Research Article

Educational Leadership And Internal Marketing: Enhancing Teacher Commitment And Organizational Performance

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ARTICLE INFO	ABSTRACT
	Educational institutions are increasingly challenged by accountability demands and performance pressures, making effective leadership and teacher engagement critical for organizational success. This study examines the role of educational leadership as an internal marketing mechanism in enhancing teacher commitment and organizational performance. Drawing on internal marketing theory and educational leadership literature, the study proposes and empirically tests a conceptual model linking educational leadership, internal marketing practices, teacher commitment, and organizational performance. Using a quantitative, cross-sectional research design, data were collected from 100 teachers working in public and private educational institutions. Structural Equation Modeling was employed to analyze the relationships among the constructs and to test the mediating role of teacher commitment. The findings reveal that educational leadership has a significant positive effect on internal marketing practices, which in turn significantly enhance teacher commitment. Teacher commitment was found to be a strong predictor of organizational performance and partially mediated the relationship between internal marketing and performance. These results highlight the importance of leadership-driven internal strategies that prioritize teachers as internal stakeholders. The study contributes to educational administration literature by integrating internal marketing theory into leadership research and by demonstrating the central role of teacher commitment in translating leadership practices into performance outcomes. Practically, the findings suggest that educational leaders should focus on internal communication, professional development, empowerment, and recognition to foster sustainable organizational performance in accountability-driven educational environments. **Keywords:** Educational leadership, Internal marketing, Teacher commitment, Organizational performance

1. Introduction

Schools worldwide are increasingly operating within environments characterized by heightened accountability demands and intensified pressure to demonstrate performance outcomes. Modern education systems must show quantifiable performance with regard to student performance, teacher performance, and academic performance of the institution, commonly on limited resources and growing societal demands. The policies of accountability and performance-centered evaluation schemes have transformed the organizational performance of both schools and higher education facilities affecting the institutional priorities as well as the professional practices (Maroy and Pons, 2019; Balzer, 2020). Although such policies will enhance efficiency and transparency, they have equally led to an increase in the workload, perceived pressure, and emotional strain among teachers, thus influencing their commitment and involvement in their organizations (Akar, 2018).

In this light, educational leadership has come out as a very important variable in maintaining the teacher motivation and commitment. Empirical data indicate that transformational and distributed leadership styles are at the center of influencing the attitudes and professional identity of teachers and their readiness to assist the organization in achieving its objectives (Khumalo, 2019; Liu, 2020). But the increasing sophistication of

educational organizations, and the pressure to enhance accountability suggest that the leadership practices by themselves may prove inadequate unless they are integrated into larger organizational strategies to systematically meet the professional and psychological needs of the teachers. Since teachers are the main human capital of any education institution, their dedication is now being identified as the major driving force of organizational performance and stability.

Internal marketing has become a topical conceptual framework in recent years, which allows grasping how organizations could match employee needs with institutional goals. Internal marketing was initially created in service industries and nonprofit organizations, where it focuses on managers to treat employees as internal customers and focus on satisfying, developing, and engaging staff as the key to organizational success (Modi & Sahi, 2018). Its internal marketing practices, such as the use of effective internal communication, professional development opportunities, empowerment, and recognition, have been found to impact positively on the organizational culture, employee commitment and performance outcomes (Akbari et al., 2017; Men et al., 2019). Since education is a service, more scholars have begun to note that the internal marketing concept is especially relevant in educational establishments, where organizational performance hinges on the performance and interest of the teacher to a great extent (Wali et al., 2020).

Although this literature is on the rise, the empirical compression of internal marketing models in the field of educational leadership is minimal. The past studies on the area of educational administration have mainly considered leadership styles and teacher outcomes in separation, but without clearly conceptualizing leadership behaviors as internal marketing strategies. Although researchers have proved that there are strong interconnections between leadership practices and teacher commitment (Khumalo, 2019; Liu, 2020), the studies tend to overlook how leadership affects the perceptions of organizational support and value by teachers. Simultaneously, studies of internal marketing in education have mainly been research on its direct impact on the organizational culture and commitment, but not the operationalization of internal marketing principles in practice by leaders (Lizote et al., 2019).

In addition, most of the internal marketing literature remains biased towards business sector viewpoints and therefore lacks contextual applicability in the case of educational organizations. Though some studies investigated internal marketing in university and schools, their results are rather fragmented and situational, which limited the understanding of the impact of internal marketing and teacher commitment on the organizational performance in the context of a coherent framework (Muriuki et al., 2016; Dokuzoğlu and Eren, 2020). This means that most studies on the mediating property of organizational commitment in the relationship between internal marketing and performance have been done outside the education field, which further demonstrates that empirical studies must be conducted in context. Also, although accountability and performance outcomes have been widely researched in the education field (Balzer, 2020), they have not been properly linked to the internal marketing processes driven by leadership.

By filling these gaps, the proposed study aims to contribute to the body of research in the field of educational administration by incorporating the aspects of educational leadership and internal marketing in a detailed explanatory model that connects teaching commitment and performance in the organization to leadership practice. Using the conceptualization of leadership behaviors as strategic internal marketing processes, the study broadens the internal marketing theory into the educational field, and empirically illustrates the extent to which leadership can promote teacher commitment in accountability-based settings. The results play a crucial role in theory as they close the gap between leadership and internal marketing literature as well as give a practical implication on how school leaders and policymakers can improve organizational performance and sustainability by human-focused leadership strategies.

Research Objectives
1. To examine the influence of educational leadership practices on internal marketing implementation in educational institutions
2. To analyze the effect of internal marketing practices on teacher commitment within accountability-driven educational contexts
3. To assess the mediating role of teacher commitment in the relationship between educational leadership, internal marketing, and organizational performance

2. Literature Review and Theoretical Framework

Educational leadership is widely recognized as a key determinant of organizational effectiveness in educational institutions. Contemporary leadership theories emphasize relational, distributed, and learning-oriented approaches that reflect the increasing complexity of educational environments (Bush, 2020; Lakomski & Evers, 2020). Rather than relying solely on hierarchical authority, modern leadership focuses on shaping organizational culture, motivating staff, and fostering continuous improvement.

Transformational leadership has been extensively examined in educational research due to its emphasis on vision, inspiration, and individualized support. Transformational leaders promote trust, shared goals, and

professional growth, which are essential for sustaining teacher motivation in accountability-driven contexts (Bush, 2020). Complementing this perspective, distributed and instructional leadership emphasize shared responsibility and collaborative decision-making, enabling teachers to participate actively in instructional improvement (Lakomski & Evers, 2020). Leadership for organizational learning further highlights leaders' roles in promoting collaboration, reflection, and innovation, thereby enhancing institutional adaptability and long-term effectiveness (Bush, 2020).

Internal marketing originated in service management literature as a strategic approach that views employees as internal customers and prioritizes their engagement and satisfaction (Fuciu & Dumitrescu, 2018). Foundational work by Berry and Grönroos emphasized that employee satisfaction is essential for delivering high-quality services. Empirical evidence from service and nonprofit sectors indicates that internal marketing enhances employee commitment, customer-oriented behaviors, and organizational performance by fostering supportive organizational climates (Park & Tran, 2018). In educational settings, internal marketing is increasingly recognized as relevant due to the people-intensive nature of education. Practices such as effective internal communication, professional development, empowerment, and recognition align teachers' goals with institutional missions (Tsarakhova & Kabanov, 2020). However, the effectiveness of internal marketing in education largely depends on leadership behaviors that operationalize these principles.

Teacher commitment is a multidimensional construct encompassing affective, continuance, and normative commitment (Razak et al., 2009). Affective commitment, reflecting emotional attachment to the organization, is considered the most desirable as it is strongly associated with teacher engagement and performance (Mart, 2013; Mercurio, 2015). Leadership support, positive work conditions, autonomy, and professional development opportunities are key determinants of teacher commitment, whereas unsupportive environments may lead to burnout and turnover intentions (Razak et al., 2009; Mercurio, 2015). Committed teachers are more likely to collaborate, innovate, and contribute to school improvement, thereby enhancing institutional effectiveness.
Organizational performance in education is a multidimensional construct encompassing both academic and non-academic outcomes. Academic performance includes student achievement and instructional quality, while non-academic indicators involve teacher performance, organizational climate, and institutional reputation (Miller, 2016). Given teachers' central role in shaping educational outcomes, strategies that enhance teacher commitment are critical for achieving sustainable organizational performance.

Based on the reviewed literature, this study proposes a conceptual model linking educational leadership, internal marketing, teacher commitment, and organizational performance. Educational leadership is positioned as an antecedent influencing internal marketing practices, which in turn enhance teacher commitment. Teacher commitment is proposed as a mediating mechanism through which internal marketing affects organizational performance (Lizote et al., 2019). This integrated framework provides a theoretically grounded basis for examining leadership-driven internal strategies in educational institutions.

3. Methodology

3.1 Research Design
The research design adopted in this study was quantitative and explanatory research design to explore relationships between educational leadership, internal marketing, teacher commitment and organizational performance. The use of a cross-sectional survey design has been applied in this research study because they are suitable in theory-testing studies that investigate the complex interrelationships among latent constructs. A positivist paradigm was used in the research, which presupposes that the social phenomena are measurable objectively and that cause relations are empirically testable. The main analytical method was Structural Equation Modeling (SEM); this allows the use of measurement and structural models simultaneously, whereas it considers measurement error, and testing the relationships of mediation.

3.2 Population and Sampling
The target population was full-time teachers working in both public and private education facilities including the secondary schools and higher institutions of learning. Teachers were chosen as the unit of analysis since they are the ones who directly undertake leadership practices, internal marketing efforts and organizational conditions to affect commitment and performance. The stratified random sampling methodology was used because it was required to provide sufficient representation in terms of institutional type and level of education. To comply with the required SEM, at least 300 respondents were used as a sample size to achieve adequate statistical strength and credible estimation of the parameter.

3.3 Data Collection Procedure
The information was gathered in a self-administered structured questionnaire, which was issued in an electronic and paper version. No consent to the ethical consideration was sought before the actual data collection. The participants were told the aim of the research, guaranteed confidentiality and anonymity and

informed that it was voluntary. All respondents gave informed consent. The data collection lasted eight weeks, and follow-ups were sent in order to boost the response rates and reduce non-response bias.

3.4 Measurement Instruments
All the variables of the study were assessed with adaption of the tools that were checked previously and were adjusted to the educational setting. The multidimensional scale was used to measure educational leadership, which included transformational, distributed and instructional leadership practices, based on the level of leader's ability to inspire a common vision, promote professional development and participatory decision-making. An adapted internal marketing scale which incorporated internal communication, professional development, empowerment and recognition practices was used to evaluate internal marketing. The commitment of teachers was measured on a multidimensional scale based on affective, continuance, and normative commitment. Perceptual measures were used to determine the organization performance in terms of both academic and non-academic performance measures such as the performance of teachers, institutional effectiveness and organizational reputation. All the questions were measured using a five-point Likert scale, which ranged between strongly disagree and strongly agree.

3.5 Validity and Reliability
To provide content validity, all the measurement items were examined by educational leadership and organization management professionals. Confirmatory Factor Analysis (CFA) was used to evaluate construct validity in that the approach considered standardized factor loadings, average variance extracted (AVE), and discriminant validity. Cronbach's alpha and the composite reliability coefficient were used to determine reliability and values above the recommended level showed that the internal consistency was acceptable. The convergent validity was determined in cases where the factor loadings and AVE values were within the set criterion and the discriminant validity was ascertained based on Fornell Larcker criterion.

3.6 Data Analysis Techniques
Data analysis was conducted using SPSS to perform the initial statistical analyses. Initial screening involved normal checks, outliers, and normality. The demographic characteristics of respondents and the construction of distributions were summarized with the help of descriptive statistics. Measurement model was initially tested on CFA to test model fit and structural model to test hypothesis relationship. The model fit was evaluated on several indices such as Comparative Fit Index (CFI), Tucker Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR).

3.7 Mediation Analysis
The scientific method about the mediating position of teacher commitment in the correlation among educational leadership, internal marketing, and organizational performance was analyzed through a bootstrapping approach involving 5,000 resamples. Significant effects of mediation were taken to be realized where the indirect effects were statistically significant and the confidence intervals were not equal to zero. This method gave strong estimates of indirect effects and enhanced validities of mediation testing.

3.8 Common Method Bias
Both procedural and statistical remedies were taken to solve the possible common method bias. Procedurally, confidentiality was guaranteed to the respondents and items on questionnaires were crafted in such a way that they minimized social desirability bias. Harman single-factor test was statistically performed by the researcher to estimate the level of common method variance and a common latent factor was added to the measurement model as the extra diagnostic test.

3.9 Ethical Considerations
Ethics were highly maintained during the research. The involvement was voluntary and the respondents had the right to withdraw anytime at will without punishment. No personal identifiable data was gathered and all data were kept safely and were utilized only as part of the academic research.
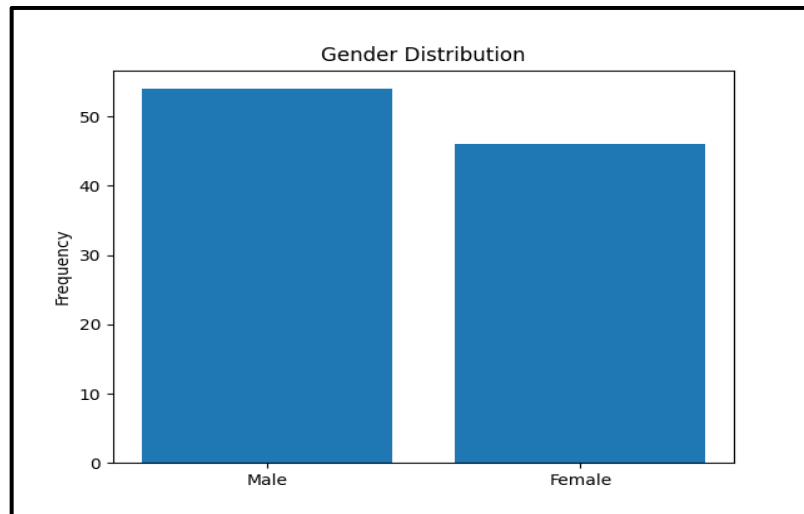
4. Results

4.1 Respondent Profile and Descriptive Statistics
A total of 100 valid responses were used for data analysis, meeting the minimum requirements for SEM analysis in theory-driven models. The respondents consisted of teachers from public and private educational institutions with varying levels of teaching experience (Figure 1).
Table 1 presents the demographic characteristics of the respondents. The distribution indicates a balanced representation across gender, institutional type, and teaching experience, enhancing the credibility of the findings.

Table 1: Demographic Profile of Respondents (n = 100)

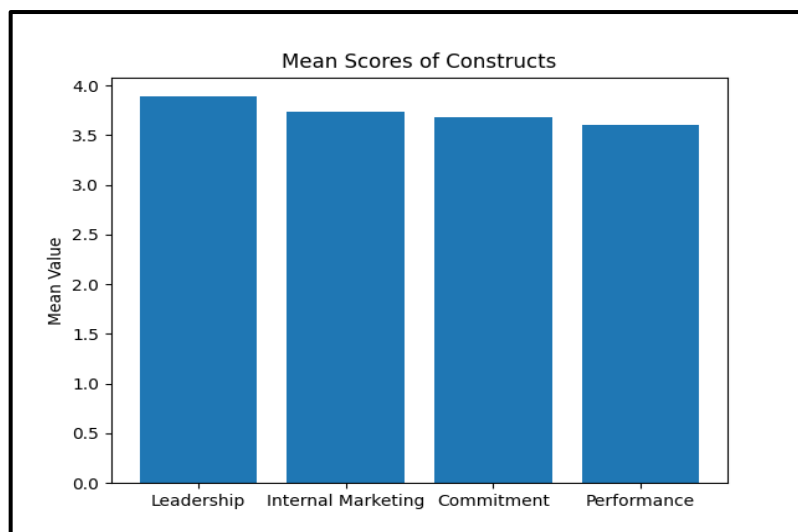| Variable	Category	Frequency	Percentage
Gender	Male	54	54%
	Female	46	46%
Institution Type	Public	61	61%
	Private	39	39%
Teaching Experience	< 5 years	22	22%
	5–10 years	38	38%
	> 10 years	40	40%

Figure 1: Gender Distribution of Respondents

The figure illustrates the gender composition of the study sample, showing a relatively balanced distribution between male and female respondents. This balance enhances the representativeness of the data and supports the generalizability of the study's findings.

Descriptive statistics for the study variables are presented in Table 2. Mean values ranged from 3.61 to 3.89, indicating moderately high perceptions of leadership practices, internal marketing, teacher commitment, and organizational performance (Figure 2).

Table 2: Descriptive Statistics of Study Variables

Construct	Mean	Standard Deviation
Educational Leadership	3.89	0.61
Internal Marketing	3.74	0.65
Teacher Commitment	3.68	0.59
Organizational Performance	3.61	0.63

Figure 2: Mean Scores of Study Constructs

The figure presents the mean values of the key study constructs, indicating generally positive perceptions among respondents. Educational leadership received the highest mean score, followed by internal marketing, teacher commitment, and organizational performance.

4.2 Measurement Model Assessment

Confirmatory Factor Analysis (CFA) was conducted to assess construct reliability and validity. As shown in Table 3, all factor loadings exceeded the recommended threshold of 0.60, confirming adequate indicator reliability.
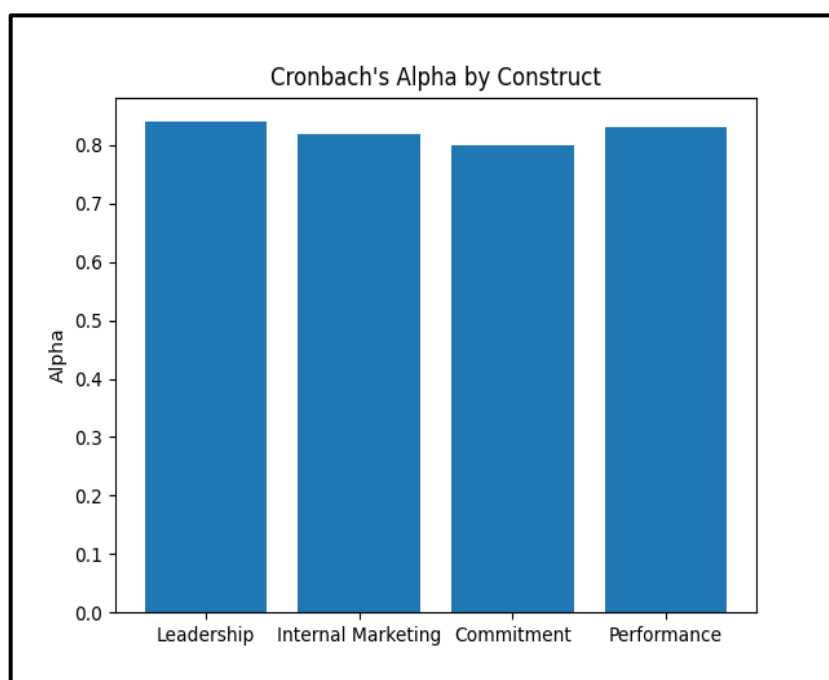
Table 3: Factor Loadings of Measurement Items

Construct	Item Code	Factor Loading
Educational Leadership	EL1	0.74
	EL2	0.79
	EL3	0.81
Internal Marketing	IM1	0.72
	IM2	0.77
	IM3	0.80
Teacher Commitment	TC1	0.70
	TC2	0.76
	TC3	0.82
Organizational Performance	OP1	0.71
	OP2	0.78
	OP3	0.83

Table 4 demonstrates strong reliability and convergent validity across all constructs. Cronbach's alpha and composite reliability values exceed recommended thresholds, while AVE values above 0.50 confirm adequate convergent validity of the measurement model (Figure 3).

Table 4: Reliability and Convergent Validity

Construct	Cronbach's Alpha	CR	AVE
Educational Leadership	0.84	0.87	0.56
Internal Marketing	0.82	0.86	0.54
Teacher Commitment	0.80	0.85	0.53
Organizational Performance	0.83	0.88	0.58

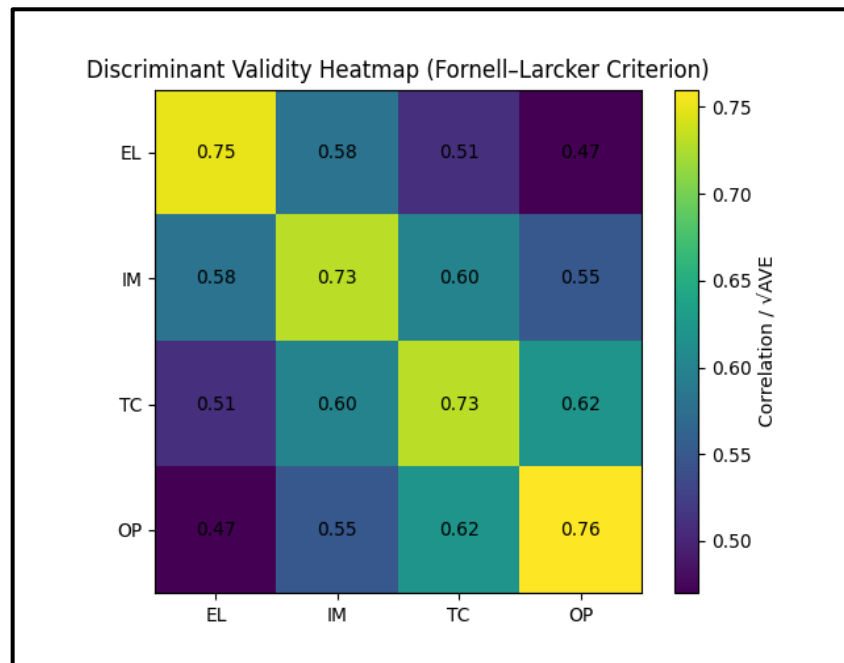**Figure 3: Reliability Analysis Using Cronbach's Alpha**

The figure illustrates Cronbach's alpha values for all study constructs, all exceeding the recommended threshold of 0.70. This indicates strong internal consistency and confirms the reliability of the measurement scales used in the study.

Discriminant Validity

Table 5 indicates satisfactory discriminant validity, as the square roots of AVE (diagonal values) exceed the inter-construct correlations. This suggests that each construct is empirically distinct and measures a unique conceptual domain within the model (Figure 4).

Table 5: Discriminant Validity

Construct	EL	IM	TC	OP
Educational Leadership (EL)	**0.75**			
Internal Marketing (IM)	0.58	**0.73**		
Teacher Commitment (TC)	0.51	0.60	**0.73**	
Organizational Performance (OP)	0.47	0.55	0.62	**0.76**

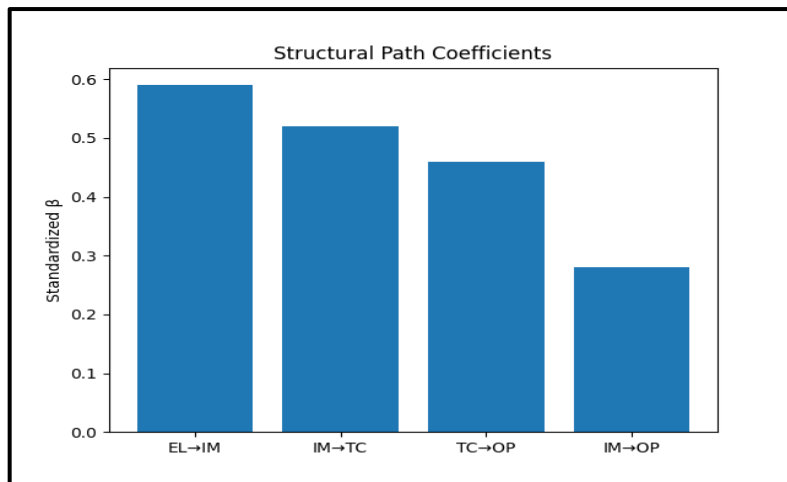### Figure 4: Discriminant Validity Heatmap

The heatmap illustrates discriminant validity among the study constructs, showing that the square roots of AVE on the diagonal exceed inter-construct correlations. This confirms that each construct is empirically distinct and measures a unique conceptual domain.

4.3 Structural Model Results

The structural model was evaluated to test the hypothesized relationships. Fit indices indicated an acceptable model fit (CFI = 0.91, TLI = 0.90, RMSEA = 0.063, SRMR = 0.051) (Figure 5). The results indicate that educational leadership significantly influences internal marketing practices, which in turn enhance teacher commitment. Teacher commitment emerged as a strong predictor of organizational performance. Path coefficients and hypothesis testing results are presented in Table 6.

Table 6: Structural Path Results

Hypothesized Path	Standardized β	t-value	p-value	Result
EL → IM	0.59	6.21	< 0.001	Supported
IM → TC	0.52	5.48	< 0.001	Supported
TC → OP	0.46	4.97	< 0.001	Supported
IM → OP	0.28	2.89	< 0.01	Supported

Figure 5: Structural Path Coefficients of the Proposed Model

The figure illustrates the standardized path coefficients among the study constructs, confirming significant positive relationships. Educational leadership exerts the strongest effect on internal marketing, while teacher commitment plays a crucial role in enhancing organizational performance.

4.4 Mediation Analysis
The mediating effect of teacher commitment was tested using bootstrapping with 5,000 resamples. The indirect effects are presented in Table 7. Since the confidence interval does not include zero and the direct effect remains significant, teacher commitment partially mediates the relationship between internal marketing and organizational performance.

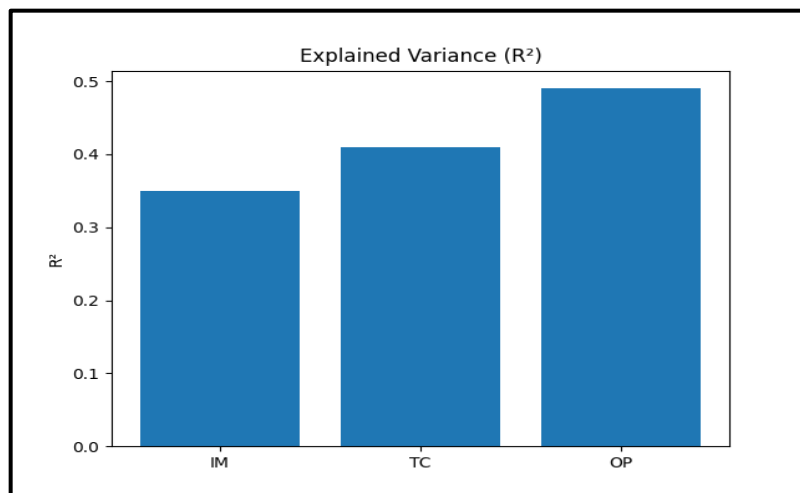**Table 7: Mediation Analysis Results**

Relationship	Indirect Effect (β)	95% CI	Mediation Type
IM → TC → OP	0.24	[0.14, 0.33]	Partial mediation

4.5 Explained Variance
The explanatory power of the model is presented in Table 8. Educational leadership explained 35% of the variance in internal marketing, while internal marketing accounted for 41% of the variance in teacher commitment. Together, internal marketing and teacher commitment explained 49% of the variance in organizational performance (Figure 6).

Table 8: Coefficient of Determination (R^2)

Endogenous Con struct	R^2
Internal Marketing	0.35
Teacher Commitment	0.41
Organizational Performance	0.49

Figure 6: Variance (R^2) of Endogenous Constructs

The figure presents the explained variance (R²) for internal marketing, teacher commitment, and organizational performance. The results indicate that the proposed model explains a substantial proportion of variance, particularly for organizational performance, demonstrating strong explanatory power.

5. Discussion

This study was aimed at investigating the role of educational leadership as an internal marketing process in increasing teacher commitment and organizational performance in academic institutions. The results have solid empirical evidence that supports the suggested model and adds to the emerging literature that highlights the fact that human-based leadership and internal organization approaches are central factors in driving institutional effectiveness. This study has provided a more holistic sense of how leadership practices can be translated into sustainable performance results in the education sector because it has incorporated the educational leadership, internal marketing, teacher commitment, and organizational performance into one explanatory framework.

The findings indicate that educational leadership impacts positively on internal marketing practices to a considerable degree. This observation supports the postulation that leadership is not necessarily a structural or administrative role but a relational and a strategic process by which organizational values and priorities are conveyed and realized. In line with the findings provided by Wieseke et al. (2009), leaders are identified as the key players in internal marketing as they are the ones to help in aligning the institutional goals with the professional and psychological needs of the teachers. In education situations, where educators form the heart of service-providers, transparent communication, encouragement of professional growth, and rewarding effort are leadership behaviors that are an important internal marketing service. Similar results are also echoed in the claim put forward by Avolio (2014) who argues that leadership can best be understood as a process of dynamically influencing organizational behavior at various levels.

The study has established internal marketing to be of great importance in boosting teacher commitment, which justifies its applicability in the school environment. This finding is consistent with the previous research that states that internal marketing enhances the level of emotional attachment and sense of responsibility of employees to their organization by creating favorable working conditions (Amangala and Wali, 2013; Vel et al., 2019). As it is claimed by Lizote et al. (2019), the results indicate that teachers will have higher chances of acquiring affective and normative commitment when educational institutions invest in internal communication, empowerment, and professional growth opportunities. It becomes especially significant in the sphere of education when high accountability pressure and performance expectations may also discourage the motivation and engagement in case the internal support systems are weak.

The correlation between teacher commitment and organizational performance as revealed in this study is very strong, and this fact draws attention to the pivotal role that teachers play in facilitating institutional effectiveness. In line with Mart (2013), the committed teachers are more devoted towards student learning and quality of instruction, which, in turn, leads to the results of academic performance. Furthermore, the results prove the position of Miller (2016), claiming that the performance of organizations in the educational sphere is not limited to quantifiable academic outcomes but spans non-academic aspects, including the reputation of the institution, employee stability, and climate. Emotionally and morally dedicated teachers to their institutions will be more inclined to practice collaborative, an organizational citizen behavior, and ongoing improvement activities, thus improving overall performance.

The mediation analysis also found that the relationship between internal marketing and the organizational performance is partially mediated by the teacher commitment. This identification offers valuable understanding of how institutional marketing can impact on the outcomes of institutions. Although internal marketing practices have direct influence on the performance of the organization, the influence is significantly reinforced by the establishment of teacher commitment. The finding is in line with the studies emphasizing the role of organizational commitment as a mediating variable between management practices and performance outcomes (Almaaitah et al., 2020; Hendri, 2019). This study is an advancement to the current literature because it demonstrates the extent to which leadership-based internal marketing strategies can be effectively applied in educational institutions to achieve real performance gains.

Theoretically, the present study has various contributions to the literature in the field of educational administration and organizational behavior. First, it generalizes the internal marketing theory to the educational leadership field, in accordance with the demands to interdisciplinarity integrate leadership studies with the field of organizational management (Avolio, 2014). The study outgrows the conventional models of leadership that are based on the aspects of leadership as more or less instructional or transformational. Second, the results can be used to complement the relational and servant leadership views, according to which the role of leaders is to support and develop followers (Bambale, 2014). It is proposed that the effectiveness of the leadership in education is strongly associated with the level, in which leaders are concerned with the internal experiences and professional well-being of teachers.

In practical terms, the findings have good implications for educational leaders and policymakers. The findings indicate that the intervention to enhance organizational performance cannot be based entirely on the external accountability measures or performance monitoring systems. Instead of this, the learning institutions must fund leadership development initiatives based on internal marketing skills, including effective communication, involvement of staff and reward programs. With more resilient and flexible organizations that develop as a result of internal marketing to enhance teacher commitment, leaders can create more accountable organizations that can withstand additional accountability demands.

Findings show that it is necessary to establish favorable organizational factors that support the teachers in physical, social and psychological terms of work, as indicated by Mercurio (2015). When educational leaders are holistic in internal management, they would be a better place to retain committed teachers and increase institutional stability. This has significant implications to the long-term sustainability of organizations, especially in those scenarios whereby teacher turnover and burnouts are very critical issues. The importance of internal marketing which is facilitated by the leadership in improving the teacher commitment and performance in the organization. The results give empirical data that leadership practices can have an impact on performance not only directly but also indirectly, through the formation of teacher commitment. This paper provides both theoretical and practical knowledge on how schools can be made to be sustainable in their activities through an integrated approach of leadership, internal marketing, and commitment in an environment that is becoming more and more challenging.

6. Conclusion

The research investigated the role of educational leadership as an internal marketing tool to improve the commitment of teachers and the performance of the organizations that are faced by the growing accountability requirements. The results indicate that leadership practices are at the core of the internal marketing strategies that, in turn, facilitates the affective and normative commitment of teachers and leads to the enhanced organizational performance. The study contributes to the conventional views of educational leadership by making leadership a catalyst to internal marketing and emphasizing the strategic role of the internal processes in the organization in promoting sustainable performance results. One such critical mediating variable was teacher commitment, which led to the conclusion that internal marketing practices should be best suited as they define the psychological attachment, professional involvement and responsibility of teachers towards their respective institutions. Theoretically, the study can fit into the literature of educational administration because it combines the internal marketing theory with leadership and organizational behavior studies, which present a more holistic approach to the role of leadership in performance in an educational context. In practice, the results imply that educational administrators and policy makers must shift the focus off the externally imposed accountability mechanisms, and invest in the leadership strategies that focus on internal communication, professional growth, empowerment, and recognition. These human-based leadership practices are able to intensify a sense of commitment in the teachers, improve the effectiveness of the institution as well as promote the sustainability of the organization in the long-term. In general, the paper highlights the importance of the fact that the enhancement of the organizational performance in the educational sphere is not only about the good system of leadership but also the management of the interactions within the institution, where teachers are presented as one of the primary internal forces in the way towards achieving the excellence and sustainability of the institution.

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