

Research on the educational influence on schooling commitment impulse buying intention of educational leadership with the help of educational motivation, knowledge sharing and educational team effectiveness

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Abstract: To explain the relationship between educational motivation, knowledge sharing, educational teams, and educational leadership. This research identifies the effects of educational motivation, knowledge sharing, and the effectiveness of educational teams on educational leadership and the mediating effects of educational commitment; it highlights the importance of educational leadership and school commitment and provides the data needed to enhance the educational capacity of faculty members. Data was collected from 400 faculty members of Chinese schools, colleges, and universities. This research was based on a non-probability sampling method that utilized convenience sampling to gather information from respondents. Smart-PLS has been used for analysis. The analysis of the data shows that educational motivation, knowledge sharing, and the effectiveness of educational teams have a significant and positive impact on educational leadership. The study is useful for educational institutes, faculty members, and students in understanding educational leadership by focusing on the aforementioned factors. Future studies can identify other factors that have a significant effect on the relationship between school commitment and educational leadership in any institute.

Keywords: Educational leadership, Educational motivation, Educational team effectiveness, Knowledge sharing, Schooling commitment.

1. Introduction

In this article, we looked into how participant communication processes were impacted by the use of activity system analysis in K-12 school and university partnership evaluation sessions to use as a structure for discussion recognizing recurrent institutional issues and formulating issues. The idea of leadership may be one of the literary themes that is the most difficult to express because of its dynamic nature. Yet a basic understanding of the subject is offered by different authors. According to Larson, the capacity to decide what needs to be done and then persuade others to achieve it is referred to as leadership" [1]. The charisma of the leader, the environment, and their behavior is emphasized by many theories [2]. Previous research has demonstrated that a key element in boosting team effectiveness is the leaders' educational leadership [3]. Moreover, that job happiness, institutional commitment, and effectiveness all have a positive relationship with institutional communication satisfaction [3]. Organizational commitment is the identification with and involvement in the employing organization. Wang, et al. [4] noted that institutional commitment is a notion that combines effective continuation, and normative components of commitment. Affective commitment refers to an individual's emotional connection to and desired to stay in an institution [5]. Different conceptualization of motivation has been used that is now available. Four categories of rules are referred to as extrinsic motivation, those who are motivated by external standards (i.e., external regulation), those who experience guilt and shame simultaneously (i.e., interjected regulation), those driven by individual significance (i.e., identified regulation), and those driven by entire volition (i.e., integrated regulation) [4]. Knowledge gaining is a

crucial part of knowledge sharing. The positive point of view of knowledge asserts knowledge is debated across various people. To come to an agreement and view knowledge sharing as a consensual understanding rooted in everyday experience. Knowledge must be interpreted within the context in which it is encountered and used because it lacks an intrinsic meaning Ma and Yuen [6]. Hoegl and Gemuenden [7] described that teamwork is the main component of success. Collaboration of affected teams' tasks with creative ideas shown by empirical evidence. A team is a social structure of three or more people who work together to complete a task and who are a part of an institution (context), who view themselves as members of the team, and who is regarded as such by others identification, teamwork. Currently, education leadership is the most critical phase of any field of education because it can have occasionally a positive or a negative impact on both teachers and students. So, it can be argued that attempts at leadership produce a range of attitudes including responsible, transnational and transformative. For faculty members and students participating in the leadership process as expected, it can be good to explore the dynamics of positive and negative attitudes. Many studies have been done in the field of leadership. Many factors affect the leadership behavior of education in faculty members and students as educational motivation [8] knowledge sharing [9], educational team effectiveness [10], schooling commitment [11] and many more.

A variety of leadership theories and techniques has been investigated as a result of the aforementioned concern. To get the best understanding of educational leadership and institutional communication and to provide the fundamental information needed to improve interdenominational capability this study sought to investigate the effects of institutional team performance and communication satisfaction in connection to nursing unit managers' educational leadership [3]. For a very long period, psychologists and educators have shown concern about student motivation for learning in the classroom. Research on the effects of students' motivation on learning and classroom performance has been happening since the early 1970s. According to the research in this specified area, the degree to which students seek out or avoid tough situations and preserve them in the face of challenges are both predicted by students' motivation [8]. In contrast to other institutions, the scientific research team concentrated primarily on knowledge development on knowledge production in a knowledge-based environment. Considering higher education as a whole, responsible requirements for Hods, Deans and other individual provides are moral example of for the academic staff while highlighting the potential significance of their actions. Responsible leadership will convince the other people that they ought to have empathy and respect for others and will encourage them to take part in prosocial activities. The literature has demonstrated the positive correlation between ethical leadership and information sharing practices in their workplace [12].

There is enough research to support the claim that institutional commitment is linked to behaviors that improve institutional effectiveness. The learning and lives of the kids are improved by committed instructors because they have strong psychological attachments to the school, the people, and their subject matter. Three things are necessary for commitment to education: (presupposed) having faith in changing the educational landscape; students' expectations of learning; and willingness to create a productive learning environment [13].

It has been anticipated for schools and universities to contribute to the processes of K-12 student educational renewal and teacher education. Through this procedure, universities and schools are persuaded to collaborate are on pre-service, in-service, and K-12 school and university curriculum research and development [14]. In this study we set both theoretical and practical research aims to create a new evaluation technique for K-12 school and university partnership.

The study has been distributed as first part introduction includes an overview of the overall study. This will briefly explain the construct of educational leadership. This part will also provide the research questions, research objectives and scope of this study. Second part is about the literature review. It will provide a literature review on key variables is discussed. These variables are educational motivation, knowledge sharing, and educational team effectiveness and schooling commitment. Third part is hypothesis development that explains the relationship between variables. A schematic framework on the

variables of this study with the help of a literature review will also draw. Fourth part is measurement. This chapter will provide information regarding research population and sampling design, sample size, sampling techniques, research tools, data collection resources, and data collection involve in this study. Fifth and the last part of this study explains a detailed analysis including Multicollinearity Test using Tolerance and VIF, Composite Reliability and Validity, Discriminant Validity (HTMT), Hypotheses, Measurement Model, Structural Model, Moderation, Mediation, Evaluation of R-square, Evaluation of Effective Size, Evaluation of Predictive Relevance (Q^2) analysis by using smart PLS. Sixth part is about discussion and hypothesis summary. Seventh and the last part of this study is conclusion, in which study discussed the conclusion and also the theoretical and practical significance of the study.

1.1. Research Objectives

To examine the impact of educational motivation on educational leadership with the mediating role of schooling commitment.

To examine the impact of knowledge sharing on educational leadership with the mediating role of schooling commitment.

To examine the impact of educational team effectiveness on educational leadership with the mediating role of schooling commitment.

1.2. Scope of the Study

This study was conducted within educational institutes' for example schools, colleges and universities. The data was collected from the employees of educational faculty members for knowing about to motivate the students for educational influence on their lives. And this study will be beneficial for both faculty members and students also in educational field.

2. Literature Review

This part will provide a literature review of the key variables discussed. These variables are educational leadership, educational motivation, knowledge sharing, and educational team effectiveness of educational faculty on educational leadership and the mediating effects of educational commitment. Based on the literature hypothesized relationships are also established. There are numerous implications for the role of educational leadership emphasized the increment of the accountability and also required training and preparation by school leaders. The execution of solutions that relate teaching and learning to the policy set accomplishment objectives and targets should be made responsible by education leader to their workforce [15].

2.1. Educational Leadership

All objectives of educational leadership are to sustain the educational state of any institution while maximizing effective teaching and learning effectiveness support for the betterment and growth of students in their learning phase. For a very long period, psychologists and educators have shown concern about student motivation for learning in the classroom. Research on the effects of students' motivation on learning and classroom performance has been happening since the early 1970s'. According to the research in this specified area, the degree to which students seek out or avoid tough situations and preserve them in the face of challenges are both predicted by students' motivation [16].

2.2. Educational Motivation

Education is both essential and a precondition of providing for providing each person in a country and the country itself with the opportunities and perspective required in a demanding and competitive job market in a developing global context. If future graduates are successful and whether their educational environment has contributed to their development of the required skills to become potential workers, successful businessmen, or even leaders, is up to each individual. Educational leadership is a term that refers to the work that the leadership has to do the duties and responsibilities for the

improvement of school management and students' motivation. The principal, deputy manager, and teachers who are in charge of school administration make sure to attend the effective training to receive the effective and useful materials to help them identify their strengthness and weakness in teaching and learning, as well as guide them in developing activities. The interaction between the institutional members to cooperatively achieve institutional goals are referred to as institutional communication [3].

2.3. Knowledge Sharing

Knowledge sharing is a process of researchers, policymakers, and service providers exchanging knowledge, such as skills, experience, and understanding. Sharing knowledge is crucial to ensuring that policies and practices are founded on reliable data rather than unreliable [17]. The idea that learner participation has a beneficial impact on learning satisfaction supports the concept that learning is a socially interactive process. Encouraging knowledge sharing through social engagement and interaction in many ways is the main challenge. The use of educational technology is frequently asserted to the increment of participation and interaction in both traditional and online learning [6]. Knowledge gaining is a crucial part of knowledge sharing. The positive point of view of knowledge asserts knowledge is debated across various people to come to an agreement and view knowledge sharing as a consensual understanding rooted in everyday experience. Knowledge must be interpreted within the context in which it is encountered and used because it lacks an intrinsic meaning [6].

2.4. Educational Team Effectiveness

A leader's educational guidance plays an important role in improving the team effectiveness proven by previous research. Productive teamwork produces more work efficiently, uses resources more efficiently, cost reduction, enhanced quality, innovation, provides better customer service, and faster commercialization of products [10]. Collaboration of affected teams' tasks with creative ideas shown by empirical evidence. It is significant and there is a definite requirement to understand how to help students pursuing a business administration degree improve this skill. Other abilities support the development of effective teamwork in addition to the shared goals to be reached and the necessary technical capabilities [10].

2.5. Schooling Commitment

One of the effective leadership studies has been research on leadership for a long time and the ability of the leader to inspire followers to act on behalf of the group. An effective leader may also contain a significant emotional, ethical and cultural component, which great leaders typically exploit to engage their followers, according to the lead researcher [2]. Compatibility between the Permanent Organization and the employee is the high root of organizational commitment, which in turn leads to a willingness to invest, and put high effort into the Permanent Organization, which in turn to higher task performance in the Permanent Organization [5].

2.6. Hypothesis Developments

Our research's main objective is to begin examining the role of motivation in knowledge transmission, with a specific emphasis on how students' accomplishment goals affect that process. In the recent work, we examine the work how motivation affects an experimental design to get students prepared for future learning experiments [16]. Many subject matters believe that one of the primary reasons for the education system imbalances, insufficient quality and efficiency, and unsatisfactory results of the interaction between the object and the subject is the absence of motivation or teacher-teaching. To boost the motivation of transfer learning, education professionals in higher education should actively focus on the development of learning tasks that inspire deep involvement and are autotelic [16].

H₁: Educational motivation has a significant effect on educational leadership.

Knowledge sharing is a process of researchers, policymakers, and service providers exchanging

knowledge, such as skills, experience, and understanding. Sharing knowledge is crucial to ensuring that policies and practices are founded on reliable data rather than unreliable [17]. One of the effective leadership studies has been research on leadership for a long time and the ability of the leader to inspire followers to act on behalf of the group. According to leading academics, excellent leaders typically use strong emotional, ethical, and cultural components to stimulate their follower's interest [2].

H₂: Knowledge sharing has a significant effect on educational leadership.

A collection of people is not called a team. A team is a group of individuals that depend heavily on one another to achieve a goal or complete a task. In other words, they agree that working together is the only way to attain goals, even though they have different goals. In contrast, productive teams produce more work, use resources more efficiently, cut costs, enhance quality, innovate, provide better customer service, and bring goods to market faster [10]. A leader's educational guidance plays an important role in improving the team effectiveness proven by previous research. Productive teamwork produces more work efficiently, uses resources more efficiently, cost reduction, enhanced quality, innovation, provides better customer service, and faster commercialization of products [10]. Teamwork motivation has a significant influence on educational leadership. It is not possible to bring motivation to the institute unless the environment of the education of that institute is towards learning.

H₃: Educational Team Effectiveness has a significant effect on educational leadership.

Advanced organizational efficiency is linked with behavior to institutional commitment. Committed instructors have strong psychological attachments to the school, and students, and knowledge of the subject area, the learning, and the lives of the students are improved by the committed instructors. Three things are necessary for commitment to education: (presupposes) having faith in changes in education, expectations of students' learning, and willingness to create a productive learning environment [13]. As the requirement for task performance, affective commitment is the main concern [5]. Teachers' dedication to the classroom is based on their endorsement of the school's goals and basic principles.

H₄: Schooling commitment has a significant effect on educational leadership.

H₅: Educational motivation has a significant effect on Schooling commitment.

H₆: Knowledge sharing has a significant effect on Schooling commitment.

H₇: Educational Team Effectiveness has a significant effect on Schooling commitment.

H₈: Schooling commitment mediates the relationship between educational motivation and educational leadership.

H₉: Schooling commitment mediates the relationship between knowledge sharing and educational leadership.

H₁₀: Schooling commitment mediates the relationship between educational team effectiveness and educational leadership.

Thus, based on the above literature review and discussion the framework of the study developed which is shown in Figure 1.

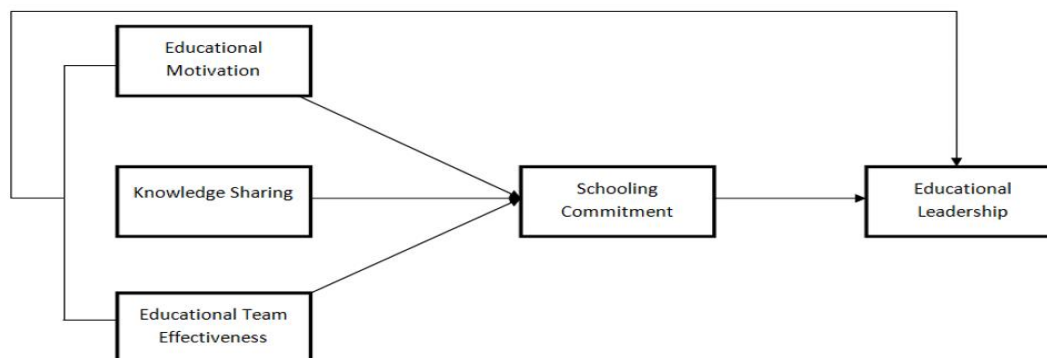


Figure 1.
Conceptual framework.

3. Methodology

Research design is a set of methods used to complete a research study. Research design is defined as the method frameworks and techniques that the researcher is going to use to complete the study. In this study, we have used a quantitative research design. The sampling process starts with the identification of the population. To attain the objective of the study, data was collected from faculty members of colleges and universities in China. For this, a self-administrated survey was used. Data from 400 respondents was collected by using a convenience sampling technique. A questionnaire is used as a tool for collecting data. A structured questionnaire is adopted from previous studies. The basis on which the questionnaire is adapted is the reliability of questions related to independent, dependent, mediating variables. Out of 420 questionnaires, 400 were considered for statistical analysis because 20 questionnaires were not filled. Analysis of demographic variables was done by using SPSS whereas to evaluate the reliability, validity, and relationship among variables, SmartPLS was used.

3.1. Measures

To gather information for the current study, a self-administrated questionnaire was developed. The data-collecting instrument was divided into two portions; the first was designed to collect demographic information about students (e.g., gender, qualification, and experience). The second part was devoted to assessing the constructs used in the study. The questionnaire contained 35 items. The 5-point Likert scale was used for data collection. A 5-point Likert-type scale was used to increase response rate and response quality along with reducing respondents' "frustration level" [18]. A 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree' was employed as it has been most recommended by the researchers that it would reduce the frustration level of patient respondents and increase response rate and response quality [19].

4. Results

4.1. Data Analysis

4.1.1. Demographic Analysis

This section discussed the respondent's demographic characteristics. The demographics examined include gender, qualification, and experience. The table shows that 52% are male and 47% are female. The majority of the respondent, about 35% had MBA qualifications, 28% had BBA, 22% had a BA and 15% had Bsc. 22% of employees had 1-year experience, 13% had 2 years, 20% had 3 years, 16% had 4 years and 30% had 5 years and above experience.

Table 1.
Demographic profile of the respondents.

		Frequency	Percentage
Gender	Male	94	52%
	Female	85	47%
Qualification	MBA	62	35%
	BBA	50	28%
	BSC	27	15%
	BA	40	22%
Experience	1 Year	39	22%
	2 Year	23	13%
	3 Year	35	20%
	4 Year	28	16%
	5 Years and above	54	30%

4.1.2. Measurement Model

For the estimation and analysis of reliability and validity, the measurement model is used [20]. For measuring the internal consistency of variables, composite reliability is used and for measuring the reliability of elements, outer loading is used. The connection between variables is said to be normal

when the reliability and validity of this construct have been established or met [21].

The measurement model has been analyzed based on PLS-SEM with the help of Smart PLS 3.0 [22]. For the assessment of the measurement model, factor loading, composite reliability, Cronbach alpha, average extracted variance (AVE), and discriminant validity were examined. PLS-SEM was used to conduct the initial analysis, during which the factor loading, reliability, and validity of the data obtained from 400 faculty members of colleges and universities in China were investigated. The results of the validity, reliability, and factor loading tests for the items that were measured using the PLS measurement model are presented in Table 2. The value of Cronbach's alpha test must be equal to or greater than 0.70 as a rule of thumb because it represents the internal consistency of the items [23]. Both the Alpha and CR values for Cronbach's correlation coefficient were higher than 0.70 for the variables that were chosen. This established convergent validity and demonstrated that the reliability was good because the values of the average variance extracted (AVE) for discriminant validity were higher than 0.50 [23]. The values of CR ranged from (0.836) to (0.953), all of which are higher than the value that was considered to be the threshold, which was 0.70 [24].

Table 2.

Construct Reliability and Validity.

	Items	Outer Loading	Cronbach's Alpha	rho_A	CR	AVE
Educational Leadership	EL1	1.927	0.79	0.838	0.854	0.512
	EL2	1.815				
	EL3	1.083				
	EL4	1.844				
	EL5	1.629				
	EL6	1.597				
Educational Motivation	EM1	1.826	0.798	0.811	0.862	0.557
	EM2	1.566				
	EM3	1.827				
	EM4	1.227				
	EM5	1.540				
Educational Team Effectiveness	ETE1	1.640	0.828	0.843	0.885	0.658
	ETE2	1.661				
	ETE3	2.011				
	ETE4	1.799				
Knowledge Sharing	KS1	1.415	0.806	0.807	0.866	0.563
	KS2	1.654				
	KS3	1.710				
	KS4	1.721				
	KS5	1.480				
Schooling Commitment	SC1	1.764	0.857	0.859	0.898	0.637
	SC2	2.183				
	SC3	2.103				
	SC4	1.933				
	SC5	1.936				

Discriminant validity was obtained by comparing the correlation between the latent variables with square root of AVE [23]. According to the rule of thumb of Fornell and Larcker [23] for evaluating discriminant validity recommends the use of average variance extracted with score of 0.50 or more. In line with recommendation of Fornell and Larcker [23] the square root of AVE must be greater than the value of latent variables which indicates discriminant validity. The bootstrapping strategy gives the confidence intervals where upper certainty ought to be underneath 1 [25]. If HTMT worth is ≥ 1 this implies the null hypothesis has been accepted, which demonstrates the absence of the discriminant validity [26]. After determining that the criteria for the reliability and validity of all variables had been met, we continued our investigation by conducting a structural route analysis. This was done as we

concluded that structural path analysis was necessary. In addition to this, the values of HTMT were lower than one, which substantiates the discriminant validity [27, 28]. To examine discriminant validity, this study undertaken discriminant validity to assure the external consistency of the model, based on the comparison between the latent variables as shown in Table 3. which summarily, the AVE of the variables are: Educational Leadership (EL) = (0.715); Educational Motivation (EM) = (0.747); Educational Team Effectiveness (ETE) = (0.811); Knowledge Sharing (KS)= (0.751); Schooling Commitment (SC) = (0.798).

Table 3.
Discriminant Validity (HTMT).

	Educational Leadership	Educational Motivation	Educational Team Effectiveness	Knowledge Sharing	Schooling Commitment
Educational Leadership	0.715				
Educational Motivation	0.603	0.747			
Educational Team Effectiveness	0.610	0.470	0.811		
Knowledge Sharing	0.475	0.479	0.637	0.751	
Schooling Commitment	0.688	0.603	0.511	0.519	0.798

Table 3 shows that square root of AVE has been greater than co-relation among latent variables, indicating adequate discriminant validity. This study explained framework and indicated the links of relationship among the variables based on what has been obtained in previous literature.

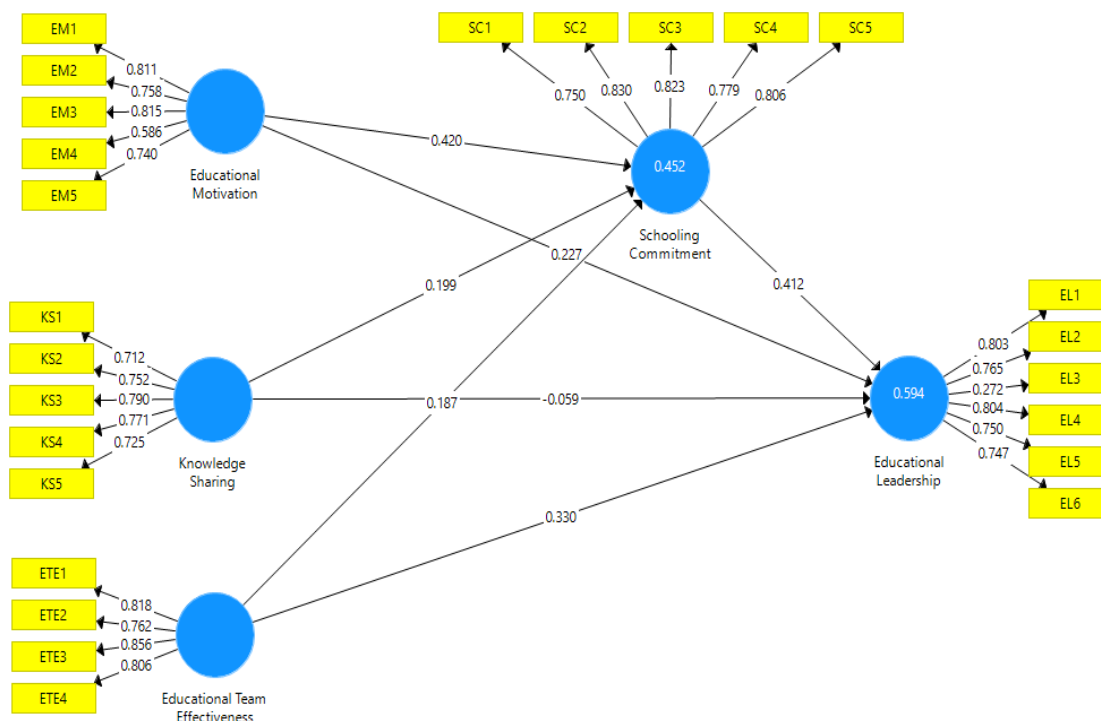


Figure 2.
Measurement Mode.

4.1.3. Structural Equation Model

Through the use of the PLS-SEM bootstrapping technique, the structural model route coefficients that indicate the hypothesized correlations were found to be statistically significant. According to Table 4, which illustrates the path relationships and testing decision for hypotheses, the PLS-SEM assessment for digital health technologies, empirically proved that it is a significant predictor of psychological well-being. Table 4 also depicts the path relationships and testing decisions for hypotheses. According to the findings, there is a statistically significant connection between educational motivation and educational leadership ($t = 4.887$, $p = 0.000$). Therefore, Hypothesis 1 is permitted.

According to the findings of the PLS-SEM analysis, there is a significant association between Knowledge sharing and educational leadership ($t = 9.529$, $p = 0.000$). As a result, the second hypothesis of the study was statistically proven to be correct. The significance of the connections that exist between Educational Team Effectiveness and educational leadership was the subject of the third hypothesis that was investigated in this research. It was demonstrated by the results of the PLS-SEM study ($t = 6.692$, and $p = 0.000$); hence, the third hypothesis is likewise supported. In a similar vein, the fourth hypothesis, which examined the connection between schooling commitment and educational leadership, was also validated ($t = 7.913$, $p = 0.000$). In a similar vein, the fifth hypothesis proposed that there is a substantial connection between educational motivation and schooling commitment. Since the findings of the PLS-SEM analysis support this hypothesis ($t = 3.518$, $p = 0.000$), we can conclude that H5 is similarly valid. In addition, the sixth hypothesis of the investigation claimed that there is an important connection between knowledge sharing and schooling commitment received. The findings indicate that there is a substantial connection between knowledge sharing and schooling commitment ($t = 3.652$, $p = 0.000$). Therefore, hypothesis 6 can be validated. According to the seventh hypothesis of the investigation, there is an important connection between the preparation of teachers' motivation for teamwork and their commitment to schools. According to the findings, there is a statistically significant connection between Educational Team Effectiveness and schooling commitment ($t = 3.518$, $p = 0.000$). Therefore, hypothesis 7 is validated. The conclusions reached by the researchers were presented in Table 4.

Table 4.
Path relationship.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	F square	R square
Educational Motivation -> Educational Leadership	0.227	0.231	0.047	4.887	0.000	0.075	0.594
Educational Motivation -> Schooling Commitment	0.420	0.416	0.044	9.529	0.000	0.234	
Educational Team Effectiveness -> Educational Leadership	0.330	0.329	0.049	6.692	0.000	0.145	
Educational Team Effectiveness -> Schooling Commitment	0.187	0.191	0.053	3.518	0.000	0.036	
Knowledge Sharing -> Educational Leadership	-0.059	-0.058	0.045	1.300	0.194	0.005	
Knowledge Sharing -> Schooling Commitment	0.199	0.198	0.054	3.652	0.000	0.040	
Schooling Commitment -> Educational Leadership	0.412	0.411	0.052	7.913	0.000	0.229	

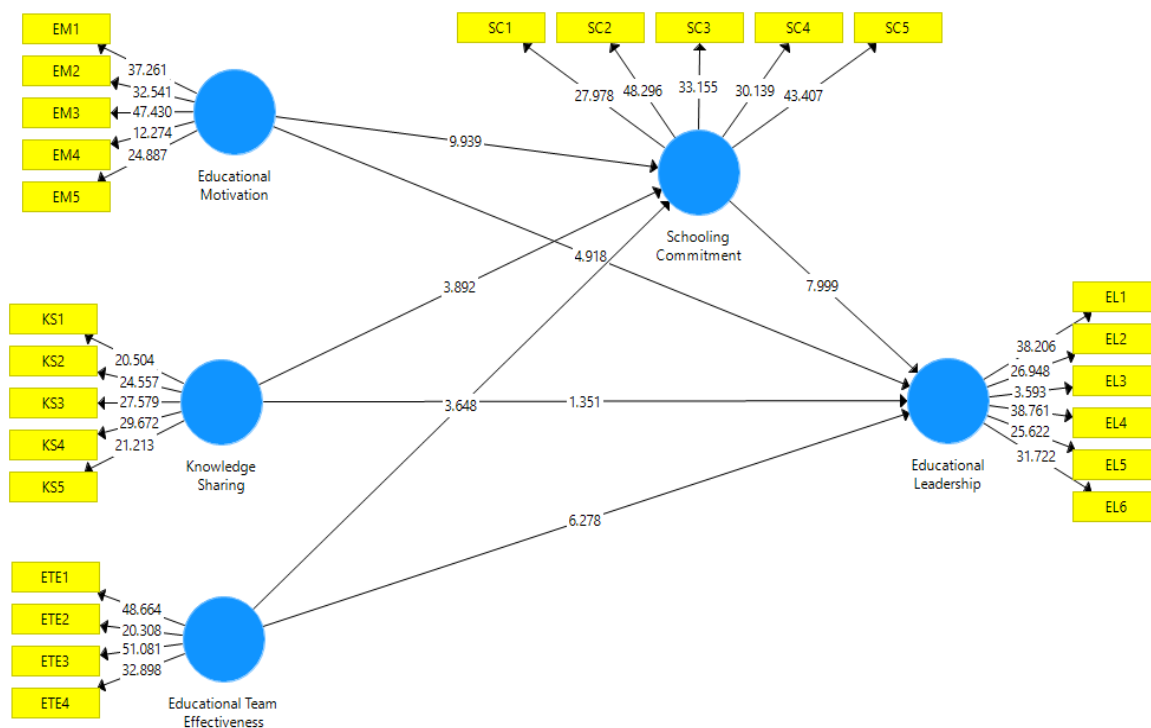


Figure 3.
Structural model.

4.1.4. Indirect Effect

Mediating analysis includes establishing the theoretical indirect relationship between variables. A mediator variable is a variable that causes mediation in the dependent and independent variables. The relationship between the dependent (Y) and the independent variable (X) is explained by the mediator variable (Me). The purpose of the mediating analysis was to create a theoretical indirect relationship between the paths and the constructs. After introducing schooling commitment as mediating variable, the relationship between educational motivation, knowledge sharing, Educational Team Effectiveness, and educational leadership remained significant. The indirect effect of potential variables is tested by bootstrapping. For testing the mediation effect bootstrapping is one of the most rigorous and powerful procedures which is getting more attention from researchers' perspective [29]. Furthermore, according to Zhao, et al. [29] the type of mediation will be partial if the direction of both direct and indirect effects is the same and statistically significant. Following this, the variance accounted for (VAF) was used to measure the mediation power [30] and the calculated value ($VAF=0.373$), ($VAF = 0.204$), and ($VAF= 0.204$) confirmed the partial mediating role of schooling commitment in the relationship between educational motivation, knowledge sharing, Educational Team Effectiveness and educational leadership [31]. As a consequence of this, the results of the study revealed that the mediating hypotheses (H8), (H9), and (H9) were all accepted.

Table 5.
Indirect effects.

	Original Sample (O)	T Statics	P Values	VAF	Types of mediation
Educational Motivation -> Schooling Commitment -> Educational Leadership	0.231	6.126	0.000	0.373	Partial
Educational Team Effectiveness -> Schooling Commitment -> Educational Leadership	0.129	3.270	0.001	0.204	Partial
Knowledge Sharing -> Schooling Commitment -> Educational Leadership	0.119	3.768	0.000	0.204	Partial

5. Discussion

The first objective of the study stated that there is a significant relationship between educational motivation and educational leadership. The findings of the study should a significant and positive relationship between educational motivations on educational leadership. Graduates from higher education are expected to be inspired to put the knowledge that they have learned in the administrative center. However, McDonald [32] noted in higher education, the concept of motivation to transfer learning has not received much attention in higher education, which has a negative impact on graduate readiness for the workforce [16]. In higher education to transfer learning, the student's motivation was not the subject of a thorough evaluation that the authors of this study were able to locate at the time. To synthesize the body of research on higher education students' motivation to transfer learning, reporting on a scoping review is this article. We contend that understanding how motivated higher education students are to transfer their learning will help this field of study grow. Thus, H1 is accepted.

The second objective of the study was to investigate the relationship between knowledge sharing and educational leadership. Refining for the study shows that knowledge sharing has a significant and positive impact on educational leadership. The process of exchanging knowledge such as skills, experience, and understanding among researchers, policymakers, and service providers. Sharing knowledge is crucial to ensuring that policies and practices are founded on reliable data rather than unreliable. Sharing knowledge is a variety of behaviors that the involvement of exchanging information or assistance with others supported by Connelly and Kelloway [33]. Even though sharing of knowledge might be linear and effective, this is also anelementof reciprocity [17]. The importance of situating educational leadership at any one level of the education "system" in the larger system. For both undergraduate and postgraduate students, a culture of knowledge sharing is essential to the learning process. The above mention studies are in this part of our findings and therefore, H2 is accepted.

The third objective of the study was to investigate the relationship between Educational Team Effectiveness and educational leadership. The study showed that there is a significant relationship between Educational Team Effectiveness and educational leadership. The basic concern of the current research is to investigate how a team reflects an aggregate agent and determine how much of our previous work on individual intention can be carried over to the joint case [34]. Teamwork motivation has a significant influence on educational leadership. It is not possible to bring motivation to the institute unless the environment of the education of that institute is towards learning. The finding of our study is aligned with these previous studies. These studies are aligned with the findings of our results thus based on the above discussion H3 is also accepted.

The fourth objective of the study stated that schooling commitment has a significant impact on educational leadership. The findings of the study stated that there is a significant relationship between schooling commitment and educational leadership. Teachers' dedication to the classroom is based on their endorsement of the school's goals and basic principles. The quality of the work being done by teachers serves as a link between the instructors, teachers, and students, also a supportive working environment between teachers and school administration are all variables that determine the level of teachers' commitment to school [13]. This study supported our finding and hence H4 is accepted.

The fifth, sixth and seventh objective of the study was to investigate the relationship between

educational motivation, knowledge sharing, Educational Team Effectiveness, and schooling commitment respectively. Committed instructors have strong psychological attachments to the school, and students, and knowledge of the subject area, the learning, and the lives of the students are improved by the committed instructors. Three things are necessary for commitment to education: (presupposes) having faith in changes in education, expectations of students' learning, and willingness to create a productive learning environment [13]. The findings of the present study showed a significant and positive relationship between educational motivation, knowledge sharing, Educational Team Effectiveness, and schooling commitment respectively. These findings are aligned with the previous studies. H8, H9, and H10 are regarding mediation analysis. These hypotheses stated that schooling commitment mediates the relationship between educational motivation, knowledge sharing, Educational Team Effectiveness, and educational leadership respectively. The finding of the study stated that schooling commitment is a significant mediator in the relationship between educational motivation, knowledge sharing, Educational Team Effectiveness, and educational leadership. Institutional commitment is defined as the relative degree of a teacher's identification and participation with a specific institution, whereas professional commitment reflects the level of interest in the current teaching position and the significance of teaching activity in general [35]. Based on this H8, H9 and H10 are accepted. Table 6 shows the summary of the hypothesis.

Table 6.
Summary of Hypotheses.

Hypotheses	Decision
Educational motivation has a significant effect on educational leadership.	Accepted
Knowledge sharing has a significant effect on educational leadership.	Accepted
Educational Team Effectiveness has a significant effect on educational leadership.	Accepted
Schooling commitment has a significant effect on educational leadership.	Accepted
Educational motivation has a significant effect on Schooling commitment.	Accepted
knowledge sharing has a significant effect on Schooling commitment.	Accepted
Educational Team Effectiveness has a significant effect on Schooling commitment.	Accepted
Schooling commitment mediates the relationship between educational motivation and educational leadership.	Accepted
Schooling commitment mediates the relationship between knowledge sharing and educational leadership.	Accepted
Schooling commitment mediates the relationship between Educational Team Effectiveness and educational leadership.	Accepted

6. Conclusion

Higher education institutions all over the world are going through a period of rapid structural, social, and technological change as a result of the enormous scientific and technological advancements that have been made. These institutions are vital centers for the development of talent, the production of knowledge, and the dissemination of that knowledge. These changes include advances in organizational performance, structure, management, leadership, finances, autonomy, reward system, new methods, new courses and programs, new curricula, as well as the application of motivation, knowledge sharing, and also with motivated teamwork in the educational setting. This study aimed to find the impact of educational motivation, knowledge sharing, and Educational Team Effectiveness on educational leadership. The study further explored the mediating effect of schooling commitment between educational motivation, knowledge sharing, and Educational Team Effectiveness respectively. Data was collected from those college and university faculty members of China. SPSS and SmartPLS were utilized for the analysis of data. The findings of the study showed that relationships between educational motivation, knowledge sharing, Educational Team Effectiveness, and educational leadership are significant and positive and schooling commitment partially mediates these relationships.

This study has a certain practical implication. This study will help educational institutes, policymakers, teachers, and students to increase leadership qualities in the education sector. No study is

without limitations. This study also has some limitations. This study used a quantitative method. Future studies can be used qualitative or mixed-method strategies. Another limitation is that this study identified only those factors which have a positive effect on educational leadership. Future studies can identify those factors which have a negative effect on educational leadership. This study considers faculty members as a population, and future studies can consider students from the education sector.

6.1. Theoretical Significance

This study has added value to the literature on educational leadership by giving deep insight into these educational motivations, knowledge sharing, and educational team effectiveness from the perspective of educational institutions. Indeed, a literature review and the findings of the study gave the direction to the researchers to enhance the literature on educational leadership. Previous studies have found the effect of responsible leadership on knowledge sharing with mediating role of person-organization fit [12]. All school, elementary school, college, and high school teachers have enthusiastically embraced this new vision because they should be aware of who is best suited to further their educational objectives and who can assist them in organizing and achieving high performance and high expectations goals: a teacher among his or her fellow educators [36]. The impact of teamwork quality on project success is the most crucial area for future research [7].

We looked into how participant communication processes were impacted by the use of activity system analysis in K-12 school and university partnership evaluation sessions. In the current research, a new path will be investigated as the mediating role of schooling commitment in higher educational institutes' culture for the influence of educational leadership. This variable has not been addressed in depth by previous researchers, so it may prove to better perspective on the factors that affect leadership behavior in education sectors.

7. Implications

It found quite difficult to promote a communication process while balancing the various sets of ordinary work-related tasks used in the university and K-12 school settings during the research. This study will offer a few practical implications about the influence of schooling commitment on educational leadership and educational motivation, knowledge sharing, and educational team effectiveness. Firstly, the institutions that will lead their members by using these educational motivation, knowledge sharing, educational team effectiveness would have benefits for the faculty members and also for the students. Secondly, there is an important role of schooling commitment in the success or failure of the organization.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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