. These efforts will enhance interpersonal and institutional trust, which serve as vital pillars for collaboration, loyalty, and long-term commitment in the educational environment.

The Direct Positive Effect of Teacher Professionalism (X₃) on Trust (X₄)

Teacher professionalism was shown to have a direct, positive, and statistically significant effect on trust within the school organization. Regression analysis revealed that each one-unit increase in perceptions of teacher professionalism leads to a 0.374-point increase in the trust score, with a path coefficient of $\beta = 0.388$ and a t_{value} of 4.613 ($> t_{\text{critical}} = 1.652$). The coefficient of determination (R^2) was 15.1%, indicating that professionalism meaningfully contributes to explaining variations in trust among teachers.

Indicator analysis suggested that while many teachers exhibited strong professional competencies (such as content mastery, effective communication, and professional engagement), there remained weaknesses in integrity and adaptability. Two professionalism indicators requiring improvement were integrity in fulfilling responsibilities and the ability to adapt to school dynamics. These aspects are critical for trust formation, as authentic professionalism reflects consistent and dependable ethical conduct.

Moreover, trust was also influenced by factors such as honesty and collaboration among school members, which received relatively lower scores. This points to existing gaps in collaborative work culture that warrant serious attention. When professionalism is supported by strong trust, work relationships become more open, supportive, and oriented toward collective growth. In this way, professionalism and trust mutually reinforce one another to create a healthy, productive, and inclusive work environment.

Therefore, it can be concluded that teacher professionalism plays an essential role in fostering trust within schools. Institutions should support professional

development through continuous training, reinforcement of work ethics, and providing opportunities for teachers to act reflectively and responsibly. These efforts not only enhance trust but also lay a solid foundation for cooperation, loyalty, and long-term commitment within the educational institution.

The Indirect Positive Effect of Authentic Leadership (X₁) on Teacher Commitment (Y) through Trust (X₄)

The findings of this study reveal that authentic leadership exerts a significant indirect effect on teacher commitment through trust. With a Sobel test result of $Z_{\text{count}} = 4.273 (> Z_{\text{critical}} = 1.97)$ and a probability well below the 0.05 significance level, trust is confirmed to be a strong mediating variable in the relationship between authentic leadership and teacher commitment. The indirect path coefficient of 0.133, although smaller than the direct effect, remains meaningful and significant in reinforcing teachers' emotional attachment to their institution.

Authentic leadership fosters a psychologically safe and open environment through honesty, transparency, and consistency between leaders' values and actions. This environment lays the groundwork for trust, which in turn strengthens teacher commitment. In this context, trust serves as the emotional and professional bridge connecting authentic leadership and teacher loyalty. These findings align with the theoretical framework proposed by Avolio & Gardner (2005) and are further supported by Jung (2022), who emphasized that authentic leadership builds trust as a critical pathway to strong organizational commitment.

Although overall levels of trust were relatively high in this study, certain indicators—such as honesty and collaboration among school members—still require improvement. Similarly, aspects of authentic leadership, particularly transparency in management, have not yet been perceived as fully optimal by teachers. Efforts to enhance trust should therefore prioritize the development of these specific indicators, especially through leadership training that emphasizes integrity, openness, and effective communication.

To conclude, the influence of authentic leadership on teacher commitment is significantly strengthened by the mediating role of trust. Thus, building trust must become a central focus of school leadership development programs, serving as a foundation for effective leadership and long-term engagement among teachers within educational institutions.

The Indirect Positive Effect of Organizational Culture (X₂) on Teacher Commitment (Y) through Trust (X₄)

The study findings indicate that organizational culture has a significant indirect effect on teacher commitment through trust. The Sobel test yielded a Z_{count} of 3.463 ($> Z_{\text{critical}} = 1.97$), with a probability far below the threshold for significance, confirming that trust serves as a meaningful mediator in this relationship. The indirect path coefficient of 0.122, while lower than the direct

effect of organizational culture on teacher commitment ($\beta = 0.189$), still represents a substantial contribution in reinforcing teacher loyalty and emotional engagement with the institution.

A strong organizational culture provides a framework of values, norms, and work practices that fosters trust among members of the organization. When teachers perceive clarity in their roles, consistency in institutional values, and fairness in the organizational structure, trust is likely to develop naturally. This trust, in turn, enhances teachers' emotional involvement and professional accountability in supporting school objectives. These findings are consistent with the theory advanced by Robbins & Judge (2022) and the empirical study by Tran et al. (2023), which posit trust as a key psychological mechanism linking organizational culture to commitment.

However, certain indicators of organizational culture still require development—particularly those related to the values implemented and the role-structure of SPK schools, which have yet to be fully optimized. On the other hand, norms, school traditions, and institutional symbols were found to be strong and consistently supportive of teacher identity and engagement. Trust also requires strengthening in areas of honesty and collaboration among school members to ensure that the existing organizational culture exerts a more comprehensive influence on teacher commitment.

In conclusion, organizational culture plays a vital role in shaping teacher commitment, both directly and through trust as a mediating variable. Schools seeking to enhance long-term teacher engagement and loyalty must cultivate a culture that is inclusive, transparent, and consistent with shared values. Trust that arises from such a culture becomes a solid foundation for improving performance and strengthening dedication within educational institutions.

The Indirect Positive Effect of Teacher Professionalism (X₃) on Teacher Commitment (Y) through Trust (X₄)

This study demonstrates that teacher professionalism has a significant indirect effect on teacher commitment through trust. The Sobel test confirmed this relationship with a Z_{count} value of 4.005, which exceeds the $Z_{critical}$ value of 1.97, and a probability well below 0.05. The indirect path coefficient of 0.129, derived from the product of the path coefficient of professionalism on trust (0.452) and trust on commitment (0.286), shows that trust serves as a partial mediator in this relationship. Although this value is slightly lower than the direct effect of professionalism on commitment ($\beta = 0.286$), the presence of trust significantly strengthens the overall relationship.

In this context, trust reflects perceptions of integrity, open communication, and healthy work relationships—all outcomes of high teacher professionalism. Teachers who demonstrate strong competencies and ethical conduct tend to build trust with their colleagues and school leaders. This trust, in turn, influences

teachers' levels of engagement and loyalty to the school. Thus, commitment arises not only from technical professionalism but also from the psychological climate shaped by interpersonal and systemic trust.

Although indicators of professionalism (such as teaching skills and communication) were rated highly, areas such as integrity and adaptability still require improvement. Similarly, trust remains challenged by issues related to honesty and collaboration among school members. Indicators of commitment, such as emotional closeness to the school and fulfillment of teachers' needs, also showed relatively low scores, highlighting the need for systemic intervention to foster deeper institutional attachment.

In summary, the enhancement of teacher professionalism cannot be separated from strategies aimed at building trust as a psychological foundation. Schools must create work environments that support professional autonomy, healthy collaboration, and clarity of ethical values so that teachers feel trusted and meaningfully involved in their educational roles. Trust is not merely an outcome of professionalism, but also a critical prerequisite for achieving sustainable commitment.

CONCLUSION

This study concludes that the independent variables—authentic leadership, organizational culture, and teacher professionalism—have significant and dominant effects on teacher commitment. Although the intervening variable, trust, provides a relatively smaller mediating effect, its role remains significant in strengthening the relationships among the variables within the research model. These findings indicate that improving teacher commitment can be achieved through a structured approach focused on enhancing leadership quality, organizational culture, and the professionalism of educators.

The results of the path analysis and the SITOREM method reveal both direct and indirect relationships among the variables, which together form a strategic framework for enhancing teacher commitment. Authentic leadership exerts a direct effect ($\beta = 0.355$), followed by organizational culture ($\beta = 0.325$), teacher professionalism ($\beta = 0.189$), and trust ($\beta = 0.286$), all of which are statistically significant. Furthermore, trust has been shown to mediate the relationships between authentic leadership (indirect effect = 0.133), organizational culture (0.122), and teacher professionalism (0.129) on commitment, indicating that mutual trust acts as a crucial bridge in fostering teacher loyalty.

The practical implications of these findings suggest operational measures that school principals and foundation boards can implement to strengthen teacher commitment. Recommended strategies include promoting transparency and exemplary leadership (authentic leadership), reinforcing organizational values and structures (organizational culture), providing ongoing training and mentoring

(teacher professionalism), and fostering honest and collaborative communication (trust). All improvement efforts should be grounded in the identification of weak indicators and the reinforcement of those already proven effective, as determined through SITOREM analysis.

The optimal institutional development solution proposed is to implement a school management system grounded in authentic leadership, systematically reinforce organizational values and norms, cultivate an adaptive and ethical professional culture, and create a climate of mutual trust through fair and transparent policies. This approach is not only rooted in empirical data but also oriented toward building a healthy, collaborative, and inspiring work environment—ultimately contributing to the sustained improvement of teacher performance and well-being over the long term.

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