

A Closer Look on Lecturer's Organizational Commitment and Job Satisfaction: A Survey on Selected University

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ABSTRACT

Lecturers are human resources who have the main role in higher education. However, as significant assets of higher education, lecturers often indicate a low level of job satisfaction and organizational commitment, which is caused by unprofessional and disproportionate task load division procedures and systems as well as ineffective leadership styles which then lead to the intention of lecturers leaving the organization. Therefore, this study aims to examine the effects of instructional leadership and task load on lecturers' organizational commitment and job satisfaction. This is an experimental study which uses quantitative methods by using a structured questionnaire that is distributed to 60 lecturers who work at the Dental Faculty of IIK Bhakti Wiyata Kediri. The Partial Least Square (PLS) is used in this study as a statistical tool to test research hypotheses. The findings indicate that instructional leadership has positive effects on organizational commitment ($p = 0.297$) and job satisfaction ($p = 0.301$), while task load has negative effects on organizational commitment ($p = -0.553$) and job satisfaction ($p = -0.364$). These findings have implications for the importance of the ability of leaders in higher education to be able to manage proportional and fair workload assignments to increase lecturers' organizational commitment to the organization. The findings also encourage the ability of leaders in higher education to be able to build closer social relationships with lecturers both psychologically and emotionally to understand their level of job satisfaction in order to achieve organizational goals effectively.

1. Introduction

Lecturers' higher job satisfaction is an important component that can influence their psychological aspects towards the organization, which can lead to positive attitudes and perceptions of lecturers at the college where they work (Sahito & Vaisanen, 2017). As a result, lecturers' higher level of satisfaction has positive implications for their organizational commitment, which in turn can improve their performance and help increase the organization's effectiveness in achieving goals. The level of job satisfaction and organizational commitment of lecturers can be influenced by organizational factors (Nan et al. 2020), such as leadership style and task load arrangements that are set and assigned by the organization to them. Ineffective autocratic leadership style, leaders who tolerate low-performance standards, reject new ideas and make organizational decisions that limit opportunities for development in the teaching and learning process for both lecturers and students, all of which can reduce the level of lecturer

satisfaction towards organizations, as well as reduce their organizational commitment (Çoğaltay et al., 2016). In addition, organizational systems, and procedures for managing task load delegation that is disproportionate, unprofessional and appears discriminatory can also reduce lecturers' commitment to the organization (Masyhum et al. 2021). Considering these issues, discussing the effects of leadership style and task load on organizational commitment and job satisfaction need to be discussed. Based on that, this study is aimed to analyze the effects of instructional leadership and task load on organizational commitment and job satisfaction of lecturers at the Dental Faculty of IIK Bhakti Wiyata Kediri.

In addition to the reasons that are phenomenal, there are also literary reasons that emphasize the importance of this study to fill the existing research gaps. This gap is based on previous research which is very limited in reporting findings on the effects of instructional leadership and task load on lecturers' job satisfaction and organizational commitment in a college environment, especially in Indonesia. For

example, a study from Akram (2017) examines the validity and reliability of instructional leadership measures in high school settings in Pakistan. The findings indicate that there are positive effects of instructional leadership on job satisfaction in high school settings in Pakistan, as measured by maintaining a visible presence, curriculum implementer, resource provider, teacher's professional development, giving feedback on the teaching and learning process, monitoring student progress, and maximizing instructional time. A study is also carried out by Sarikaya and Erdoğan (2016) which examines the effects of instructional leadership on organizational commitment in high school settings in Turkey. Their findings indicate that instructional leadership can improve the emotional closeness of teachers to the school for the better it then affects their level of organizational commitment. Sugandi et al. (2021), also carried out a study which examined the relationship between international leadership practices and organizational commitment in high school settings in Jogjakarta, Indonesia. Their findings indicate that principals' instructional leadership practices in high schools can increase teachers' organizational commitment, especially for experienced and elderly male teachers.

The novelty of this study is an examination of the effects of instructional leadership in a college environment, in which instructional leadership is a theory that is considered most relevant to be applied in elementary, junior, and senior high schools (Sarikaya & Erdoğan, 2016). This reasoning is based on the concept of instructional leadership which emphasizes higher intervention from school organizational leaders to intervene in teachers, students and the teaching and learning process, even these leaders are required to actively establish communication with parents of students in order to improve the quality of learning and student achievement (Akram et al., 2017). Meanwhile, on the other hand, college organizations have characteristics that indicate the role and position of lecturers as discussion partners for students during the teaching and learning process. In addition, lecturers are individuals with specific knowledge and skills in certain disciplines, so during teaching, lecturers are given greater flexibility by the head of the university or dean to achieve specific learning goals (Liang et al. 2020). Therefore, examining the instructional leadership practices and their impacts on job satisfaction and organizational commitment of lecturers is interesting to study.

As an implication, this study report is expected to make a significant contribution to the organization, especially in the college organizational environment. In this case, the study can provide a reference in order to increase job satisfaction and organizational commitment of lecturers, by paying attention to quality instructional leadership style practices and professional, proportional and non-discriminatory task

load arrangements. This is important in order to foster a sense of justice for individuals in the organization, where through professional work procedures and systems, lecturers feel valued both personally and professionally.

1.1 Research questions

Based on the descriptions above the research questions are:

- 1) Is there a/the positive effect of instructional leadership on organizational commitment?
- 2) Is there a/the positive effect of instructional leadership on lecturer's job satisfaction?
- 3) Is there a/the negative effect of task load on organizational commitment?
- 4) Is there a/the negative effect of task load on lecturers' job satisfaction?

1.2 Hypothesis

- 1) There is a/the positive effect of instructional leadership on organizational commitment.
- 2) There is a/the positive effect of instructional leadership on lecturers' job satisfaction.
- 3) There is a/the negative effect of task load on organizational commitment.
- 4) There is a/the negative effect of task load on lecturers' job satisfaction.

1.3 Significance of the study

The significance of this study is the use of instructional leadership issues discussed and tested in the context of higher education, which is very hard to find in previous scientific reports. According to Akram (2017), the instructional leadership style places great emphasis on more active involvement and tighter supervision from organizational leaders to teachers when carrying out their duties during the teaching process, which allows this leadership style to be very relevant to be practised in an elementary school, junior high school, and high school environments. Therefore, a study to examine the effects of instructional leadership on organizational commitment and teacher job satisfaction in the context of higher education is very interesting to study to test the previous findings.

1.4 Conceptual Framework

The research framework of this study is as follows:

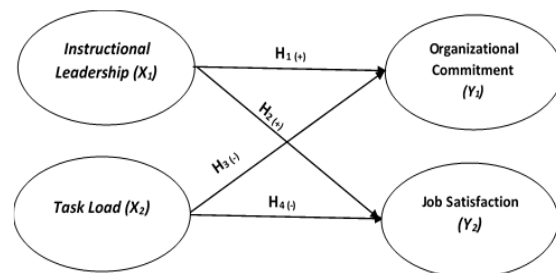


Figure 1. Research Framework

Based on the figure, it can be seen that this study aimed to examine the effects of instructional leadership and task load on organizational commitment and job satisfaction. Specifically, this study examines the four effects which are formulated into four hypotheses (H). These hypotheses consist of H₁ (Instructional leadership → Organizational commitment), H₂ (Instructional leadership → Job satisfaction), H₃ (Task load → Organizational commitment) and H₄ (Task load → Job satisfaction).

2. Literature Review

2.1 Organizational Commitment

The theory of organizational commitment was originally a concept that was widely developed, discussed, and researched in the disciplines of organizational and industrial psychology, which focused on the psychological aspects of individuals in an organization. The studies conducted are expected to provide benefits to increase employee commitment and loyalty to the company's organization. This organizational commitment model was first developed by Meyer and Allen in the 1990s, which later produced three models of commitment components including affective, normative and continuance commitments as the main dimensions of organizational commitment (Nan et al. 2020). Specifically, Nan et al. (2021) explain that affective commitment is an individual's emotional feeling for the organization and belief in its values, normative commitment is an obligation to remain in the organization on the basis of moral or ethical reasons and continuance commitment is the perceived economic value of individuals to remain in an organization when compared to leaving the organization.

Organizational commitment plays an important role in determining whether an employee will stay with the organization for a longer period of time and work enthusiastically towards achieving organizational goals (Sugandi et al. 2021). By definition, organizational commitment refers to the connection of workers with their superiors (Çoğaltay et al. 2016). It is based on industrial organizational psychology which describes an individual's psychological closeness to the organization. Another definition is expressed by Khan et al. (2020) which states that organizational commitment is the perceptions of organizational members related to their psychological expression of their proximity to the organization. Another definition is also expressed by Aladwan et al. (2021) that organizational commitment is a process that focuses on developing and improving various strategies, structures, and operations within an organization to increase its capacity to change and become more effective.

The measurement of organizational commitment in the context of educational organization has been carried out by Getahun et al. (2016) which measures organizational commitment from three main indicators, including affective, normative and continuance commitments. In this study, affective commitment in the faculty environment can be measured by the lecturer personally feeling lucky to be a lecturer at the faculty, the lecturer personally feeling part of the "family member" of the faculty, and the lecturer emotionally feeling very close to the faculty. Normative commitment in the faculty environment can be measured by the lecturer feel "must" to stay and continue teaching at the faculty, the lecturer feeling guilty if he leaves and no longer teaches at the faculty, and the faculty has the right and deserves to have them as a member of the faculty. Meanwhile, the continuance commitment in the faculty environment can be measured by the lecturer feeling that there is too much loss if the lecturer leaves the faculty. The lecturer feels that there are many considerations that make it difficult for them to leave this faculty.

2.2 Job Satisfaction

The theory of job satisfaction was first developed by Frederick Herzberg in the 1950s, through a survey observation of a group of workers to find out what factors influence individuals to feel satisfied and dissatisfied at work (Busatlic & Mujabasic, 2021). Job satisfaction can be defined as the level of pleasure that workers feel with their work. This level of pleasure can be reflected in the daily tasks of individuals when interacting with managers and team members; it can also be seen in the satisfaction of individuals in responding to organizational policies (Nikolić et al. 2016). Another definition is expressed by Sarikaya and Erdoğan (2016) which state that job satisfaction is positive emotional responses experienced by organizational individuals when doing their current job at work. Another definition of job satisfaction is also expressed by Liu et al. (2021) who state that job satisfaction can be described as how organizational individuals feel involved and fulfilled related to their work. This is the level of individual satisfaction with their work, whereas job satisfaction occurs when workers feel that their work makes them feel safe and comfortable.

There are several accurate ways to measure the level of employee satisfaction, and in the context of education, especially universities, according to Al-Smadi and Qblan (2015) the measurement of job satisfaction can be measured from four main indicators, including the academic environment, salary and other financial supports, social and psychological aspects, and interpersonal communication. Indicators of the academic environment can be measured from facilities supporting the teaching and learning processes are very adequate, faculty office administration in serving the needs of lecturers is very satisfying, and all information

needed by lecturers to assist faculty in streamlining the teaching and learning processes is always available both online and offline.

Indicators of salary and other financial supports can be measured from the salary received by lecturers is very adequate and in accordance with performance, the faculty giving bonuses as a form of appreciation for lecturers, and the faculty providing certain additional funds needed by lecturers to provide supporting facilities outside of faculty facilities in order to optimize teaching and learning processes. Indicators of social and psychological aspects can be measured from the social relations between subordinates and superiors or leaders are satisfying, cooperation and discussions with lecturers are very good, especially in discussing the teaching and learning processes and when overcoming problems related to work, and the clarity of instructions from the dean and their ability to create a productive and effective organizational culture that is able to encourage a high level of lecturer's satisfaction. And indicators of interpersonal communication can be measured from the dean's ability to provide constructive suggestions in solving problems both related to work and outside of work, and the dean's ability to build closer interpersonal relationships within the faculty by creating closer emotional closeness outside of work (Al-Smadi and Qblan, 2015).

2.3 Instructional Leadership

Theories of instructional leadership were initially developed in the United States during the effective school movement in the 1980s. This movement resulted in studies, one of the main ideas of which was to emphasize the important role of school principals in creating a children's learning environment in elementary schools (Khan et al. 2020).

By definition, instructional leadership is a leadership model in schools or other formal educational institutions in which a leader works side by side with teachers to provide support and guidance in improving teaching best practices and qualities (Sugandi et al. 2021). Another definition is expressed by Akram et al. (2017) which states that instructional leadership refers to a direction, resources, and support by the leadership to teachers and students to improve the quality of learning and teaching (Akram et al. 2017). Khan et al. (2020) define instructional leadership as directing and influencing teachers to improve and practice the school or college curriculum and help improve and achieve goals. Referring to these definitions, as an illustration, an instructional leader uses this leadership model in communicating with their staff and jointly setting specific goals related to the achievements of their students.

The measurement of instructional leadership is adapted from the study of Akram et al. (2017) which measures instructional leadership from seven main

indicators, including the availability of instructional resources, maintaining a visible presence, professional development of lecturers or teaching staff, maximising instructional time, monitor student progress, feedback on teaching and learning processes and curriculum regulation. These measures can demonstrate its focus on learning outcomes and improvements in student achievement through instructional leadership practices. In addition, these measures are considered effective in representing leadership behaviors that are very relevant in formal educational institutions such as schools and universities.

2.4 Task Load

Task load has the same meaning and can be interpreted as workload. By definition, task load or workload is the amount of work that is delegated or expected from a worker in a specified time period (Aladwan et al. 2021). Another definition is also expressed by Hermawan et al. (2020) which states that a task load is the number of jobs assigned to be completed in a given time period. And a more complete definition is expressed by Erat et al. (2017) which states that task load is the number of tasks and obligations that must be done or must be completed in a specific amount of time. Batumalai et al. (2016) added that task load refers to the physical or cognitive efforts required to perform a task.

In the context of formal education for colleges, the measurement of task load of this study is adapted from the study of Coelho and Gomes (2014) which measure task load from five main indicators, including physical attendance at the faculty, teaching with the support of faculty facilities, teaching outside the supports of faculty facilities, teaching according to each pre-determined part of the work, and doing other tasks that have not been previously assigned. Indicators of physical presence in the classroom can be measured by the faculty always encouraging the physical presence of lecturers with high attendance rates. The faculty demands the presence of lecturers in the classroom earlier before teaching starts, and the faculty provides administrative sanctions, wages, and salaries sanctions to the dismissal of lecturers if they are physically absent during teaching.

Indicators of teaching with the support of faculty facilities can be measured from supporting facilities for the teaching and learning processes are very adequate, faculty administrative facilities related to the arrangement of teaching schedules which are determined by the faculty are very effective and the faculty always provides certain additional facilities that lecturers need to optimize the teaching and learning processes. Indicators of teaching outside the support of faculty facilities are measured by lecturers always providing certain additional facilities that lecturers need to optimize the teaching and learning processes, where the faculty often hard to provide additional supporting facilities that lecturers need to optimize the

teaching and learning processes and faculty is very demanding the teaching and learning processes conducted by lecturers is adjusted to the supporting facilities provided by the faculty (Coelho and Gomes, 2014).

Teaching indicators in accordance with each pre-determined part of the work can be measured by lecturers required to provide teaching materials, which are in accordance with the subject matter previously determined by the faculty, lecturers are required to develop teaching materials that have been determined by the faculty, and lecturers often incur additional costs during the development of teaching materials to improve the quality of teaching, without any additional costs provided by the faculty. And indicators of doing other tasks that have not been previously determined can be measured by lecturers, including the faculty often asked to add teaching schedules outside of the schedule determined by the faculty if learning goals have not been achieved, lecturers are often asked by the faculty to do other tasks besides teaching assignments, with support disproportionate funds and costs, and all additional teaching schedules required by lecturers other than those determined by the faculty are entirely the responsibility of the lecturer and the faculty does not provide compensation (Coelho and Gomes, 2014).

2.5 Instructional Leadership and Organizational Commitment

There is a close relationship between instructional leadership and organizational commitment in the context of higher education, especially between faculty deans and teaching lecturers (Sugandi et al. 2021). This is due to the high ability of the instructional leadership model to always be psychologically close to the lecturers to be able to improve the quality of communication and cooperation between leader and subordinates in improving the quality of teaching and in improving the achievement quality of students, especially in absorbing the knowledge taught during the teaching and learning process (Khan et al. 2020). Discipline, motivation, and leadership competencies supported by high integrity and professional abilities in managing a higher education organization can foster a high commitment from lecturers to continue to join the organization and continue to improve their teaching capabilities for organizational effectiveness to achieve goals (Çoğaltay et al. 2016).

The impacts that can be indicated from the high quality of instructional leadership on the lecturer's organizational commitment are the quality of collaboration and communication of leaders who reflect their high motivation and who are fully dedicated to helping organizations achieve their goals (Sarıkaya and Erdoğan, 2016). As a consequence, the lecturers show a high level of organizational

commitment both effectively, normatively, and continuously. Effectively, the quality of the leader's work in working together with their lecturers can foster a sense of "luck" among the lecturers, who feel they are an important part of an organization and will try and continue to maintain their closeness to the organization (Liu et al. 2021). Normatively, this instructional leadership style encourages lecturers to then feel "obligated" to continue teaching at the faculty, to continue to improve their capabilities and competencies, and there will be feelings of guilt if they have to leave an organization (Liu et al. 2021). And the impact of instructional leadership on continuance commitment can be seen from the considerations of lecturers who can make it difficult to leave an organization, which proves that the higher the instructional leadership quality of a faculty leader, then the higher the organizational commitment (Liu et al. 2021). It is predictable that there is a positive effect of instructional leadership on organizational commitment.

2.6 Instructional Leadership and Job Satisfaction

A key characteristic of instructional leader behavior is its ability to inspire action and optimism. The indication is that the leader knows and understands the working condition and situation in the organizational environment which makes the instructional leader able to decide and take effective solutions and steps in solving organizational problems in higher education. Optimism and effective actions accompanied by high work enthusiasm then form a positive working climate and transmit a positive climate to lecturers and students. These conditions can then affect the psychological aspects of the lecturers when dealing with problems during the teaching process. Therefore, communication skills, effective planning, high integrity, competence, teamwork, and optimism of instructional leaders are directly and indirectly able to grow the work motivation of the lecturers as well as to increase their level of job satisfaction (Akram et al. 2017).

This explanation strengthens the relationship between instructional leadership and the level of job satisfaction of the lecturers (Sarıkaya and Erdoğan, 2016). The indications that prove the existence of these relationships are based on the level of job satisfaction of the lecturers which can be seen professionally, emotionally, and psychologically as well as socially (Nikolić et al. 2016). Professionally, instructional leaders are able to motivate, direct and provide appropriate rewards and wages both material and non-material which can then meet the professional needs of lecturers. In addition, the professional ability of instructional leaders who are able to manage the curriculum, schedule, monitor, and provide professional development for lecturers is supported by the leader's initiative by absorbing the aspirations of the lecturers and staff able to increase the level of job

satisfaction of the lecturers both emotionally, psychologically and socially (Sugandi et al. 2021). Based on these explanations, it is predictable that there is a positive effect of instructional leadership on job satisfaction.

2.7 Task Load and Organizational Commitment

An organization's ability to achieve goals is largely determined by many factors, and one of the most important factors is human resources (Aladwan et al. 2021). In the context of higher education, lecturers and staff are key factors in how successfully an organization is able to achieve its organizational goals. No matter how great the quality of a leader is, without being supported by the surrounding resources, it will be in vain. Likewise, no matter how great the quality of faculty organizational resources that are owned without being managed and regulated through fair and adequate work procedures and systems, it has the potential to cause problems and conflicts (Hermawan et al. 2020). Therefore, work arrangements for lecturers and staff in a faculty must be carried out better, and one of them is setting the task load that is optimal, not excessive, not lacking and most importantly evenly distributed according to their portions and competencies. This is because a high workload can reduce the organizational commitment of the lecturers or staff (Batumalai et al. 2016). Based on this explanation, there is a close relationship between the task load and the organizational commitment of the lecturers and staff within the faculty environment. This is based on three possibilities, including the division of labor being too above their individual abilities, an/the unfair delegation of work and the division of labor being too below of their individual abilities. Task loads that are not proportional to their individual work abilities can increase work stress, which can then encourage them to leave the organization which indicates that the individual's continuance commitment is low. Likewise, unfair job delegation can cause individual organizational commitment both effectively, normatively, and continue to be lower. Consequently, the potential high-quality teaching lecturers may leave the organization due to ineffective, inefficient, unfair task load arrangements and not in accordance with the competencies of the lecturers and staff (Erat et al. 2017). It is predictable that there is a negative effect of task load on organizational commitment.

2.8 Task Load and Job Satisfaction

The key factors that motivate individuals to continue working and continue to contribute optimally to the organization are mental, emotional, and psychological factors of employees, in addition to professional factors which in the context of higher education are lecturers and staffs (Janib et al. 2022).

In this regard, the level of job satisfaction is measured by the fulfillment of professional, emotional, psychological, and social aspects through treatments, clarity of organizational rules and procedures, or organizational support in accommodating the aspirations of lecturers and staff in important meetings. By focusing on these factors, the level of job satisfaction grows and is strongly influenced by the organization's ability to establish organizational work rules and procedures (Ekowati et al. 2021). Therefore, setting workloads directly or indirectly can affect the volatility of their individual job satisfaction levels towards the organization (Harmen et al. 2020).

In the context of higher education, setting the task load can directly affect the level of satisfaction of lecturers and staff. This is because poor workload regulation can encourage or create a negative work atmosphere, where individual organizational work stress can be high. The high individual job stress causes overall organizational performance to decline and it interferes with the organization's effectiveness in achieving its goals. In addition, a negative work atmosphere can reduce the level of job satisfaction which can then increase the turnover rate of lecturers or staff (Tentama et al. 2019). Therefore, it is suspected that the task load has a negative effect on the level of job satisfaction of the lecturers and staff, where the higher the task load, then the lower their level of job satisfaction. It is predictable that there is a negative effect of task load on job satisfaction.

3. Method

The study used a questionnaire survey observation approach to collect research data. The questionnaire has been prepared and contains a list of questions regarding instructional leadership, task load, organizational commitment, and job satisfaction. The questionnaires were distributed online via Google Docs to the respondents, who were lecturers who worked at the dental faculty of IIK Bhakti Wiyata Kediri. The data on the answers to the questionnaire were then tabulated, processed, and analyzed using SmartPLS to test the effects of instructional leadership and task load on organizational commitment and job satisfaction, through tests of established hypotheses.

3.1 Research Design

Referring to the objectives of this research, a quantitative approach is used to examine the relationships between instructional leadership, task load, organizational commitment, and job satisfaction. In this case, specifically, this method uses investigative strategies such as experiments and surveys and collects data based on pre-determined instruments to then produce statistical data (Sugiyono, 2018). The type of quantitative research used is census research, using the distribution of research instruments through questionnaires, where the respondents are 60 lecturers at the Faculty of Dentistry IIK Bhakti Wiyata Kediri,

East Java. Consideration of the use of this type of census research based on this method applies if the members of the population are relatively small or easily accessible.

3.2 Sampling Technique

Non-probability sampling is the technique used in this study to determine samples. One of the techniques used is saturated sampling, which is a sampling technique which all members of the population are used as samples. In this case, the entire population of lecturers at the Dental Faculty of IIK Bhakti Wiyata Kediri amounted to 60 lecturers, so all members of the population were involved as samples. The criteria for determining the subjects in this study were based on the status of active lecturers, so faculty administrative staff and co-lecturers were not included in the samples. According to Sugiyono (2018), this technique is very appropriate to be used in a study, especially in a relatively small number of populations.

3.3 Research Instrument

The instrument used to collect data for this study is questionnaires, which are distributed to research samples. The questionnaire contains a list of questions which are the development of the indicators development of indicators used to measure instructional leadership adapted from the study of Akram (2017), task load adapted from the study of Coelho and Gomes (2014), organizational commitment adapted from the study of Getahun et al. (2016) and job satisfaction adapted from the study of Al-Smadi and Qbalan (2015). A Likert scale consisting of a 5-point scale has been used in this study to measure the answer data for the research questionnaire, which indicates a scale of response choices from "Strongly Disagree" which indicates a score of 1 to "Strongly Agree" which indicates a score of 5. In practice, the list of questions is compiled in the form of statements and then accompanied by answer choices that can be filled in by respondents that can describe their agreement from "Strongly Disagree" to "Strongly Agree".

According to Akram et al. (2017), instructional leadership can be measured from indicators including instructional resource providers, maintaining a visible presence, professional development of lecturers, maximizing instructional time, and curriculum regulation. According to Coelho and Gomez (2014), task load can be measured from indicators including physical attendance during lectures, teaching with the support of faculty facilities, teaching outside the support of faculty facilities, teaching according to each pre-determined work section, and doing assignments. Otherwise not previously defined. According to Getahun et al. (2016), organizational commitment is measured by three main indicators, namely affective, normative and continuance commitment. And

according to Al-Smadi and Qblan (2015), the level of teacher job satisfaction can be measured from indicators of the academic environment, salary support and financial benefits, social and psychological aspects, and interpersonal communication.

3.4 Data Collection Procedure

Before the data was analyzed to test the effects between the research variables, the validity and reliability tests of the data were used. In the SmartPLS model, the data validity tests used are convergent and discriminant validity tests. Meanwhile, the reliability test used is Cronbach Alpha (Amirrudin et al. 2021). Convergent validity means that a set of indicators represents one latent variable that underlies the latent variable. Discriminant validity means that two conceptually different concepts must show a/the sufficient difference. The point is that a combined set of indicators is not expected to be unidimensional. Meanwhile, the Cronbach Alpha reliability test is a reliability measure that has a value ranging from zero to one.

3.5 Data Analysis Technique

The data analysis technique to test these hypotheses is Partial Least Square (PLS). The path analysis model for all latent variables in PLS consists of three sets of relationships, including the inner model which specifies the relationship between variables (structural model), the outer model which specifies the relationship between latent variables and their indicators or manifestations (measurement model), and the weight model.

In the use of SmartPLS regarding the outer model, the evaluation of the model is carried out through validity and reliability tests. The validity test is measured using convergent and discriminant validity tests. Meanwhile, the reliability test is measured using Cronbach Alpha and Composite Reliability tests. And in the inner model, the evaluation of the model is carried out to indicate the path coefficient values with respect to the test results on the research hypotheses. In addition, this study also uses a multicollinearity test to detect a linear relationship among research variables and a determinant coefficient test to test the magnitude of the simultaneous effects of endogenous variables on exogenous variables.

A/The hypothesis is a temporary answer to a problem to be studied. A hypothesis is always formulated in the form of a statement that relates two or more variables. In this case, the data analysis technique is used to test the hypotheses of this study, which these hypotheses are:

H₁: There is a positive effect of instructional leadership on organizational commitment.

H₂: There is a positive effect of instructional leadership on job satisfaction.

H₃: There is a negative effect of task load on organizational commitment.

H₄: There is a negative effect of task load on job satisfaction.

The interpretation of statistical results is based on path coefficient values to indicate the status of the relationship or influence between the independent variable and the dependent variable tested in the research hypotheses. If the path coefficient value shows a positive value, it means that the relationships between the research variables formulated in the hypothesis are positive.

On the other hand, if the path coefficient value shows a negative value, it means that the relationships between the research variables formulated in the hypothesis are negative. In addition, the significance value of the path coefficient cannot be used as a benchmark in determining the findings of this study; it is based on a study using a census approach in collecting data samples.

4. Results

4.1 Convergent Validity Test

The validity test of this study uses convergent validity carried out using the outer model evaluation, which is focused on the weight of the loading factor which must show a value of > 0.70 for the variables studied. Based on the results of statistical tests, it indicates that the convergent validity test contained several statement items that are omitted from the study. The reason is the outer loading values < 0.70 so that the statement items do not meet the predetermined measurement limits. In the convergent validity test, there are nine invalid statement items in the instructional leadership variable (IL3, IL6, IL9, IL11, IL16, IL18, IL20, IL22 and IL30).

After the invalid statement items are removed, the valid outer loading values can be seen in table 1 in the attachment. And based on the table indicates that each item used to measure the instructional leadership, task load, organizational commitment and job satisfaction variables affirms the loading factor value > 0.70 as a convergent validity criterion. The table also shows that there are no items with a loading factor value below 0.70. Based on these figures confirms that each of these items is valid and can be used for further analysis.

The next convergent validity test is to pay attention to the Average Variance Extracted (AVE) value. Each variable is declared valid if it has an AVE value of more than 0.5. The calculation results of the AVE value with the help of Smart PLS data processing show that the AVE value meets the requirements.

Table 1. Convergent Validity Test Results through Average Variance Extracted (AVE)

Variables	AVE	Decisions
Instructional Leadership	0.703	Valid
Task Load	0.711	Valid
Organizational Commitment	0.781	Valid
Job Satisfaction	0.680	Valid

In table 1 confirms that the AVE scores for each research variable of Instructional leadership, Task Load, Organizational Commitment and Job Satisfaction are 0.703, 0.711, 0.781, and 0.680 respectively. These scores indicate more than 0.5, which means that this study has fulfilled the convergent validity test.

4.2 Discriminant Validity Test

Discriminant validity testing is measured using the Fornell-Larcker Criterion value. Fornell-Larcker compares the square root of the AVE value with the correlation of latent variables. The square root of the AVE of each construct must be greater than its highest correlation with the other constructs.

Table 2. Discriminant Validity Test Results through Fornell-Larker Criterion test

	X ₁	X ₂	Y ₁	Y ₂
X ₁	0.839			
X ₂	0.450	0.825		
Y ₁	0.525	0.593	0.884	
Y ₂	-0.412	-0.487	-0.676	0.843

Based on table 2, it can be seen that each research variable is indicated by the symbols X₁, X₂, Y₁, and Y₂, which respectively represent instructional leadership, task load, organizational commitment and job satisfaction. And as informed in table 2, the results of the Fornell-Larcker Criterion test, in table 2 it indicate that each construct is greater than the correlation between the construct and the other constructs and it confirms that it meets the requirements of good discriminant validity.

4.3 Reliability Test

The results of the reliability test can be seen through the composite reliability test, and Cronbach Alpha. The standard value of composite reliability is > 0.7 and the standard Cronbach Alpha value is > 0.7 .

Table 3. Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability	Decisions
Instructional Leadership	0.984	0.985	Reliable
Job Satisfaction	0.957	0.962	Reliable
Organizational Commitment	0.965	0.970	Reliable
Task Load	0.971	0.974	Reliable

And based on the table 3 it indicates that the composite reliability values are > 0.7 , and the Cronbach Alpha values are > 0.7 . Thus, it can be concluded that all variables have a high level of reliability.

4.4 Determinant Coefficient Test

The coefficient of determination (R^2) is the proportion of the total change in the endogenous variable that can be explained by the change in the exogenous variable. The coefficient of determination (R^2) is useful for knowing the percentage of the equation model used in this study and whether it has been able to explain information by calculating the magnitude of the direct influence of each exogenous variable on endogenous variables.

Table 4. R-Square (R^2) Test Results

Variables	R-Square
Organizational Commitment	0.530
Job Satisfaction	0.313

Based on table 4, it indicates that the R^2 value for the endogenous variable of organizational commitment is 0.530. This value explains that the percentage of organizational commitment can be explained by the instructional leadership and task load

variables of 53.0%. This figure indicates that the magnitude of the diversity of the research data that can be explained by the research model is 53.0%. The remaining 47.0% is explained by other factors that are outside this research model. Meanwhile, the R^2 value for the endogenous variable of job satisfaction is 0.313.

This value explains that the percentage of job satisfaction can be explained by the instructional leadership and task load variables of 31.3%. This figure indicates that the magnitude of the diversity of the research data that can be explained by the research model is 31.3%. The remaining 68.7% is explained by other factors that are outside this research model.

4.5 Multicollinearity Test

Multicollinearity testing is carried out to detect whether there are exogenous variables that have similarities between exogenous variables in a research model. A very strong correlation will arise because of the similarities between the exogenous variables. The way to find whether there is a multicollinearity problem or not is to check the VIF (Variance Inflation Factor). If the VIF value of the research variable indicator is < 5 , it means that there is no multicollinearity problem and if $VIF > 5$, it means that there is a multicollinearity problem in the study.

Table 5. Multicollinearity Test Results

Research Variables	Organizational Commitment	Job Satisfaction
Instructional Leadership	1,204	1,204
Task Load	1,204	1,204

Based on table 5, it indicates that multicollinearity test results for the answer data of respondents who are lecturers at the Faculty of Dentistry IIK Bhakti Wiyata Kediri show VIF values less than 5. Based on these figures, it can be concluded that there is no multicollinearity problem in all the variable indicators of this study.

4.6 Hypotheses Test Results

Hypothesis testing in this study is used to test H1 to H4, which involved testing two research variables, including exogenous variables with two endogenous variables, with reference to the results of calculations using SmartPLS.

Table 6. Hypotheses Findings

Hypotheses	Effects	Path Coefficient	Decisions
H ₁	Instructional leadership → Organizational Commitment	0,297	Positive Effect
H ₂	Instructional leadership → Job Satisfaction	0,301	Positive Effect
H ₃	Task load → Organizational Commitment	-0,553	Negative Effect
H ₄	Task load → Job Satisfaction	-0,364	Negative Effect

Based on the results of the tests in the table 6, it indicates the following structural equations can be obtained:

$$Y_1 = \rho X_1 + \rho X_2$$

$$Y_1 = 0,297X_1 - 0,553X_2$$

$$Y_2 = \rho X_1 + \rho X_2$$

$$Y_2 = 0,301X_1 - 0,364$$

Where:

Y_1 = Organizational Commitment

Y_2 = Job Satisfaction

X_1 = Instructional Leadership

X_2 = Task Load

ρ = Path Coefficient

Based on the structural equation above, it can be seen that the first hypothesis that examines the effect of instructional leadership on organizational commitment indicates a path coefficient value of 0,297 with a positive sign, which means that if the instructional leadership variable increases by one-unit, organizational commitment will also increase by 29,7%. The second hypothesis examines the effect of instructional leadership on job satisfaction, indicating the path coefficient value of 0,301 with a positive sign, which means that if the instructional leadership variable increases by one unit, job satisfaction will also increase by 30,1%.

The third hypothesis examines the effect of task load on organizational commitment indicating the path coefficient value of -0,553 with a negative sign, which means that if the task load variable increases by one unit, organizational commitment will decrease by -55,3%. The fourth hypothesis examines the effect of task load on job satisfaction indicating the path coefficient value of -0,364 with a negative sign, which means that if the task load variable increases by one unit, job satisfaction will decrease by -36,4%.

5. Discussions

5.1 The Effect of Instructional Leadership on Organizational Commitment

The findings of this study indicate that instructional leadership has a positive effect on organizational commitment, in which the higher the instructional leadership, the higher the organizational commitment of the lecturers at the dental faculty of IIK Bhakti Wiyata Kediri. These positive effects are based on the ability of faculty leaders who are able to motivate, empower and interact actively with lecturers in an effort to create cooperation to achieve organizational goals to be effective and efficient. So, as stated by Sugandi et al. (2021), the faculty leader is able to grow the organizational commitment of the lecturers towards the faculty. As a result, the lecturers feel that they are an important part of the organization, and then show their best achievements in order to realize the goals of the faculty. In addition, the closeness of faculty leaders to lecturers is also able to influence the consideration of lecturers to find it difficult to leave the organization, which confirms an increase in organizational commitment.

On the other hand, organizational commitment is also influenced by the leader's communication skills which can increase the level of discipline of the lecturers. As expressed by Khan et al. (2020) that the high ability of a leader to always be psychologically close to the lecturers able to improve the quality of communication and cooperation between leader and subordinates in improving the quality of teaching as well as their quality of student achievement, especially when they absorb knowledge. As a consequence, Çoğaltay et al. (2016) added that the discipline, motivation and competence of faculty leaders supported by high integrity in managing an organization can foster high commitment from lecturers to continue to join the organization and to continue to improve their teaching capabilities for organizational effectiveness.

This study also confirms that communication and cooperation are some of the important keys that confirm the close association between instructional leadership and organizational commitment. According to Sarıkaya and Erdoğan (2016) that the impacts that can be indicated from the high quality of instructional leadership on the organizational commitment of lecturers are the quality of collaboration and communication of faculty leaders who help organizations achieve goals. In this case, the lecturers show a high level of organizational commitment both effectively, normatively, and continuously. Effectively, the quality of work of faculty leaders and the alignment of working together between leaders and lecturers can foster a sense of “luck” among lecturers who feel they are an important part of an organization and will try and continue to maintain their closeness to the organization (Liu et al. 2021). Normatively, this instructional leadership style encourages lecturers to then feel “obligated” to continue teaching at a university, to continue to improve their capabilities and competencies, and there will be feelings of guilt if they have to leave a university (Liu et al. 2021). And the impact of instructional leadership on continuance commitment can be seen from the considerations of lecturers who can make it difficult to leave a university, which proves the higher the instructional leadership quality of a faculty leader, the higher the organizational commitment (Liu et al. 2021).

These explanations confirm that the quality of instructional leadership is able to increase the level of organizational commitment of the lecturers towards the organization. The findings of this study are in line with the findings of previous studies conducted by Sugandi et al. (2021), Çoğaltay et al. (2016), and Khan et al. (2020) which have proven that instructional leadership has a positive effect on organizational commitment. Khan et al. (2020) emphasized that there are three keys to this positive influence, including communication, competence and cooperation which then fosters high job motivation and thus encourages the consideration of lecturers to continue to work with their best performance in the organization and it is difficult to leave the organization.

5.2 The Effect of Instructional Leadership on Job Satisfaction

The findings of this study indicate that instructional leadership has a positive effect on the job satisfaction of lecturers at the dental faculty of IIK Bhakti Wiyata Kediri. This finding confirms that instructional leadership is directly proportional to job satisfaction, in which the higher the quality of instructional leadership in an organization, the higher the level of job satisfaction of lecturers. This influence is based on the main characteristics of the behavior of the instructional leader, which according to Akram et al. (2017) is very aware of and understands the

situation and working conditions in the organizational environment, especially his ability to decide and take effective steps and solutions in solving problems.

This positive influence is also due to job satisfaction can be influenced by the level of optimism of the leader in facing organizational challenges which then spreads to other individuals. According to Akram et al. (2017), when optimism and effective action are strengthened by high morale, a leader of an organization can create a positive work climate which then can transmit it to lecturers and students. These conditions can then affect the psychological aspects of the lecturers when dealing with problems during the teaching process. Therefore, communication skills, effective planning, high integrity, competence, teamwork, and optimism of instructional leaders are directly and indirectly able to grow the job motivation of the lecturers as well as to increase their level of job satisfaction.

According to Sarıkaya and Erdoğan (2016), the level of job satisfaction of lecturers can increase due to their needs being met both professionally, emotionally, and psychologically as well as socially. In this case, Nikolić et al. (2016) and Sugandi et al. (2021) added that professionally, instructional leaders are able to motivate, direct and provide appropriate rewards and wages both material and non-material which can then meet the needs of lecturers professionally. In addition, the leader's professional ability in managing the curriculum, scheduling, monitoring, and providing professional development for lecturers is supported by the leader's initiative by absorbing the aspirations of the lecturers being able to grow their level of job satisfaction while working in the organization both emotionally, psychologically, and socially.

Based on the results of this study, the quality of instructional leadership can increase the level of job satisfaction of the lecturers towards the organization. In this case, instructional leadership behavior is directly proportional to the level of job satisfaction of the lecturers, in which the higher the instructional leadership behavior of a leader, the higher their level of job satisfaction. The findings of this study are in line with the findings of previous studies conducted by Nikolić et al. (2016), Sarıkaya and Erdoğan (2016), and Liu et al. (2020) which have proven that instructional leadership has a positive effect on job satisfaction. According to Nikolić et al. (2016) that the optimism which inspires and motivates, as well as the professional work demands of the lecturers which are met are significant factors which can then lead to higher levels of job satisfaction.

5.3 The Effect of Task Load on Organizational Commitment

The finding of this study indicate that the task load has a negative effect on organizational commitment, in which the assignment of task loads that

are unprofessional and disproportionate to the wages and compensation provided will reduce the organizational commitment of the lecturers towards the faculty. This is because the key factor of an organization in realizing organizational goals is human resources, where the characteristics, personality, and competencies of an organization's human resources are unique and varied from one another. Therefore, the delegation of task loads that are disproportionate, too high, or too low can cause unreasonable feelings among subordinates and can then lead to individual conflicts within the organization and ultimately encourage subordinates to consider leaving the organization (Aladwan et al. 2021).

The negative effect of task load on organizational commitment is also influenced by the unfairness of work delegation due to the imbalance of duties and responsibilities among lecturers. According to Hermawan et al. (2020), in a university organizational environment, lecturers are a key factor in how successfully an organization is able to achieve its organizational goals. No matter how great the quality of a leader is, without being supported by the surrounding resources, it will be in vain. Likewise, no matter how great the quality of organizational resources is without being managed and regulated through fair and adequate work procedures and systems, it has the potential to cause problems and conflicts (Hermawan et al. 2020). Batumalai et al. (2016) added that the disproportionate delegation of the workload of lecturers can encourage their consideration to leave the organization because of work discomfort caused by the resulting internal organizational conflicts.

Based on this explanation, there is a close relationship between the task load and the organizational commitment of the lecturers in the university environment. This is based on three possibilities, namely the division of the task load is too above the individual's ability, unfair task delegation, and the division of the task load is too below the individual's ability (Erat et al. 2017). The task load that is not proportional to the individual's work ability can increase work stress and individual comfort, which can then encourage them to leave the organization which indicates that their continuance commitment is decreasing. Likewise, unfair job delegation can cause individual organizational commitment both effectively, normatively, and continuously to be lower. Consequently, the potential for senior and experienced lecturers may leave the organization because of the task load assignments that are ineffective, inefficient, unfair and not in accordance with the competence of the lecturers (Erat et al. 2017).

The results of this study confirm that the task load can reduce the level of organizational commitment of the lecturers towards the faculty. The findings of this study are in line with the findings of previous studies conducted by Aladwan et al. (2022), Hermawan et al.

(2020), Erat et al. (2017), and Batumalai et al. (2016) which have proven that task load has a negative effect on organizational commitment. According to Aladwan et al. (2022), the main factor of the negative effect of task load on organizational commitment is that the task load that is not proportional to the competence and wages are given to lecturers can create internal conflicts and work injustices between individuals which then encourages lecturers to consider leaving the organization.

5.4 The Effect of Task Load on Job Satisfaction

The findings of this study indicate that the task load has a negative effect on job satisfaction, in which the delegation of an unprofessional and disproportionate task load with wages and compensation will reduce the level of job satisfaction of the lecturers towards the faculty. This is due to the inconvenience of the lecturers carrying out delegated tasks and then lowering their level of job motivation. As stated by Janib et al. (2022) that the key factors that can increase the high motivation of individuals to continue to work and continue to contribute optimally to the organization are mental, emotional, and psychological factors of subordinates, in addition to factors professional (Janib et al. 2022). In this regard, the level of job satisfaction as measured by the fulfillment of professional, emotional, psychological and social aspects through treatments, clarity of organizational rules and procedures, or organizational support in accommodating the aspirations of lecturers in important meetings are important indicators to see how the level of job satisfaction grows and is strongly influenced by the organization's ability to establish organizational work rules and procedures effectively (Ekowati et al. 2021). Therefore, setting the task load can directly or indirectly affect the volatility of individual job satisfaction levels towards the organization (Harmen et al. 2020), as has been proven in this study.

Work stress is an indicator that strengthens the negative effect of task load on the level of job satisfaction of lecturers. As expressed by Tentama et al. (2019) that in the context of higher education, task load settings can directly affect the level of satisfaction of lecturers. This is because poor workload management can encourage or create a negative work atmosphere, where individual work stress can be high. They confirmed that individual work stress causes overall organizational performance to decline and it interferes with organizational effectiveness in achieving goals. In addition, a negative work atmosphere can reduce the level of job satisfaction which in turn can increase the turnover rate of lecturers. Therefore, as has been proven in this study that the task load has a negative effect on the level of job satisfaction of the lecturers, where the higher the task load, the lower their level of job satisfaction.

The results of this study confirm that the delegated task load can reduce their level of job satisfaction towards the faculty. The findings of this study are in line with the findings of previous studies conducted by Janib et al. (2022), Ekowati et al. (2021), Harmen et al. (2020), and Tentama et al. (2019) which have proven that task load has a negative effect on job satisfaction. According to Harmen et al. (2020), injustices that arise as a result of disproportionate and unprofessional delegation of task loads can reduce work morale as well as increase work stress for individuals in an organization, which then has a direct effect on decreasing levels of satisfaction.

6. Conclusions

This study indicates several key findings, including there is a positive effect of instructional leadership on organizational commitment and job satisfaction of lecturers at the Faculty of Dentistry IIK Bhakti Wiyata Kediri. And there is a negative effect of task load on organizational commitment and job satisfaction of lecturers at the Faculty of Dentistry IIK Bhakti Wiyata Kediri. The findings have important implications in the context of higher education settings. In particular, it is recommended for higher education organizations be able to design and create professional and proportional work procedures and systems. This is important in order to foster a sense of justice for the organization's individuals, in which through professional work procedures and systems, lecturers feel valued both personally and professionally. Personally, the unique competence of each lecturer is assessed and appreciated so that each task and responsibility given is in accordance with their respective abilities, task load and competence. Professionally, the clarity of fair work systems and procedures can increase the level of job satisfaction of lecturers as well as reduce work conflicts within the organization and individual work stress. As expected, impacts, the level of job satisfaction and organizational commitment will increase.

The novelty of this study is an examination of the effects of instructional leadership in a college environment, in which instructional leadership is a theory that is considered most relevant to be applied in elementary, junior, and senior high schools. This reasoning is based on the concept of instructional leadership which emphasizes higher intervention from school organizational leaders to intervene in teachers, students and the teaching and learning process, even these leaders are required to actively establish communication with parents of students in order to improve the quality of learning and student achievement (Akram et al., 2017). Meanwhile, on the other hand, college organizations have characteristics that indicate the role and position of lecturers as discussion partners for students during the teaching and learning process. In addition, lecturers are individuals with specific knowledge and skills in certain

disciplines, so during teaching, lecturers are given greater flexibility by the head of the university or dean to achieve specific learning goals (Liang et al. 2020).

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