Distributed Leadership of Principals and Teacher Organizational Commitment- Scoping Review

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Abstract

In the modern world, distributed leadership has emerged as a fresh kind of educational leadership. Many eminent researchers have made substantial contributions to its developments. However, its effectiveness has not drawn much attention. Thus, the primary goal of this paper is to conduct a distributed viewpoint analysis of the available data about the influence of a principal's leadership style on teachers' organizational commitment. Databases searched included the Web of Science, Scopus, and ScienceDirect databases. However, its usefulness has not received much attention. The ideas of distributed leadership practices, the principal's role, and teachers' organizational commitment were all carefully considered. The findings of this paper demonstrate the importance of school leadership and the positive and indirect benefits that distributed leadership has on teachers' organizational commitment. However, there is a need for more research because there is an absence of widely recognized patterns and best practices for distributed leadership as well as inadequate empirical evidence. The school leader's position in distributed leadership and its best practices should be acknowledged by academics, policy makers, and practitioners based on the evidence that is currently available.

Keywords: Distributed Leadership, Organizational Commitment, Scoping Review, Education, Teachers

Introduction

Instead of concentrating power in the hands of a single person, distributed leadership includes distributing leadership responsibilities and decision-making authority among a team or organization. This inclusive and cooperative leadership approach has several advantages and is increasingly acknowledged as a powerful strategy for encouraging innovation, participation, and group growth.

Distributed leadership is collaboration and shared responsibility. A distributed leadership model involves team members actively participating in decision-making and fostering collaboration. Distributed leadership considers the experiences and viewpoints of all team

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members more than a top-down strategy where one leader entirely makes decisions. As a result, people feel empowered to contribute their ideas and take on leadership responsibilities in their various fields of expertise, which promotes a sense of shared responsibility and ownership. Organizations can draw on the diverse expertise and experience of their team members by delegating leadership tasks, resulting in more informed and creative decision making.

Distributed leadership is also about building trust and empowering others. A key component of distributed leadership is trust. Leaders must build trust by offering assistance, direction, and clear expectations while giving team members the freedom to make decisions within their purviews. By giving others, the freedom to take initiative, leaders foster a climate of accountability and personal development in which employees are encouraged to do their best. Hence, team members have the chance to take on new tasks and broaden their skill sets, which promotes ongoing learning and growth.

Apart from that, distributed leadership also means flexibility and adaptability. Complex and dynamic environments favor distributed leadership. Organizations may respond to changes more rapidly and take advantage of new opportunities by sharing leadership roles. There is a better level of agility and reactivity because leaders at various levels of the company have the power to make decisions. Since decision-making is distributed to those with the most pertinent skills, problems can be solved more effectively as a result. The flexibility inherent in distributed leadership promotes innovation by supporting a culture of experimentation and learning from mistakes.

On top of that, distributed leadership also promotes organizational learning and growth. Not only do individual team members benefit from distributed leadership, but the organization can grow and develop as well. Distributed leadership enhances a group's intellect and critical thinking skills by incorporating diverse viewpoints and encouraging collaboration. Moreover, team members are more willing to share their knowledge, benefit from one another's experiences, and support an improvement-oriented culture. Additionally, distributed leadership contributes to the development of leadership skills across the entire organization, generating a pipeline for future leaders, and ensuring the success of the organization is sustainable.

Measuring Organizational Commitment of Teachers within Distributed Leadership Theory
Distributed leadership is about strengthening ownership and autonomy. Principals and teachers can participate in decision-making processes and take on leadership roles. The sense of ownership and appreciation that comes from this empowerment and autonomy fosters commitment to the organization. This is because people are more committed to the success and expansion of an organization when they believe their ideas and knowledge are valued and utilized.
On the other hand, distributed leadership can improve collaboration and teamwork. Principals and teachers benefit from increased cooperation and teamwork due to the division of leadership roles. Distributed leadership encourages a group effort to solve problems and accomplish goals by incorporating many stakeholders in decision-making. The collaborative aspect of distributed leadership builds teamwork, promotes a sense of belonging, and

develops a productive and supportive work environment. Principals and teachers are consequently more dedicated to the group and its shared goals.

Distributed leadership provides opportunities for professional growth and development. Teachers and principals who take part in decision-making or leadership roles learn new things and sometimes face new challenges. These chances to improve one's knowledge and abilities help one grow personally and professionally, which in turn strengthens loyalty and commitment to the organization. Distributed leadership enables people to continuously learn and make contributions to the organization's overall growth by identifying and developing their leadership potential.

A culture of trust and openness is promoted within the educational institution by distributed leadership. When teachers participate in decision-making processes and have access to relevant information, principals and teachers feel appreciated and respected. A culture of trust and openness is fostered within the educational institution through decentralized leadership. When teachers are included in decision-making processes and have access to relevant information, school leaders and teachers feel valued and respected. All stakeholders benefit from open communication and participation in leadership activities that build trust. As a result of feeling heard and that decisions are being made with their best interests in mind, people are more committed. The openness of distributed leadership also ensures that everyone is aware of the organization's mission, objectives, and initiatives, which fosters a sense of shared purpose and commitment.

Materials and Method

Literature, conceptual framework, and policy mapping are typically used in a scoping review. It is used extensively and integrates research from several types of studies, especially for less rigorous findings. A scoping review can also identify gaps in the body of information, provide an overview, and communicate conclusions. In contrast, a systematic review uses established procedures to find answers to specific questions. Conducting scoping reviews involves the following five steps:

Stage 1: Identifying a research question. Our review focused on exploring the distributed leadership of principal towards the organizational commitment of the teachers. To ensure that a wide range of literature was acquired, we offered the following research questions.

Research question 1: What are the determining factors in principal distributed leadership?

Research question 2: What is the dominant factor that influences teachers' organizational commitment?

Stage 2: Identifying relevant studies. Key words were used in search queries to provide "wide coverage" of the body of literature. Content linked to principal's distributed leadership and teachers' organizational commitment using key themes and search terms (for details of scoping review search terms, see Table 1). Three diverse academic databases were searched and retrieved several times to update key terms: Web of Science, Scopus, and ScienceDirect.

Stage 3: Removing unnecessary content during screening. For the publications we were considering for analysis, we created clear inclusion and exclusion criteria. The only papers selected for the initial screening were those related to research. Conference proceedings, book series, novels, and book chapters were thus disqualified since they failed to satisfy the requirements for admission. In terms of language and year of publication, only articles written in the English language between 2019 and 2023 were considered. Articles that concentrated on organizational commitment of the business sector were eliminated since the goal of this scoping review was to identify the distributed leadership of principals that influence the

teachers' organizational commitment. In order to avoid unrelated papers, articles from business, environmental sciences, engineering, psychology, computer science, and medicine were also omitted.

Stage 4: Data collection and graphing: Charts were created with information about the author, year, study design, setting, goal, variables or constructs, notable findings, and suggested themes. For facilitating the thematic and comparative analysis, all pertinent data were collected and entered into the Microsoft Excel software.

Stage 5: Reporting and summarizing findings: With the aim to determine the prevailing theory of distributed leadership of principals to affect teachers' organizational commitment as well as the range of novel issues investigated in the field, common themes and findings were finally gathered.

Table 1

Search strings for WoS, Scopus and ERIC

Database	Search String
WoS	All Fields (("distributed leadership" OR "democratic leadership" OR "shared leadership" OR "collaborative leadership") AND ("organizational commitment" OR "teacher commitment" OR "employee commitment" OR "professional commitment"))
Scopus	TITLE-ABS-KEY (("Distributed leadership" OR "democratic leadership" OR "shared leadership" OR "collaborative leadership") AND ("organizational commitment" OR "teacher commitment" OR "employee commitment" OR "professional commitment"))
ScienceDirect	(("Distributed leadership" OR "democratic leadership" OR "inverted classroom" OR "collaborative leadership") AND ("organizational commitment" OR "teacher commitment" OR "employee commitment" OR "professional commitment"))

Database Findings

For this scoping review, 243 papers were identified through a database search. After the initial screening, 4 irrelevant items were excluded. Among the remaining publications, 239 were removed due to their focus on systematic reviews, meta-analyses, and irrelated topics, rather than empirical research article. After a thorough examination, 41 of the remaining 71 publications were found did not align with the purpose of research scopes. Lastly, only 30 papers met the study's objective, adhering to the criteria for systematic reviews (PRISMA; Moher et al., 2015; see Figure 1).
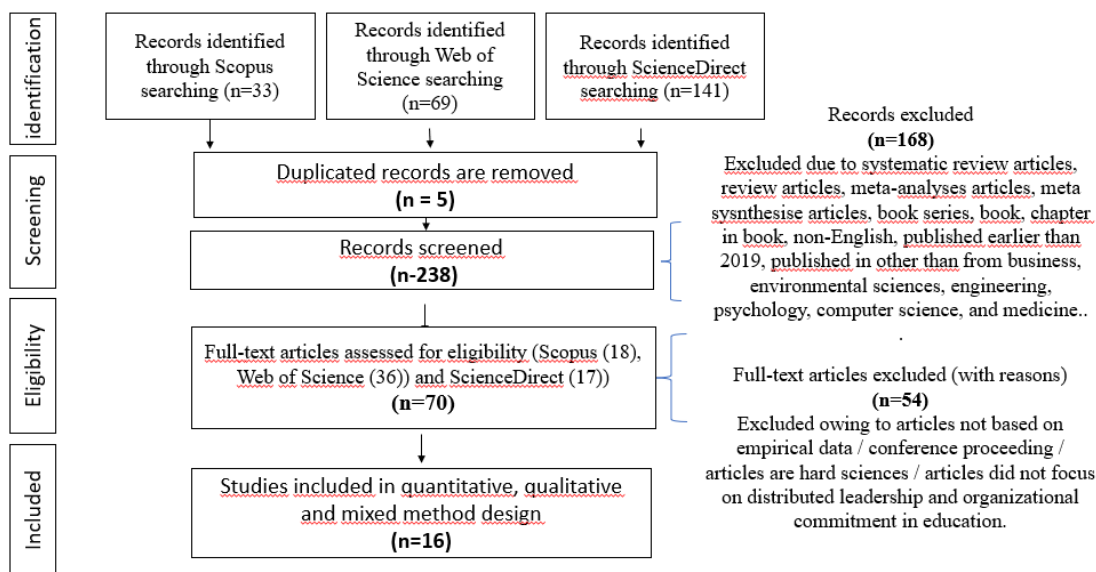
Figure 1 : Flow diagram of the study selection process using the Preferred Reporting Item for Systematic Review (PRISMA) (adapted from Berkovich & Bogler, 2021)

To ensure a thorough scoping review, the papers were selected by a set of precise and significant criteria. First, the selection process focused exclusively on English language scholarly journal articles spanning from year 2019 to 2023 which employed quantitative, qualitative, and mixed method research methodologies. Due to lack of systematization and transparency, the conference proceedings were excluded in the conventional evaluations (Wilder & Walters, 2021). Second, the maturity of the subject was shown by a study on a particular topic that has lasted for at least five years (Chigbu et al., 2023). As a result, only high-quality publications within five years were chosen for scoping review.

Main Findings
Table 2
Analysis of Literature Reviewed

Publication, Study Design and Location	Aim	Variables/ Construct	Key findings	Theme
Pietsch et al., (2019) Quantitative study Germany	To investigate how "leadership for learning" (LFL) affects teachers' organizational commitment and job satisfaction in both common and unique ways.	Independent: The combination of transformational, shared, and instructional leadership techniques is known as "leadership for learning" (LFL). Dependent: job satisfaction and organizational commitment	Teachers' organizational commitment and individual and shared job satisfaction are strongly correlated with shared leadership, but not with transformational or instructional leadership.	While transformational leadership and instructional leadership are not as good predictors of individual and shared work satisfaction and organizational commitment among teachers, shared leadership is.

Park et al., (2023) Quantitative US	To investigate how teachers' involvement in the administrative and instructional spheres of school decision-making affects their commitment to their careers and sense of job satisfaction.	<u>Independent</u> Teacher influence <u>Dependent</u> Job satisfaction, professional commitment	Teacher influence in instructional decision-making is more intricately linked to professional commitment, while influence in managerial decision-making correlates more with job satisfaction, highlighting the importance of teacher involvement in different decision-making domains for their commitment and satisfaction levels.	Statistically speaking, professional commitment has less of an impact on teachers' job satisfaction than school decision-making.
Thien & Adams (2021) Quantitative Malaysia	To investigates the contextual influence of gender and teaching experience on the relationships between distributed leadership functions and teachers' affective commitment to change	<u>Independent:</u> leadership support, leadership supervision, cohesive leadership team, and participative decision-making <u>Dependent:</u> Affective commitment to change	Leadership support, supervision, cohesive team leadership, and participative decision-making positively influence teachers' commitment to change, with female teachers experiencing a stronger effect of supervision, and early-career teachers benefiting from both supervision and participative decision-making.	Leadership supervision and decision-making affect organizational commitment.

Hartley(2019) Quantitative England	To understand the relationship such as distributed leadership, emotional leadership, and spiritual leadership between different leadership approaches and their impact on education management within the context of England.	<u>Independent</u> Leadership approaches such as Distributed leadership. Emotional leadership. Spiritual leadership. Economic, cultural, and political trends. <u>Dependent</u> Commitment of headteachers and teachers. Levels of stress. Workloads.	Softer leadership paradigms, such as distributed leadership, emotional leadership, and spiritual leadership, supplement to the existing bureaucratic model in education within the context of England, while not replacing it.	shared responsibility, collaboration, and mutual support could imply that participation in decision-making
Torres (2019) Quantitative U.S.	to investigate the connections between professional collaboration, distributed leadership, and teachers' job satisfaction in American schools.	<u>Independent</u> Distributed leadership. Professional collaboration. <u>Dependent</u> Teachers' job satisfaction.	The study added to our knowledge of successful leadership techniques and cooperative efforts in education by demonstrating how distributed leadership and professional collaboration affect teachers' job satisfaction in American schools.	Distributed leadership, professional collaboration, and teachers' job satisfaction
Liu & Werblow (2019) Quantitative 32 Countries	To examine the relationship between distributed leadership and its impact on organizational commitment and job satisfaction among principals and teachers.	<u>Independent</u> Distributed leadership. <u>Dependent</u> Organizational commitment.	The study found that the operation of distributed leadership is related to organizational commitment and job satisfaction among principals and teachers, contributing to our understanding of leadership practices within educational organizations.	Shared decision-making, supportive leadership

Jong et al. (2023) Mixed methods Netherlands	To comprehend distributed leadership practices in the context of teacher teams.	<u>Quantitative:</u> extent and impact of distributed leadership practices among teacher teams. <u>Qualitative:</u> context and the sociocultural dynamics that influence distributed leadership practices.	The article explores the role of distributed leadership in educational settings, emphasizing its impact on school performance and innovative practices1.	collaborative spirit, shared responsibilities, individual, teacher teams, school context, teacher attitude
Paletta et al. (2020) Quantitative Italy	To investigate how the principal leadership approach—in the context of a new accountability system—affects teachers' professional practices, instructional leadership, self-efficacy, collaborative culture, learning climate, and teaching methods.	<u>Independent</u> principal leadership <u>Dependent:</u> Change of professional practices, change of teaching method	The study highlights the significance of encouraging principal leadership for the growth of learning, implementing a fair system for evaluating principal performance, and encouraging leadership distribution throughout schools.	Accountability, principal leadership, teacher leadership, distributed leadership, school improvement
Liu (2020) Quantitative China	To understand the relationship between distributed leadership and teachers' commitment to change in the Chinese urban primary school context	<u>Independent:</u> Distributed Leadership <u>Dependent:</u> teachers' commitment	Various dimensions of distributed leadership, such as collaboration and cooperation, responsibility and accountability, and values and beliefs, significantly influenced group competence, task analysis, and collective teacher efficacy in the context of Chinese urban primary schools.	Distributed leadership (structure and vision, collaboration and cooperation, decision making, responsibility and accountability, values, and beliefs), teacher commitment to change.

Berkovich & Bogler, (2021) Quantitative U.S.	to develop a conceptual understanding of the mediating pathways that link teachers' effective and normative organizational commitment to effective school leadership—more especially, transformational and distributed leadership.	Independent: transformational leadership and distributed leadership. Dependent: teachers' affective and normative organizational commitment Mediator: socio-affective factors and teachers' psychological capital –	It found an integrated conceptual model in which socio-affective variables and teachers' psychological capital acted as a mediating element between the effects of successful school leadership and teachers' organizational commitment.	Distributed leadership (distribution within senior management teams, developing teachers' leadership, school team structures, teachers 'participation in school decisions and responsibilities, and teachers 'role flexibility in school), organizational commitment (affective and normative)
Özek & Büyükgöze (2023) Quantitative Turkey	To determine the mediating roles of teacher self-efficacy and cooperation in the relationship between teacher-perceived distributed leadership behaviors and practices of school principals and teacher job satisfaction	Independent: distributed leadership Mediating: teacher self-efficacy and cooperation Dependent: job satisfaction.	Distributed leadership is a strong predictor of teacher job satisfaction. Teacher self-efficacy and cooperation positively mediate the relationship between distributed leadership and job satisfaction. Finally, the conceptual model accounts for 45% of the total variance within teacher job satisfaction.	Distributed leadership, teacher self-efficacy, teacher job satisfaction and teacher co-operation.

Özdemir et al. (2023) Quantitative Turkey	To explore the direct and indirect relations among distributed leadership, teacher autonomy, and emotional labor.	Dependent: teacher emotional labor Independent: distributed leadership and teacher autonomy	The analysis confirms that teacher autonomy is a prominent mediator in the relationship between distributed leadership and emotional labor.	Distributed leadership ((1) a strong vision, (2) supportive leadership behaviors, (3) cognitive stimulation via educational support and (4) supervision) and teachers' emotional labor, the mediating role of teacher autonomy by empowerment
Kılınç et al. (2022) Quantitative Turkey	To explore how principal job satisfaction and distributed leadership impact student achievement through the mediating role of teacher-student relationships	Dependent: student achievement Independent: principal job satisfaction, distributed leadership Mediator: teacher-student relationships	Principal job satisfaction serves as an important mechanism for distributed leadership practices. Besides, the execution of distributed leadership practices improves student achievement by promoting positive teacher-student relationships.	Principals distributed leadership, job satisfaction, teacher-student relationship
Thien & Chan (2022) Quantitative Malaysia	Further examined the relationships between distributed leadership and teacher academic optimism as well as each dimension of teacher academic optimism	Dependent: Teacher academic optimism Independent: Distributed leadership	Practicing distributed leadership practices can enhance teacher optimism, trust, and efficacy, benefiting student learning outcomes	Distributed leadership ((a) cooperation of the leadership team; (b) leadership support; (c) leadership supervision; and (d) participative decision-making) and teacher academic optimism (academic emphasis, trust in students and parents, sense of efficacy)

Liu et al. (2023) Quantitative Shanghai, China	To examine how self-efficacy mediates the relationship between distributed leadership and teacher wellbeing. To explore the impact of distributed leadership on job and career wellbeing among secondary school teachers.	<u>Dependent:</u> job wellbeing and career wellbeing. <u>Independent:</u> distributed leadership <u>Mediator:</u> self-efficacy	Distributed leadership positively influences self-efficacy, job wellbeing, and career wellbeing. Self-efficacy mediates the relationship between distributed leadership and job wellbeing. Distributed leadership does not indirectly influence career wellbeing through self-efficacy.	Distributed leadership (empowerment, decision-making), teacher self-efficacy
Aldaihani, (2020) Quantitative Kuwait	To identify different applications of distributed leadership from teachers' perspectives in Kuwaiti high schools and to assess the degree of practicing distributed leadership in Kuwaiti schools	<u>Dependent:</u> job wellbeing and career wellbeing. <u>Independent:</u> distributed leadership applications:	The overall degree of practicing distributed leadership in Kuwaiti schools was low. Training programs for school leaders are necessary to enhance their understanding and implementation of distributed leadership practice.	Distributed leadership (supervision, delegation of authority, development of the school, decision-making, community partnership)

Discussion

Table 2 shows the sixteen studies which were chosen, based on the selection criteria: fifteen quantitative studies (Aldaihani, 2020; Berkovich & Bogler, 2021; Hartley, 2019; Kılınç et al., 2022; Liu et al., 2023; Liu, 2020; Liu & Werblow, 2019; Özdemir et al., 2023; Özek & Büyükgöze, 2023; Paletta et al., 2020; Park et al., 2023; Pietsch et al., 2019; Thien & Adams, 2021; Thien & Chan, 2022; Torres, 2019) and one mixed-method study (Jong et al., 2023). Most of the studies (n=3) were conducted in Turkey (Kılınç et al., 2022; Özdemir et al., 2023; Özek & Büyükgöze, 2023) and United States respectively (Berkovich & Bogler, 2021; Park et al., 2023; Torres, 2019), followed by China (n=2) (Liu et al., 2023; Liu, 2020) and Malaysia (n=2) (Thien & Adams, 2021a; Thien & Chan, 2022). One related study had been conducted in each of the following countries Germany (Pietsch et al., 2019), England (Hartley, 2019), Netherlands (Jong et al., 2023), Italy (Paletta et al., 2020), 32 countries (Liu & Werblow, 2019) and Kuwait (Aldaihani, 2020).

The scoping identified four major themes regarding the distributed leadership to the teachers' organizational commitment. The major headings were supervision, shared decision-making, empowerment, and collaboration. First, principals 'supervision which mean principals are

equipped with the necessary tools to effectively monitor and mentor their staffs, addressing challenges and providing feedback are important for fostering the conducive environment for professional growth (Rozi et al., 2022). Hence, teachers felt valued, supported, and motivated to strive for excellence in their roles, ultimately leading to heightened levels of commitment and engagement in their teaching and learning profession (Herlina, 2023). Second is the shared decision-making process between the principals and teachers is paramount in fostering teacher commitment within schools. By involving teachers in decision-making processes related to curriculum development, instructional strategies, and school policies, principals not only acknowledge the expertise and insights of teachers but also cultivate a sense of belonging and solidarity in the school's mission and goals (Shikokoti & Chepkonga, 2023). Third, empowerment is the delegation of authority and trust from principal to teachers especially in decision-making power, rather than relying solely on heroic management tactics. A sign of distributed leadership by whole community inquiry may empower and connect community members to interact and work together; respect, or tolerate various groups with different interests, languages and dialects, different knowledge bases, metaphysical knowledge, and different or no religions (Peist et al., 2020). Lastly, collaboration between the principal and the teachers can enhance teacher commitment and contribute to a positive and effective learning environment. This is because collaboration promotes teamwork, shared goals, and collective responsibility, strengthening relationships and enhancing organizational cohesion (Berkovich & Bogler, 2021).
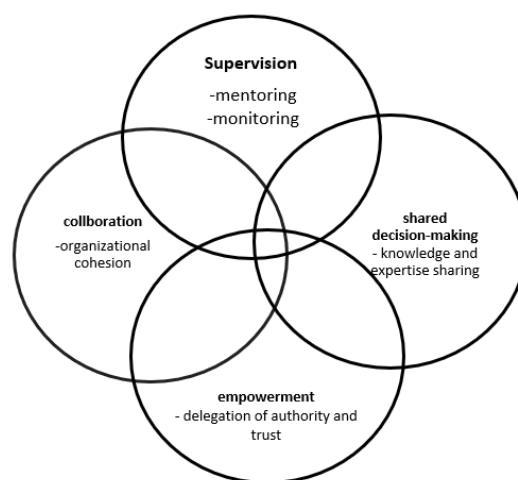

Figure 2 Framework on Themes Regarding Principal Distributed Leadership and Teachers' Organizational Commitment.

However, due to the increased workloads and duties resulting from this innovative leadership, the process of allocating authority among the teachers may be complicated (Ishetu et al., 2020). Teachers argue that they already busy on teaching, but still have to take part in administration works can lead to burnout and stress (Jiali & Aboudahr, 2019). The challenges of distributed leadership are also associated to who is going to bear the responsibility of the wrong decision made (Arar & Taysum, 2020). There were concerns about shared decision-making process also take longer time than expected, task ambiguity and less participation as some of the teachers afraid to voice out their opinions (Hulpia et al., 2009). Hence, principals found it is challenging to employ distributed leadership to increase the teacher commitment in schools and preferred the traditional leadership such as the

bureaucratic or instructional leadership (Aldaihani, 2020b). Even though some principal believe that conventional leadership are preferable for a specific circumstances, but Tam (2019) found that, in order to improve the working environment, they still preferred and intended to employ the distributed leadership style. Teachers can support principal in their job and assist them in coming up with their own solutions rather than imposing one through distributed leadership (Shava & Tlou, 2018). This leadership style aligns with distributed or shared leadership, which promotes active participation in dyadic interactions to enable the sharing of skills and knowledge. (Amels et al., 2020). Our study proposed a framework of the determinants of principals distributed leadership to increase the organizational commitment of teachers based on the discussion of the findings (see Figure 2).

A few conclusions were drawn from the findings. First, it was demonstrated that motivational factors were strong predictors of principals in terms of theoretical ramifications. Teachers' organizational commitment may be impacted by distributed leadership. Based on principals' distributed leadership style toward teachers' organizational commitment, this study gathered empirical data with methodological implications. Second, the study on distributed leadership highlighted the transformation from traditional leadership to distributed leadership. It is not a flattening of the hierarchy or merely delegation of tasks within an existing hierarchical structure). It is not the bossless team or leadership substitute approach but a more flexible idea in which leadership is a network of connections stretched across people and situations (Marshall, 2020; Thien & Adams, 2021b). These findings extend distributed leadership by incorporating information on the nuanced ways in which supervision, decision-making, empowerment, and collaboration contribute to teacher organizational commitment, enriching our understanding of effective leadership practices in educational settings. Finally, in terms of practical implementation, administrators can refine distributed leadership by identifying and strengthening key components, such as managing workload distributions, which are critical for overcoming the obstacles present in the educational system. This adaptation ensures that administrators effectively leverage distributed leadership principles to support teachers and foster organizational success in today's demanding educational landscape.

Limitation and Recommendations

Only a small portion of the papers from the Science Direct, Scopus, and WoS databases were examined in this analysis. On the other hand, there are indications that the number of publications could increase. Additionally, scholars have recently become increasingly concerned with the issue of principals' distributed leadership toward teachers' organizational commitment. Research from a variety of geographic regions indicates that this problem is prevalent and urgent, necessitating more study to assist administrators in putting distributed leadership into practice. In order to collect more thorough data and perform methical literature reviews, it would be beneficial to make good use of databases like ProQuest and ERIC. For the sake to provide an observationally determined answer to a particular research topic, a systematic review seeks to locate, combine, and evaluate all pertinent data by using quantitative and qualitative methodologies (Higgins & Green, 2017). Therefore, in favour of undertaking a more in-depth analysis of the administrators distributed leadership model for boosting teachers' organizational commitment, future research projects might profit from having access to more database resources.

In fact, distributed leadership is a new organizational management style that all educational institutions—universities, colleges, and schools should adopt to foster a cooperative,

supportive, and productive learning environment that increases teacher commitment. Thus, policymakers should explore and promote the implementation of distributed leadership to foster the teacher's commitment. They should also encourage the administrators to delegate their authority and trust the teachers to create a conducive working environment.

Conclusion

It is becoming clear that distributed leadership challenges the traditional model of a single leader by emphasizing shared leadership responsibilities among various stakeholders within an organization (Jambo & Hongde, 2020). In the context of schools, this approach recognizes that leadership is not solely the domain of principals or administrators but involves collaboration and decision-making across the entire staff (Paletta et al., 2020). When teachers actively engage in school reform and demonstrate their willingness to contribute, it reflects their commitment to organizational improvement (Liu & Watson, 2020). It is proven that collaborative professional learning communities facilitate knowledge sharing, skill development, and collective problem-solving (Spillane & Diamond, 2016). When teachers participate in PLCs, it positively influences their commitment. Furthermore, empowerment among staff members can foster a sense of ownership and teachers who experience job satisfaction are more likely to be committed to organizational goals and changes (Quek et al., 2021), Nevertheless, the administrators who serve as the organization's leaders could not completely understand the approach required to change a conventional hierarchical system into one that is more flexible (Aldaihani, 2020). Our findings demonstrated that administrators' support had a significant impact on teachers' organizational commitment. This discussion also revealed that decision-making, empowerment, and collaboration within the organization were the critical factors influencing teachers' organization commitment. As educational institutions continue to evolve, embracing distributed leadership principles offers a sustainable framework for promoting teacher engagement, satisfaction, and organizational success. Thus, the integration of distributed leadership stands as a transformative approach to nurturing a vibrant and resilient educational community built upon shared responsibility, collaboration, and a collective commitment to excellence.

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