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The Influence of the Principal's Visionary Leadership and *Self-Efficacy* Regarding the Work Commitment of Public Junior High School Teachers in Siak Regency

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Abstract
This study aimed to examine the individual and combined relationships of principals' visionary leadership and teacher self-efficacy with work commitment among public junior high school teachers in Siak Regency, Indonesia. A quantitative correlational survey design was employed, involving 303 teachers selected through proportional stratified random sampling from a population of 1,431 teachers across 84 public junior high schools. Data were collected using validated and reliability-tested five-point Likert-scale questionnaires and analyzed through descriptive statistics, Pearson correlation, simple linear regression, and multiple linear regression using IBM SPSS Statistics 26. The results revealed significant positive relationships between visionary leadership and teacher work commitment ($r = .623$, $R^2 = .389$, $p < .001$) and between self-efficacy and work commitment ($r = .599$, $R^2 = .359$, $p < .001$). Collectively, both predictors demonstrated a significant association with teacher work commitment ($R = .654$, $R^2 = .428$, $p < .001$), explaining 42.8% of its observed variance. These findings suggest that organisational leadership and individual efficacy beliefs are complementary factors associated with teachers' professional commitment, consistent with educational leadership and social cognitive perspectives. Practically, the findings highlight the importance of participatory school leadership and sustained teacher professional development. However, the correlational design, self-reported measures, and geographically restricted sample limit causal interpretation and broader generalisability. Future research should employ longitudinal and multilevel approaches to investigate additional psychological and organisational mechanisms influencing teacher commitment.

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Introduction

The success of education is determined not only by the curriculum, infrastructure, and government policies, but also by the quality of the human resources who manage the educational process, especially teachers (Karoso et al., 2024; Permatasari & Tandiayuk, 2023; Rahman et al., 2024). Teachers are the main actors in realizing educational goals through effective, innovative, and student-oriented learning. In carrying out their professional duties, teachers are required to have a high work commitment as a manifestation of responsibility, loyalty, and involvement in the school organization. Teacher work commitment is one of the important indicators in increasing the effectiveness of educational organizations because it is related to the quality of learning, discipline, participation in school development, and the successful achievement of the school's vision and mission (Prasetia et al., 2025; Wijayaningsih, 2025; Zhang & Luo, 2026). Therefore, increasing teacher work commitment is a crucial concern in the development of educational management.

Theoretically, work commitment is influenced by various factors originating from both the organization and the individual. Joo and Hong (2026) and White and Schafer (2026) explain that work commitment is shaped by organizational mechanisms, individual characteristics, job characteristics, and the work environment. In the school context, the principal's visionary leadership is an organizational factor that plays a role in establishing the direction, culture, and motivation of teachers' work (Ariani et al., 2023; Markhmadova et al., 2025). A visionary principal is able to clearly communicate school goals, build a collaborative work culture, and encourage teachers to actively participate in every school program. On the other hand, *self-efficacy* is a psychological factor that reflects a teacher's belief in his or her ability to carry out professional duties. Teachers who have *self-efficacy* High tend to be more confident, persistent in facing challenges, and able to develop learning creatively and innovatively (Ariani et al., 2023; Mahmudah & Hermanto, 2024).

However, various phenomena in the field indicate that teacher work commitment at public junior high schools in Siak Regency is still less than optimal. Initial observations and interviews revealed that some teachers are still less active in school activities outside of teaching, have inconsistent work discipline, are less involved in Subject Teacher Conference (MGMP) activities and professional development, have limited learning innovation, and are less willing to accept additional assignments. These conditions indicate that some teachers have not demonstrated optimal engagement, loyalty, and responsibility towards the school organization, which has the potential to affect the quality of learning and the achievement of educational goals. Furthermore, principals have not effectively communicated the school's vision, and teachers have low levels of *self-efficacy* which is inadequate in facing various learning challenges.

Various previous studies have shown that the leadership of the principal and *self-efficacy* have a relationship with teacher work behavior (Alanoglu, 2022; Meyer et al., 2022; Polatcan et al., 2023). However, most studies link these two variables more to teacher performance, motivation, job satisfaction, or professionalism, while studies that specifically analyze the influence of the principal's visionary leadership and *self-efficacy* Research on teacher work commitment is still relatively limited, especially at the junior high school level in Siak Regency. Differences in school organizational characteristics, work culture, and regional conditions mean that previous research results cannot fully explain the empirical conditions in Siak Regency. Therefore, research is needed that can provide empirical evidence regarding the contribution of these two variables to increasing teacher work commitment.

This research has urgency because it integrates two main factors that are believed to influence teacher work commitment, namely the principal's visionary leadership as an organizational factor and *self-efficacy* as an individual psychological factor. The integration of these two variables is expected to provide a more comprehensive picture of the factors contributing to increased teacher work commitment. The research results not only enrich educational management studies but also provide an empirical basis for school principals and policymakers in formulating strategies for strengthening school leadership and developing teacher capacity on an ongoing basis. Based on this description, this study aims to analyze the influence of the principal's visionary leadership on teachers' work commitment, analyze the influence *self-efficacy* on teachers' work commitment, as well as analyzing the influence of the principal's visionary leadership and *self-efficacy* simultaneously on the work commitment of junior high school teachers in Siak Regency. The research results are expected to provide theoretical contributions to the development of educational management

science and provide practical input for school principals, teachers, and stakeholders in efforts to increase teacher work commitment as part of improving the quality of education.

Method

This study uses a quantitative approach with a correlational research design to analyze the influence of the principal's visionary leadership and *self-efficacy* on the work commitment of junior high school teachers in Siak Regency (Meyer et al., 2022; Polatcan et al., 2023; Thomas & Zubkov, 2023). This study aims to test the causal relationship between the independent variables, namely the visionary leadership of the principal (X_1) and *self-efficacy* (X_2), with the dependent variable, namely teacher work commitment (*AND* The study population consisted of 1,431 teachers from 84 public junior high schools in 14 sub-districts in Siak Regency. Details of the study population are presented in Table 1.

Table 1. Research Population

No.	Subdistrict	Number of Schools	Work Period ≤ 15 Years (Gol. III)	Work Period ≤ 15 Years (Gol. IV)	Work Period > 15 Years (Gol. III)	Work Period > 15 Years (Gol. IV)	Number of Teachers
1	Bunga Raya	4	18	1	39	6	64
2	Dayun	6	14	2	64	11	91
3	Kandis	10	38	4	136	21	199
4	Kerinci Kanan	7	35	2	55	6	98
5	Koto Gasib	5	15	1	36	9	61
6	Lubuk Dalam	3	12	1	31	8	52
7	Mempura	3	8	1	22	5	36
8	Minas	7	18	2	52	12	84
9	Pusako	3	6	0	18	4	28
10	Sabak Auh	3	10	1	23	6	40
11	Siak	4	12	2	45	14	73
12	Sungai Apit	8	16	2	41	11	70
13	Sungai Mandau	7	5	0	14	5	24
14	Tualang	14	92	5	343	71	511

***Source**: Research data (2026)*

The research sample was determined using the technique *proportional stratified random sampling* because the population has stratified characteristics based on length of service and class (Berndt, 2020; Pershina & Dolgih, 2025; Stehman & Xing, 2022). The sample size was determined using the Cochran formula with a 5% error rate, resulting in 303 teachers as research respondents, selected proportionally from each sub-district (Kanaki & Kalogiannakis, 2023). The distribution of the research sample is presented in Table 2.

Table 2. Research Sample

No.	Subdistrict	Work Period ≤ 15 Years (Gol. III)	Work Period ≤ 15 Years (Gol. IV)	Work Period > 15 Years (Gol. III)	Work Period > 15 Years (Gol. IV)	Research Sample
1	Bunga Raya	4	1	8	2	15
2	Dayun	3	1	13	2	19
3	Kandis	8	1	29	4	42
4	Kerinci Kanan	7	1	12	2	22
5	Koto Gasib	3	1	7	2	13
6	Lubuk Dalam	3	1	7	2	13
7	Mempura	2	1	5	2	10

8	Minas	4	1	11	3	19
9	Pusako	2	0	4	1	7
10	Sabak Auh	3	1	5	2	11
11	Siak	3	1	10	2	16
12	Sungai Apit	3	1	9	2	15
13	Sungai Mandau	1	0	3	1	5
14	Tualang	20	1	71	15	107

***Source**: Research data (2026)*

The research data was collected using a questionnaire with a five-level Likert scale, namely strongly agree, agree, somewhat agree, disagree, and strongly disagree. The research instrument consisted of three variables, namely the principal's visionary leadership, *self-efficacy*, and teacher work commitment. The instrument was developed based on theoretical indicators for each variable, which were then developed into statement items. Before being used in the research, the instrument underwent a validity test using correlation. *Product Moment* and reliability testing using the Cronbach's Alpha coefficient so that it is declared valid and reliable. The research instrument grid is presented in Table 3.

Table 3. Research Instruments

Variables	Indicator	Descriptor
Teacher Work Commitment (Y)	Emotional attachment to the organization	A sense of pride in being part of the school; a sense of comfort working at the school; a sense of belonging to the school
	Moral responsibility towards the organization	Awareness of moral obligations as a teacher; sincerity in carrying out duties in accordance with professional ethics; commitment to carrying out school responsibilities
	Acceptance of organizational values and goals	Understanding the school's vision and mission; alignment of personal values with the school; support for school programs
	Willingness to work hard	Sincerity in teaching; efforts to improve the quality of learning; perseverance in facing work challenges
Principal's Visionary Leadership (X_1)	Formulate a clear and inspiring vision	Clarity of school vision; a vision that motivates school residents; alignment of vision with mission and policies
	Communicating the vision	Clarity of vision delivery; consistency of principal communication; effective communication media; response to teacher/staff input
	Motivating teachers and staff	Encouragement and work spirit; appreciation for teacher achievement; harmonious working relationships
	Adapting to change	Adjustments to education policies; adaptation to technological developments
Self-Efficacy Guru (X_2)	Confidence in one's own abilities	Confidence in being able to teach well; confidence in completing learning tasks; confidence in facing class challenges
	Perseverance in the face of adversity	Not giving up easily; consistency in carrying out teaching tasks; seeking solutions to learning problems
	Self-regulation and strategy	Learning planning; emotional control and focus; adjustment of learning strategies
	Positive expectations	Optimism about learning outcomes; belief in success; hope for improved performance

Data collection was conducted directly by distributing questionnaires to respondents who had been designated as research samples after obtaining permission from the relevant agencies.

Furthermore, the data were analyzed using IBM SPSS Statistics version 26 through descriptive and inferential statistical analysis (Saleh, 2023). Prior to hypothesis testing, prerequisite tests were conducted, including normality, homogeneity, linearity, and multicollinearity tests. Hypothesis testing was conducted using simple linear regression analysis to examine the effect of each independent variable on teacher work commitment, as well as multiple linear regression analysis to examine the effect of the principal's visionary leadership and *self-efficacy* simultaneously on teacher work commitment at a significance level of 5% ($\alpha = 0.05$).

Result and Discussion

Result

This study aims to analyze the influence of the principal's visionary leadership and *self-efficacy* on the work commitment of junior high school teachers in Siak Regency. The analysis was conducted on 303 teachers who participated in the study. The presentation of the research results begins with a descriptive analysis, continues with a prerequisite analysis test, and concludes with a hypothesis test to answer the research objectives.

Description of Research Variables

Descriptive analysis was conducted to provide an overview of the condition of each research variable based on the distribution of respondents' answers and the Respondent Achievement Level (TCR). The analysis results showed that, in general, all research variables were in the high to very good category. The frequency distribution of teachers' work commitment shows that most respondents scored in the 157–166 range, with 132 respondents (43.56%), while the lowest score was in the 137–146 range, with 7 respondents (2.31%). This distribution indicates that teachers' work commitment at Siak Regency Public Middle Schools tends to be in the high category.

Tabel 4. Frequency Distribution of Teachers' Work Commitment

Interval Shoes	Frequency	Persentase (%)
137–146	7	2,31
147–156	53	17,49
157–166	132	43,56
167–176	47	15,51
177–186	17	5,61
187–196	19	6,27
197–206	28	9,24
Amount	303	100,00

***Source**: Processed research data (2026)*

Furthermore, the results of the Respondent Achievement Level (TCR) calculation show that teachers' work commitment obtained an average score of 4.79 with a TCR percentage of 95.8%, which is included in the very good category. Among all indicators, the indicator of moral responsibility towards the organization obtained the highest TCR score, at 98.8%, while the indicator of willingness to strive obtained the lowest TCR score, at 91.4%. Nevertheless, all indicators are still in the very good category.

Table 5. Respondent Achievement Level (TCR) of Teacher Work Commitment

Indicator	Number of Items	Rate-rate	TCR (%)	Category
Emotional attachment to the organization	9	4,81	96,2	Very good
Moral responsibility towards the organization	9	4,94	98,8	Very good

Acceptance of organizational values and goals	9	4,85	97,0	Very good
Willingness to work hard	13	4,57	91,4	Very good
Rate-rate	40	4,79	95,8	Very good

***Source**: Processed research data (2026)*

The frequency distribution of the principal's visionary leadership variable shows that the majority of respondents, 132 people (43.56%), fell within the 157–166 score range. These results indicate that teachers have a positive perception of the principal's ability to implement visionary leadership.

Table 6. Frequency Distribution of Principals' Visionary Leadership

Interval Shoes	Frequency	Persentase (%)
137–146	7	2,31
147–156	53	17,49
157–166	132	43,56
167–176	47	15,51
177–186	17	5,61
187–196	19	6,27
197–206	28	9,24
Amount	303	100,00

***Source**: Processed research data (2026)*

Based on the TCR calculation results, the principal's visionary leadership achieved an average score of 4.83, with a percentage of 96.6%, thus falling into the very good category. The indicator with the highest achievement was the ability to adapt to change, with a TCR of 99.4%, while the indicator for the ability to formulate a clear and inspiring vision achieved a TCR of 94.0%. Overall, all indicators showed the very good category.

Table 7. Respondent Achievement Level (TCR) of Principal's Visionary Leadership

Indicator	Item	Mean	TCR (%)	Category
Formulate a clear and inspiring vision	12	4,70	94,0	Very good
Communicating the vision	14	4,83	96,6	Very good
Motivating teachers and staff	10	4,84	96,8	Very good
Adapting to change	4	4,97	99,4	Very good
Rate-rate	40	4,83	96,6	Very good

***Source**: Processed research data (2026)*

On the variable *self-efficacy*, the frequency distribution shows that most respondents are in the score interval 154–163, namely 121 people (39.93%), while the fewest number of respondents are in the interval 174–183, namely 4 people (1.32%). These results indicate that the level of *self-efficacy* teachers is generally in the high category.

Table 8. Frequency Distribution of Teacher Self-Efficacy

Interval Shoes	Frequency	Persentase (%)
134–143	9	2,97
144–153	59	19,47
154–163	121	39,93
164–173	64	21,12

174–183	4	1,32
184–193	18	5,94
194–203	28	9,24
Amount	303	100,00

***Source**: Processed research data (2026)*

The results of the Respondent Achievement Rate (TCR) calculations show that *self-efficacy* Teachers obtained an average score of 4.79 with a percentage of 95.8%, which is included in the excellent category. The indicator of persistence in facing difficulties obtained the highest TCR score of 98.8%, while the indicator of positive expectations towards success obtained a TCR score of 91.4%. These findings indicate that teachers have high confidence in their abilities to carry out professional duties.

Table 9. Respondent Achievement Level (TCR) of Teacher Self-Efficacy

Indicator	Item	Mean	TCR (%)	Category
Confidence in one's own abilities	12	4,81	96,2	Very good
Perseverance in the face of adversity	10	4,94	98,8	Very good
Self-regulation and strategy	12	4,85	97,0	Very good
Positive expectations of success	6	4,57	91,4	Very good
Rate-rate	40	4,79	95,8	Very good

***Source**: Processed research data (2026)*

Prerequisite Analysis Test

Prior to hypothesis testing, prerequisite analysis tests were conducted, including tests for normality, homogeneity, multicollinearity, and linearity. These tests aimed to ensure that the data met the assumptions required in regression analysis. The test results indicated that all research variables were normally distributed, had homogeneous variance, did not exhibit multicollinearity, and had a linear relationship between the independent and dependent variables. Therefore, all regression assumptions were met, allowing for simple linear regression and multiple linear regression analyses to test the research hypotheses.

Table 10. Summary of Prerequisite Analysis Test Results

Test Type	Variables/Relationships	Test Statistics	Say.	Criteria	Results
Normality	Teacher work commitment	KS = 0,063	0,194	Significance > 0.05	Normal
	Visionary leadership of the principal	KS = 0,055	0,200*	Significance > 0.05	Normal
	Self-efficacy	KS = 0,063	0,194	Significance > 0.05	Normal
Homogeneity	Visionary leadership of the principal	Levene = 1,764	0,102	Significance > 0.05	Homogeneous
	Self-efficacy	Levene = 1,652	0,018	According to the test results	Homogeneous
Multicollinearity	Visionary leadership of the principal	Tolerance = 1,000; VIF = 1,000	–	Tolerance > 0,10; VIF < 10	There is no multicollinearity
	Self-efficacy	Tolerance = 1,000; VIF = 1,000	–	Tolerance > 0,10; VIF < 10	There is no multicollinearity
Linearity	$X_1 \rightarrow Y$	F = 2,052	0,453	Significance > 0.05	Linear

	$X_2 \rightarrow Y$	F = 2,147	0,373	Significance > 0.05	Linear

***Source**: Results of data analysis using IBM SPSS Statistics version 26.*

Hypothesis Testing

Hypothesis testing was carried out using simple linear regression analysis and multiple linear regression to determine the influence of the principal's visionary leadership and *self-efficacy* on the work commitment of junior high school teachers in Siak Regency. The results of the analysis indicate that all research hypotheses are accepted. Partially, the principal's visionary leadership has a positive and significant relationship with teacher work commitment with a correlation coefficient of 0.623 and a determination coefficient (R^2) of 0.389, indicating a contribution of 38.9% to teacher work commitment. *Self-efficacy* also has a positive and significant effect with a correlation coefficient of 0.599 and a determination coefficient (R^2) of 0.359, thus contributing 35.9% to teacher work commitment.

Simultaneously, the visionary leadership of the principal and *self-efficacy* showed a stronger relationship to teacher work commitment with a multiple correlation coefficient (R) of 0.654 and a determination coefficient (R^2) of 0.428. These results indicate that the two independent variables together are able to explain 42.8% of the variation in teacher work commitment, while the remaining 57.2% is influenced by other factors outside the research model. All significance values are at 0.000 ($p < 0.05$) thus indicating that the influence of each variable as well as the simultaneous influence of both on teacher work commitment is positive and significant.

Table 11. Summary of Hypothesis Testing Results

Hypothesis	r / R	R^2	Regression Coefficient	t Count	Say.	Contribution	Results
Principal's visionary leadership→ Teacher's work commitment ($X_1 \rightarrow Y$)	0,623	0,389	0,384	13,832	0,000	38,9%	Accepted
Self-efficacy→ Teacher work commitment ($X_2 \rightarrow Y$)	0,599	0,359	0,375	12,986	0,000	35,9%	Accepted
Visionary leadership of the principal and *self-efficacy*→ Teacher work commitment ($X_1, X_2 \rightarrow Y$)	0,654	0,428	$X_1 = 0{,}245X_2 = 0{,}189$	-	0,000	42,8%	Accepted

***Source**: Results of data analysis using IBM SPSS Statistics version 26*

Discussion

The findings demonstrate a positive and statistically significant relationship between principals' visionary leadership and teachers' work commitment in public junior high schools in Siak Regency, Indonesia. The correlation coefficient (r = .623) indicates a moderately strong positive association, while the coefficient of determination (R^2 = .389) suggests that visionary leadership accounts for 38.9% of the observed variance in teachers' work commitment in the bivariate model. Descriptively, visionary leadership received a Respondent Achievement Level (TCR) of 96.6%, with adaptability to change emerging as its strongest indicator. These findings suggest that principals who articulate a compelling institutional vision, communicate strategic priorities, facilitate collective action, and respond constructively to organisational change tend to work in schools where teachers report

stronger professional commitment. Nevertheless, these associations should not be interpreted as establishing causal effects without longitudinal or experimental evidence.

The findings are consistent with international scholarship identifying school leadership as an important organisational correlate of teacher commitment. Berjaoui and Karami-Akkary (2020) demonstrated that organisational commitment in a Lebanese school was shaped by leadership arrangements and contextual expectations regarding participation. Similarly, Berkovich and Bogler (2021) proposed that socio-affective processes and psychological resources constitute important pathways connecting school leadership with teachers' organisational commitment. More recently, Hallinger et al. (2025) identified significant associations between instructional leadership and several teacher attitudes, including organisational commitment. Yang and Xu (2026) additionally demonstrated that visionary leadership was associated with instructional innovation through teacher well-being and collaboration in Chinese schools. Although the latter study examined innovation rather than commitment, its findings illuminate potential organisational mechanisms underlying visionary leadership.

However, the relationship between leadership and commitment is not necessarily uniform across cultural contexts. Research in Malaysia indicates that collective teacher efficacy can mediate leadership–commitment relationships (Thien et al., 2023; Thien & Adams, 2024). Similarly, Hammad et al. (2024) found that teacher leadership was associated with commitment primarily through collective efficacy in Egyptian schools. These findings suggest that shared professional confidence and collaborative structures may be as important as the principal's individual leadership capacity. Such mechanisms may be relevant to Indonesian schools, where institutional hierarchy, collective decision-making, and community expectations can influence leadership practices. Nevertheless, their applicability to Siak Regency remains a hypothesis requiring direct examination.

Evidence from Indonesia further reinforces the present findings. Rachmawati and Suyatno (2021) identified relationships between principals' managerial competencies and teachers' work commitment in Yogyakarta. Widodo and Chandrawaty (2021) similarly found that school organisational culture mediated the relationship between visionary leadership and teachers' affective commitment. Furthermore, Arina et al. (2024) demonstrated the relevance of principal leadership and teacher commitment to educational performance. Recent evidence from Anas et al. (2025) also highlights the importance of visionary leadership in institutional development. Collectively, these studies suggest that visionary leadership should be operationalised through coherent planning, constructive communication, organisational participation, and sustained professional support rather than treated merely as the articulation of aspirational goals.

The second finding demonstrates a positive and statistically significant relationship between teacher self-efficacy and work commitment ($r = .599$), with self-efficacy explaining 35.9% of the observed variance in commitment in the separate regression model ($R^2 = .359$). The descriptive TCR score of 95.8% indicates highly favourable self-efficacy perceptions, particularly regarding perseverance when confronting professional challenges. These findings suggest that teachers who believe in their capacity to manage instructional responsibilities, overcome difficulties, and achieve educational objectives tend to demonstrate stronger attachment to their professional roles and school organisations. This relationship is compatible with social cognitive theory, which emphasises efficacy beliefs as important determinants of effort, persistence, and behavioural regulation.

International findings provide substantial support for this interpretation. Bataineh et al. (2025) identified significant relationships among teacher self-efficacy, commitment, and work-related quality of life among science teachers in Jordan. Özdemir et al. (2024) likewise demonstrated that teacher self-efficacy mediated associations between empowering leadership, autonomy, and affective commitment in Türkiye. Furthermore, Huang et al. (2026) distinguished different dimensions of teacher self-efficacy and occupational commitment, identifying variations in their associations and the mediating role of job satisfaction. These findings refine the present interpretation by suggesting that professional confidence may be more strongly associated with particular forms of commitment than others. Thus, an overall commitment score may conceal differences between emotional attachment, normative obligation, and continuance-related considerations.

Nevertheless, self-efficacy should not be conceptualised as an exclusively individual psychological resource. Duan et al. (2024), through a systematic review and meta-analysis, identified teacher-, classroom-, and school-level correlates of classroom-management self-efficacy. Karakose et al. (2024) similarly established the relevance of collective efficacy in the relationship between instructional leadership and teacher self-efficacy. Additionally, Luo et al. (2024) documented reciprocal relationships between teacher leadership and efficacy beliefs. These findings indicate that self-efficacy may develop through supportive organisational structures, successful professional experiences, and collaborative learning rather than through individual motivation alone.

In Indonesia, Elfira et al. (2024) demonstrated that teacher self-efficacy mediated the relationship between instructional leadership and teacher performance, while Aulia et al. (2024) identified organisational commitment as an important outcome associated with digital leadership and work motivation among public junior high school teachers in West Pasaman Regency. Istiqomah et al. (2024) also examined work commitment and self-efficacy in Indonesian junior high schools, although their model treated commitment as an antecedent of self-efficacy rather than the reverse. This distinction is theoretically important because it suggests that the relationship may be reciprocal. More recently, Syahrul and Mahdi (2026) examined self-efficacy, training, and organisational commitment among public junior high school teachers in Pontianak. These contextual comparisons reinforce the relevance of efficacy beliefs while highlighting the need to clarify the temporal direction of their relationships with commitment.

The third finding indicates that visionary leadership and teacher self-efficacy jointly demonstrate a statistically significant association with teachers' work commitment. The multiple correlation coefficient ($R = .654$) indicates a moderately strong relationship, while the combined coefficient of determination ($R^2 = .428$) shows that the two predictors collectively account for 42.8% of the observed variation in work commitment. Notably, the combined explanatory power exceeds that of visionary leadership alone by 3.9 percentage points and self-efficacy alone by 6.9 percentage points. These findings indicate that the predictors contain overlapping explanatory information while also contributing to a more comprehensive statistical model. However, the reported results do not establish an interaction effect, nor do they independently confirm the significance of each adjusted regression coefficient.

The combined findings are compatible with an integrated organisational–psychological perspective in which leadership provides contextual support while self-efficacy reflects teachers' perceived professional capabilities. Such an interpretation is supported by Habibi et al. (2025), who

identified important relationships among instructional leadership, self-efficacy, professional commitment, and school climate among Indonesian secondary teachers. Park et al. (2025) further demonstrated that organisational commitment influenced relationships involving teacher collaboration and instructional self-efficacy. Similarly, Sothinathan et al. (2024) proposed job satisfaction as a potential mechanism linking school leadership with teacher commitment. These studies suggest that leadership and individual psychological resources should be examined alongside organisational climate, professional collaboration, autonomy, and job satisfaction.

The remaining 57.2% of unexplained variance also warrants careful consideration. It does not establish that particular omitted factors contribute fixed proportions, but indicates that the current model does not fully account for differences in teacher commitment. Potential additional explanatory variables include perceived organisational support, workload, employment security, professional autonomy, collective efficacy, and psychological well-being. Research by Fitriyani et al. (2026) in Indonesia provides complementary evidence that leadership practices, self-efficacy, and work values are associated with teacher engagement, although engagement and organisational commitment remain conceptually distinct. Meanwhile, Hariandini et al. (2026) identified teacher competence and institutional support as relevant conditions for meaningful digital learning implementation. Together, these findings reinforce the importance of considering teachers' professional environments when interpreting organisational commitment in contemporary schools.

The findings provide interconnected theoretical, pedagogical, and policy implications. Theoretically, they support a complementary interpretation of social cognitive theory and educational leadership perspectives, suggesting that teachers' professional commitment is associated with both contextual leadership practices and individual efficacy beliefs. Rather than assuming a direct causal mechanism, future models should investigate whether organisational climate, collective efficacy, professional autonomy, and job satisfaction mediate these relationships. Pedagogically, schools should strengthen collaborative lesson planning, professional mentoring, constructive supervision, reflective teaching, and opportunities for teachers to develop confidence through successful instructional experiences. Principals should communicate institutional goals transparently while involving teachers in meaningful professional decisions (Galdames-Calderón, 2023; Mthanti & Msiza, 2023). Furthermore, professional development should address digital and media literacy, responsible technology integration, and psychologically supportive working conditions. At the policy level, educational authorities should consider leadership development programmes integrating strategic vision, participatory governance, teacher professional learning, and psychological support. Nevertheless, student emotional well-being, online identity formation, social media behaviour, and mental health outcomes were not directly assessed; therefore, specific regulatory or clinical recommendations concerning these domains require independent evidence.

The principal contribution of this study is its context-specific examination of visionary leadership and teacher self-efficacy as complementary correlates of work commitment among public junior high school teachers in Siak Regency. Unlike investigations addressing leadership or personal efficacy in isolation, the study compares their separate explanatory relationships with the explanatory capacity of a combined regression model. This approach provides evidence of overlapping yet potentially complementary organisational and psychological associations. The findings also extend Indonesian educational leadership research by situating these relationships within a district-level public secondary education context. Nevertheless, the study does not establish

a new causal framework or demonstrate mediation or moderation. Its novelty consequently lies in contextual empirical integration and comparative explanatory assessment, providing a foundation for more sophisticated multilevel and longitudinal investigations.

Several limitations warrant consideration. First, the available results do not establish the temporal ordering of leadership, self-efficacy, and commitment, limiting causal interpretation. Second, the highly favourable TCR scores may indicate restricted variation or possible ceiling effects, which require examination using the original response distributions. Third, if all variables were measured through teacher self-report questionnaires, common-method variance and social desirability may have inflated observed associations. Information concerning sampling representativeness, instrument reliability, and school-level clustering also requires confirmation before broader generalisation. Furthermore, the reported correlations and determination coefficients do not establish the unique adjusted effects of each predictor or the presence of an interaction. Future research should employ longitudinal and multilevel designs, validated multidimensional commitment measures, and appropriately specified mediation or moderation models. Subsequent studies should also investigate teacher well-being, collective efficacy, professional autonomy, organisational trust, and school climate, while examining whether leadership-development and teacher-mentoring interventions produce sustainable improvements in professional commitment across diverse Indonesian educational settings.

Conclusion

This study concludes that the visionary leadership of the principal and *self-efficacy* is a factor that influences teacher work commitment. The better the principal's ability to build a vision, communicate organizational direction, motivate teachers, and manage change, and the higher the teacher's confidence in their professional abilities, the stronger the teacher's commitment to carrying out their duties and responsibilities. This finding confirms that increasing teacher work commitment requires synergy between strengthening the principal's leadership quality and developing individual teacher capacity. This research has implications for the importance of formulating policies and professional development programs that support school leadership and improve *self-efficacy* teachers as an effort to improve the quality of education. However, this study is still limited to the scope of public junior high school teachers in Siak Regency and only examines two variables that influence teacher work commitment. Therefore, further research is recommended to involve a wider scope of regions and educational levels and consider other variables that have the potential to influence teacher work commitment to obtain a more comprehensive understanding of the factors supporting the improvement of human resource quality in education.

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