# Strengthening high school teachers' organizational commitment: The role of authentic leadership, school climate, and procedural justice

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**Abstract:** This study aims to examine the influence of authentic leadership, school climate, and procedural justice on the organizational commitment of teachers at public senior high schools in Bekasi Regency. The research involved 321 teachers as respondents, using a quantitative approach with data collected through surveys. Data analysis was conducted using Structural Equation Modeling (SEM). The results indicate that authentic leadership has a significant direct effect on teachers' organizational commitment, as do school climate and procedural justice. Furthermore, authentic leadership and school climate were also found to have a direct impact on procedural justice. Additional findings reveal that authentic leadership and school climate indirectly affect organizational commitment through the mediation of procedural justice. Overall, these findings underscore the importance of authentic leadership, a positive school climate, and the implementation of procedural justice in enhancing teachers' organizational commitment, which in turn can contribute to improving the quality of education in Bekasi Regency.

**Keywords:** Authentic leadership, High school teachers, Organizational commitment, Procedural justice, SAM, School climate.

## 1. Introduction

In the context of education, the role of human resources plays a very important role. According to [1] generally describes that resources in an organization can be divided into two categories, namely: (1) human resources; and (2) non-human resources, which involve elements such as capital, machinery, technology, materials and others. Wukir [1] also emphasizes that human resources are one of the resource components in the organization, including all individuals involved in various activities.

Schools must be able to meet community expectations and quality education has become an important aspect of community needs [2]. To assess the school's achievements each year, programs should be implemented that support the vision and mission that have been described in the short-, medium- and long-term programs [3]. According to Fattah in Amini, et al. [4] schools are considered a place where the educational process occurs with a complex and dynamic system. As an organization, schools are designed to contribute to efforts to improve the quality of life of the people of a nation, as one of the steps to improve the quality of human resources and increase social status [4].

The role of teachers is very important to organize education in schools. A teacher not only serves as an educator but also as a coach, mentor, and leader. They are able to create an interesting, safe, and conducive learning environment [5]. Their presence among students can help reduce tension, rigidity, and boredom that arise during the learning process. In today's IT and communication era, the role of teachers is more than just teaching or transferring knowledge. They should also be able to lead learning [6]. This means that teachers should be able to create a learning environment that encourages student creativity and activity, provides motivation, and uses various sources, methods, and multimedia to achieve learning objectives.

Teachers as the spearhead of education must have high competence and professionalism, and be able to develop knowledge [7]. Their success is influenced by their competence, professionalism and commitment to the school [8]. This commitment creates a sense of ownership and loyalty of teachers to the institution [9].

Organizational commitment reflects employees' desire to remain in the organization even in the face of dissatisfaction [10, 11]. It is associated with loyalty and dedication that contribute to better performance [12]. In education, high teacher commitment increases professionalism and adherence to organizational values [13]. According to Allen and Meyer [14] organizational commitment consists of affective, normative, and continuance commitment, which is influenced by personal characteristics, socialization, and limited job alternatives [15].

In several senior high schools in Bekasi Regency, the level of teacher organizational commitment is still relatively low [16]. This commitment reflects teachers' attachment to organizational values and expectations of their work rewards [17, 18]. Loyalty to organizational principles encourages positive contributions in education [19].

Teachers' low organizational commitment is influenced by various factors, such as lack of understanding of organizational values [20] lack of management support [21] unfairness in treatment and rewards [22] and poor communication and inconsistent policies [23]. These factors create uncertainty and dissatisfaction among teachers and need to be addressed to improve their commitment. Low commitment has a negative impact on the quality of education, as teachers become less motivated to contribute optimally [22]. Therefore, improving organizational commitment is essential to support the quality of education.

Observations of high school teachers in Bekasi district show that organizational commitment is quite good, but still needs to be improved. A total of 5.5% of teachers did not agree to spend their career at their school, possibly due to dissatisfaction with the work environment, heavy workload, lack of rewards, or lack of career development opportunities. Further identification of these factors could help improve teacher satisfaction and commitment to the school.

In SMAN Bekasi Regency, there are several indications of low teacher organizational commitment, such as the lack of desire to stay at school, low attendance, and lack of attachment to the organization. The contributing factors include inadequate facilities and infrastructure, weak leadership of the principal, unconducive school climate, inappropriate pay system, and mismatch of educational qualifications with teaching fields. One of the main factors influencing teacher commitment is principal leadership. Authentic leadership, which emphasizes transparency, integrity and moral values, has been shown to increase trust and commitment in organizations [24, 25]. In addition, school climate also plays an important role in shaping teacher commitment, where a positive work environment encourages cooperation and discipline [12, 26].

Organizational justice factors, particularly procedural justice in decision-making, also influence teacher commitment. Transparent and fair procedures increase teachers' loyalty and moral responsibility to the school [10, 27]. Observations at SMAN Bekasi Regency show that the level of teacher commitment is not optimal, as seen from the lack of discipline, fluctuations in attendance, and uninteresting learning. Therefore, this study aims to examine the influence of authentic leadership, school climate, and procedural justice on teachers' organizational commitment.

## 2. Methods

This study employed a quantitative approach aimed at measuring the relationships between variables objectively and systematically through numerical data analyzed statistically. The survey method was used to collect data from a large number of respondents, allowing for an examination of the relationships among authentic leadership, school climate, procedural justice, and teacher commitment. The study population consisted of all public high school teachers with civil servant status in the West Java region. From this population, a sample of 321 teachers was selected using stratified random sampling to ensure representation from various areas within West Java.

The data in this study were collected using a closed-ended questionnaire designed to measure respondents' perceptions of the research variables. The questionnaire employed a five-point Likert scale, with response options ranging from "strongly disagree" to "strongly agree." Prior to its implementation, the instrument underwent validity testing using exploratory factor analysis and reliability testing using Cronbach's Alpha coefficient, with a minimum threshold of 0.70 as the criterion for acceptability.

Data analysis was conducted using the Successive Approximation Model (SAM), which enables the simultaneous testing of relationships between the independent variables (authentic leadership, school climate, and procedural justice) and the dependent variable (teacher commitment). The analysis process involved several stages, including model assumption testing (normality, linearity, and multicollinearity), measurement model evaluation (convergent and discriminant validity), and structural model testing to assess causal relationships between variables. The entire analysis was carried out using SmartPLS software to enhance accuracy and efficiency. The following is the design of the study's hypothetical model.
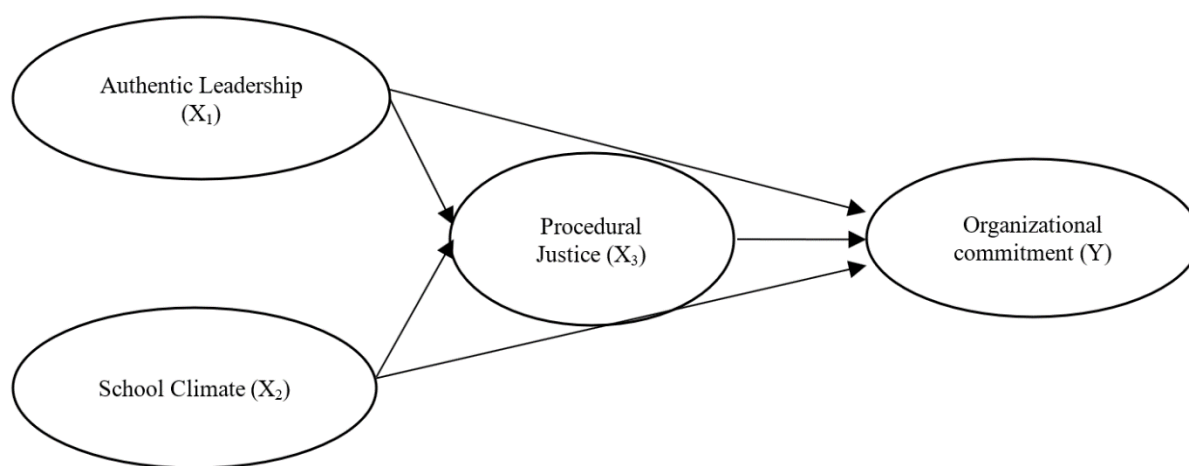


**Figure 1.**
Hypothetical Model of Research.

The research was carried out in several phases, beginning with the design and validation of the questionnaire instruments, followed by data collection through questionnaire distribution, data processing, and analysis using SEM. All research procedures adhered to ethical standards, including ensuring respondent anonymity, obtaining informed consent, and using the data exclusively for academic purposes. This methodological approach is intended to yield valid and reliable results, contributing meaningfully to the understanding and enhancement of teacher commitment in senior high schools across West Java.

## 3. Results and Discussion
The survey results include respondent profiles, data descriptions, as well as analysis and hypothesis testing. Based on the data collected, of the 321 senior high school teachers in Bekasi district, 59% are female and 41% are male. Regarding education level, 87% of the respondents have a bachelor's degree, while 13% have a master's degree. In terms of years of service, the majority of respondents have worked between 6 to 10 years (23.36%), followed by 16 to 20 years (20.87%), and 1 to 5 years (16.82%). The rest are spread across the 11 to 35-year service range with smaller percentages.

**Table 1.**
Summary of Descriptive Statistics of Research.

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Commitment Organization | 321 | 87.00 | 63.00 | 150.00 | 107.1153 | .59318 | 10.62761 | 112.946 |
| Authentic Leadership | 321 | 136.00 | 34.00 | 170.00 | 154.0872 | 1.18810 | 21.28655 | 453.117 |
| School Climate | 321 | 90.00 | 60.00 | 150.00 | 128.7259 | .84348 | 15.11228 | 228.381 |
| Procedural Justice | 321 | 130.00 | 35.00 | 165.00 | 145.6293 | 1.10407 | 19.78106 | 391.290 |
| Valid N (Listwise) | 321 | | | | | | | |

### 3.1. Descriptive Statistics

The results showed that the average score of organizational commitment (Y) was 107 with a standard deviation of 10.62, where the majority of respondents had scores in the range of 99-116. For the authentic leadership variable (X1), the average score was 154 with a standard deviation of 21.28, with most respondents in the range 144-173. Meanwhile, the average score of school climate (X2) was 128.72 with a standard deviation of 15.11, where most respondents had scores in the 123-140 range. The procedural justice variable (X3) has an average score of 145.82 with a standard deviation of 19.78, with the majority of respondents in the 143-169 range. The score distribution of each variable is visualized through a histogram to provide a clearer picture of the data distribution.

### 3.2. Hypothesis Testing Data
### 3.2.1. Model Measurement Evaluation
### 3.2.1.1. Validity Test

The validity test in this study includes convergent and discriminant validity. Convergent validity is assessed based on outer loading, with a minimum limit of 0.6. The results show that some indicators on organizational commitment and authentic leadership variables are invalid, while procedural justice has no invalid indicators. Discriminant validity was tested using the Fornell-Larcker Criterion and cross loading, which showed that all AVE values were more than 0.50. This indicates that the independent variables are able to reflect the dependent variable, so the model can be used.

### 3.2.1.2. Reliability Test

All variables are reliable because the composite reliability value on all variables is 0.7. All variables have a high level of reliability. This indicates that the consistency of the data is good and the model can be used. The high reliability of the instrument is also shown in the Cronbach's Alpha (CA) value. The results of the evaluation of the CA value show that all values are >0.7. The magnitude of the CA value indicates that all manifest variables are reliable.

**Table 2.**
VIF on Output Colinearity Statistic.

| | VIF |
|---|---|
| AC | 1.000 |
| AC | 3.811 |
| BS | 1.000 |
| BS | 2.073 |
| COR1 | 1.593 |
| COR1 | 2.600 |
| COR2 | 1.593 |
| COR2 | 2.061 |
| DK1 | 1.355 |
| DK1 | 1.749 |
| DK3 | 1.355 |
| KA3 | 1.934 |
| KA5 | 1.588 |
| KA7 | 2.190 |
| KB2 | 1.710 |
| KB2 | 2.079 |
| KB3 | 2.764 |
| KB3 | 3.319 |
| KB4 | 2.430 |
| KB4 | 2.662 |
| KB5 | 1.629 |
| KB5 | 2.039 |
| KD1 | 1.448 |
| KD1 | 3.091 |
| KD2 | 1.601 |
| KD2 | 2.903 |
| KD3 | 1.528 |
| KD3 | 3.306 |
| KL1 | 1.453 |
| KL1 | 2.058 |
| KL2 | 1.541 |
| KL3 | 1.306 |
| KN1 | 1.658 |
| KN1 | 4.589 |
| KN2 | 1.958 |
| KN3 | 2.395 |
| KN4 | 1.856 |
| KN6 | 4.271 |
| KN6 | 1.659 |
| KO1 | 1.269 |
| KO1 | 2.119 |
| KO2 | 1.269 |
| MI1 | 1.401 |
| MI1 | 3.042 |
| MI2 | 1.417 |

| | VIF |
|---|---|
| MI3 | 1.391 |
| MI3 | 2.296 |
| PD1 | 1.632 |
| PD2 | 1.632 |
| PD2 | 1.576 |
| PS1 | 2.208 |
| PS1 | 2.431 |
| PS2 | 2.742 |
| PS2 | 3.040 |
| PS3 | 2.264 |
| PS3 | 2.600 |
| REP | 1.000 |
| REP | 2.011 |
| TH2 | 1.763 |
| TH2 | 2.564 |
| TH3 | 1.763 |
| TH3 | 2.496 |
| TT | 1.000 |
| TT | 2.991 |
| VO | 1.000 |
| VO | 1.878 |
| KA1 | 1.709 |

### 3.2.1.3. Classical Assumption Test

From the output above, it can be seen that the VIF value for all indicators is smaller than 5. This indicates that the multicollinearity test is met. This means that the regression model is free from multicol.
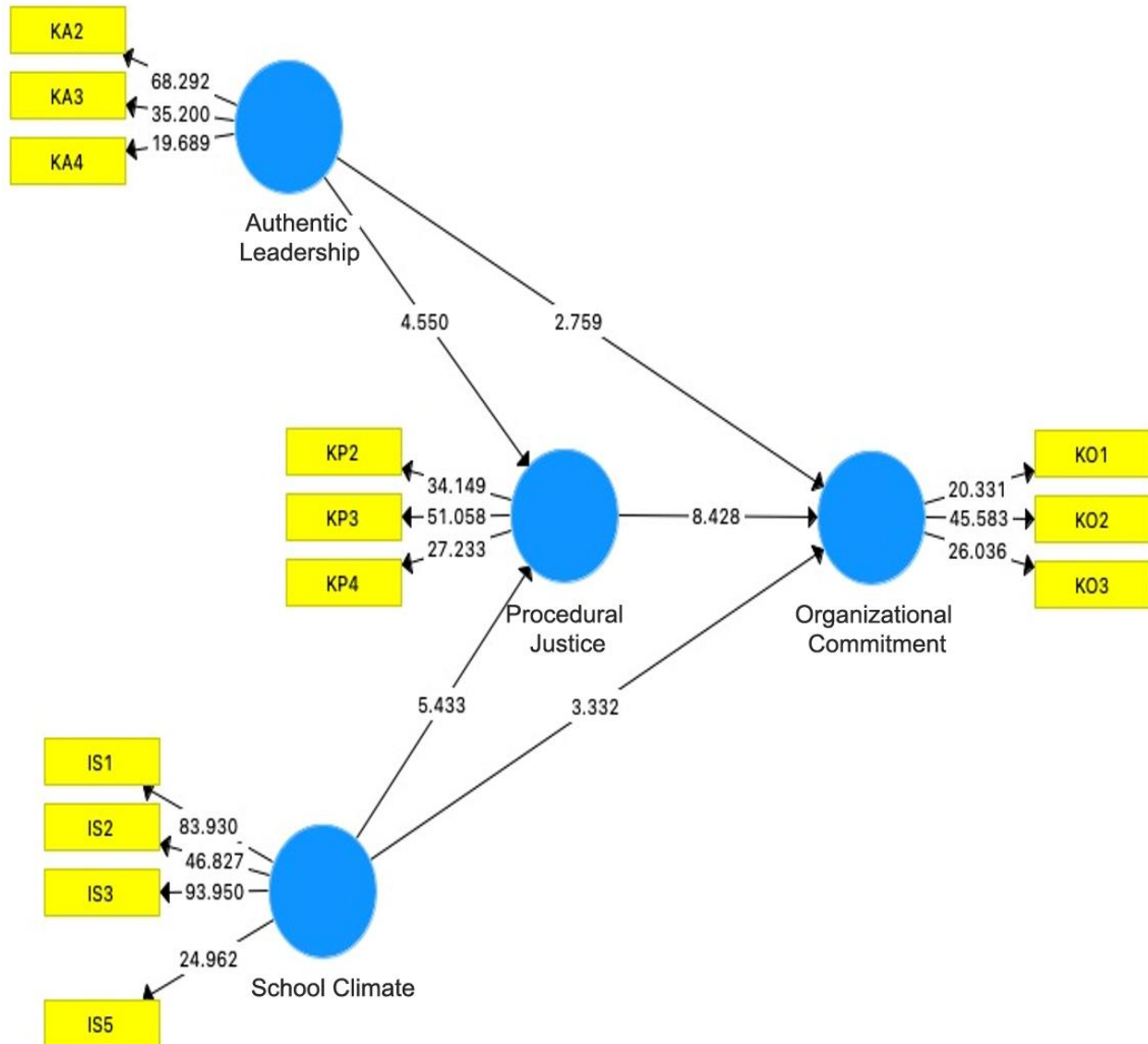
**Figure 2.**
R-square Model.

### 3.3. Structural Model Evaluation

### 3.3.1. Model Goodness Test

The goodness of fit of the model is measured using the R square (R2) value of the dependent variable with the same interpretation as regression in general. The R2 value category for values >0.67 is the good category, >0.33 is the Moderate category and <0.19 is the low category. The results of the Model Goodness Test can be seen in Table 3 below:

**Table 3.**
Model Fit Test.

|  | **Saturated Model** | **Estimated Model** |
|---|---|---|
| SRMR | 0.085 | 0.097 |
| d_ULS | 16.551 | 21.474 |
| d_G | n/a | n/a |
| Chi-Square | infinite | infinite |
| NFI | n/a | n/a |

Table 3 can in the table above, there are several indicators used to evaluate the suitability of the model, both for the Saturated Model and the Estimated Model. One of the indicators displayed is SRMR (Standardized Root Mean Square Residual), which shows the average difference between the observed covariance matrix and that predicted by the model. The SRMR value for both models is 0.097, which means that the error rate is quite low and the models have a good fit to the data. In general, SRMR values below 0.08 are considered to indicate a good model.

### 3.3.2. Hypothesis Test
### 3.3.2.1. Direct Hypothesis Test

In PLS, hypothesis testing is carried out through the bootstrapping procedure. The results of hypothesis testing can be seen in the table below:

**Table 4.**
Direct Path Coefficients.

|  | **Original Sample (O)** | **Sample Mean (M)** | **Standard Deviation (STDEV)** | **T Statistics (|O/STDEV|)** | **P Values** |
|---|---|---|---|---|---|
| School Climate -> Procedural Justice | 0.558 | 0.555 | 0.068 | 8.191 | 0.000 |
| School Climate -> Organizational Commitment | 0.140 | 0.144 | 0.080 | 2.742 | 0.006 |
| Procedural Justice -> Organizational Commitment | 0.191 | 0.187 | 0.070 | 2.736 | 0.006 |
| Authentic Leadership -> Procedural Justice | 0.327 | 0.331 | 0.068 | 4.809 | 0.000 |
| Authentic Leadership -> Organizational Commitment | 0.550 | 0.552 | 0.064 | 8.641 | 0.000 |

Based on the calculation results in Table 4, the direct hypothesis testing is as follows:

*a. Hypothesis 1: Authentic Leadership Has a Positive Direct Effect on Teacher Organizational Commitment.*

The calculation of the direct effect of authentic leadership on organizational commitment shows that the t-count (4.809) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.000) is less than α (0.05). Therefore, it can be concluded that authentic leadership directly affects teacher organizational commitment.

*b. Hypothesis 2: School Climate Has a Positive Direct Effect on Teachers' Organizational Commitment.*

The calculation of the direct effect of school climate on organizational commitment shows that the t-count (2.742) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.006) is less than α (0.05). Thus, it can be concluded that school climate directly affects teacher organizational commitment.

*c. Hypothesis 3: Procedural Justice Has a Positive Direct Effect on Teachers' Organizational Commitment.*

The direct effect calculation of procedural justice on organizational commitment shows that the t-count (2.736) is greater than the t-table value (1.96 at 0.05; 317), and the p-value (0.006) is less than α (0.05). Hence, it can be concluded that procedural justice directly affects teacher organizational commitment.

d. *Hypothesis 4: Authentic Leadership Has a Positive Direct Effect on Teachers' Procedural Justice.*

The direct effect calculation of authentic leadership on procedural justice shows that the t-count (4.809) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.000) is less than α (0.05). Therefore, it can be concluded that authentic leadership directly affects teachers' procedural justice.

e. *Hypothesis 5: School Climate Has a Positive Direct Effect on Teachers' Procedural Justice.*

The direct effect calculation of school climate on procedural justice shows that the t-count (8.191) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.000) is less than α (0.05). Thus, it can be concluded that school climate directly affects teachers' procedural justice.

**Table 5.**
Indirect Path Coeficients.

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| School Climate -> Procedural Justice -> Organizational Commitment | 0.107 | 0.104 | 0.042 | 2.567 | 0.011 |
| Authentic Leadership -> Procedural Justice -> Organizational Commitment | 0.063 | 0.062 | 0.026 | 2.400 | 0.017 |

*3.3.2.2. Indirect Path Coefficients*

Based on the bootstrapping calculation presented in Table 5, the following conclusions can be made:

f. *Hypothesis 6: Authentic Leadership Has a Positive Indirect Effect on Organizational Commitment through Teacher Procedural Justice.*

The calculation of the indirect effect of authentic leadership on organizational commitment through procedural justice shows that the t-count (2.400) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.017) is less than α (0.05). Therefore, it can be concluded that procedural justice serves as a mediating variable between authentic leadership and teacher organizational commitment.

g. *Hypothesis 7: School Climate Has a Positive Indirect Effect on Organizational Commitment through Teacher Procedural Justice.*

The calculation of the indirect effect of school climate on organizational commitment through procedural justice shows that the t-count (2.567) is greater than the t-table value (1.967 at 0.05; 317), and the p-value (0.011) is less than α (0.05). Thus, it can be concluded that procedural justice functions as a mediating variable between school climate and teacher organizational commitment.

*3.4. Discussion*

*3.4.1. Positive Direct Effect of Authentic Leadership on Organizational Commitment*

This study reveals that authentic leadership by principals has a positive and significant impact on teachers' organizational commitment. Principals who demonstrate honesty, consistency, and authenticity can enhance teachers' engagement and dedication to the school. However, the dimensions of self-awareness and internalization of moral values remain relatively weak in the SMAN schools in Bekasi Regency, as evidenced by the limited involvement of principals in teacher training and the lack of communication about moral values within the school environment.

Empirical evidence indicates that principals rarely participate in teacher training programs, receive minimal feedback, and tend to prioritize academic achievement over character development. Consequently, the relationship between teachers and school management is less harmonious, which negatively affects morale and teaching performance. Moreover, the insufficient internalization of moral values leads to inequities in handling student issues and a lack of communication about ethical principles.

To enhance principals' authentic leadership, it is recommended that they actively engage in training programs, foster open communication with teachers, and incorporate character development into both

academic and non-academic activities. This approach is expected to create a more positive school environment, increase teachers' organizational commitment, and ultimately improve the quality of education.

### 3.4.2. Positive Direct Effect of School Climate on Organizational Commitment

The results revealed that school climate significantly influences teachers' organizational commitment in senior high schools in Bekasi Regency. Schools that offer a supportive work environment, strong social relationships, and teacher collaboration tend to foster greater teacher engagement and loyalty. However, the principal's imposition of directional restrictions weakens the positive effect of school climate on teacher commitment. This results in limited teacher involvement in decision-making processes and fewer opportunities to actively contribute to school development.

Although numerous studies suggest that a positive school climate enhances teachers' organizational commitment, this study's findings indicate that leadership factors and school management policies play a more dominant role. The rigidity of the system and the lack of open communication between principals and teachers diminish teacher motivation and involvement in the organization. Therefore, simply improving the school climate is insufficient to boost organizational commitment without changes in leadership style and management policies.

To enhance teachers' organizational commitment, it is recommended that principals adopt a more inclusive and collaborative leadership style. Providing training for principals, organizing regular communication forums with teachers, and creating policies that allow teachers more opportunities to engage in decision-making can serve as strategic measures. This approach is expected to create a more positive and conducive school environment, which will, in turn, enhance teachers' organizational commitment and improve the overall quality of education.

### 3.4.3. Positive Direct Effect of Procedural Justice on Organizational Commitment

This study demonstrates that procedural justice significantly affects teachers' organizational commitment in senior high schools in Bekasi Regency. Principals who implement fairness in areas such as salary systems, benefits, and decision-making help create a more supportive work environment where teachers feel appreciated and acknowledged. These findings align with previous research, which suggests that fair procedures enhance teachers' loyalty and engagement within the organization.

The key dimensions of procedural justice, such as correctability, bias suppression, accuracy, representativeness, and voice, play a crucial role in boosting teacher commitment. High correctability shows that principals are responsive to teacher feedback and willing to adjust policies accordingly, while bias suppression and accuracy reflect transparency and openness in school management. Fair decision-making processes help build teachers' trust in school leadership.

Effective implementation of procedural justice not only strengthens teacher commitment but also positively impacts the quality of education. Teachers who feel valued are more motivated to perform their duties, helping the school achieve its goals more efficiently. Therefore, schools should ensure a transparent and inclusive system to foster a more harmonious and productive work environment.

### 3.4.4. Positive Direct Effect of Authentic Leadership on Procedural Justice

The results revealed that authentic leadership significantly impacts teachers' procedural justice in senior high schools in Bekasi Regency. Principals who are honest, transparent, and involve teachers in decision-making foster a stronger sense of fairness. With a t-count (4.809) greater than the t-table value (1.967) and a p-value (0.000) less than $\alpha$ (0.05), it is clear that authentic leadership plays a key role in building teachers' trust and commitment to the school.

The dimensions of authentic leadership, such as self-awareness and internalizing moral values, make vital contributions to procedural justice. Leaders who are aware of their emotions and ethical principles are more capable of making fair decisions. However, the study found that aspects of self-awareness and

internalizing moral values remain underdeveloped and should be strengthened to enhance leadership effectiveness in promoting a fair and transparent work environment.

Authentic leadership practices, such as involving teachers in policy-making, offering rewards, and maintaining open communication, contribute to job satisfaction and motivation. The honesty and integrity of principals are crucial in building teachers' trust and loyalty, which in turn positively affect the quality of education and the overall progress of the school.

### 3.4.5. Positive Direct Effect of School Climate on Procedural Justice

This study demonstrates that school climate significantly affects teachers' procedural justice in high schools in Bekasi Regency. The statistical analysis, with a t-count (8.191) greater than the t-table value (1.967) and a p-value (0.000) less than $\alpha$ (0.05), confirms that a positive school climate enhances teachers' perceptions of fairness. A supportive environment, open communication, and transparent policies make teachers feel more appreciated and motivated, which, in turn, positively influences their performance and job satisfaction.

While other studies suggest that factors such as work experience and organizational policies also play a role, extensive empirical evidence supports the notion that schools with a positive climate foster trust and loyalty among teachers. Schools that consistently involve teachers in decision-making, host discussion forums, and implement anonymous feedback systems tend to cultivate a fairer work environment. On the other hand, schools with rigid policies or poor communication often result in teacher dissatisfaction.

To improve procedural justice, it is recommended that schools introduce communication training programs, hold regular discussions between teachers and management, and offer rewards for teachers who actively participate in shaping school policies. Further research is needed to explore additional variables that influence procedural justice, such as individual factors and broader education policies. With a multidimensional approach, schools can create a fairer and more conducive environment for both teachers and students.

### 3.4.6. The Indirect Effect of Authentic Leadership on Organizational Commitment Through Procedural Justice

This study reveals that authentic leadership indirectly influences organizational commitment through procedural justice, with a t-count (2.400) greater than the t-table value (1.967) and a p-value (0.017) less than $\alpha$ (0.05). Authentic leadership, which prioritizes integrity, transparency, and honesty, fosters a fair work environment, thereby enhancing teachers' attachment to the school. Principals who consistently implement authentic leadership can strengthen procedural justice and boost organizational commitment.

Procedural justice plays a critical role in fostering organizational commitment, as employees are more motivated and loyal when decisions are made fairly and transparently. When decision-making procedures are consistent and unbiased, teachers feel valued and are more inclined to contribute fully. On the other hand, weak procedural justice may lead to diminished motivation and could even cause teachers to leave the organization.

The implications of this study highlight the importance of the principal's role in cultivating organizational commitment through procedural justice. A key factor supporting authentic leadership is the principal's ability to facilitate emotional healing for teachers, such as helping them maintain emotional balance in the face of challenges and conflicts. Principals who understand and address teachers' emotional needs are likely to create a harmonious work environment, increase job satisfaction, and strengthen loyalty to the organization.

### 3.4.7. The Indirect Effect of School Climate on Organizational Commitment Through Procedural Justice

This study demonstrates that procedural justice serves as a mediating variable between school climate and teacher organizational commitment, with a t-count (2.567) greater than the t-table value

(1.967) and a p-value (0.011) less than α (0.05). School climate reflects the overall atmosphere and conditions of the learning environment, including teacher-student relationships, discipline, and mutual respect. However, the findings indicate that school climate alone does not directly enhance teachers' organizational commitment. Other factors, such as management policies and the leadership styles of principals, are essential for strengthening teachers' connection to the organization.

Teachers' perceptions of fairness in school decision-making significantly impact their level of commitment to the school. When school procedures are applied consistently and equitably, teachers feel valued and more confident in fulfilling their responsibilities. In contrast, unfair practices in areas like performance evaluation, promotions, or resource distribution can diminish teachers' satisfaction and commitment to the school. As such, the effective implementation of procedural justice is a crucial factor in fostering a work environment that supports teacher motivation and loyalty.

The implications of this study offer valuable insights for school principals looking to enhance teachers' organizational commitment. A strong foundation of procedural justice helps create a more positive school climate, builds trust between teachers and school management, and strengthens teachers' connection to the school's vision. Sustainable organizational commitment can develop when supported by consistent and fair actions, ultimately leading to improvements in the overall quality of education in schools.

## 4. Conclusion

The results indicate that both authentic leadership and procedural justice have a direct impact on teachers' organizational commitment, while school climate does not directly affect it. However, school climate can enhance organizational commitment when mediated by procedural justice. Authentic leadership also plays a role in fostering procedural justice, which, in turn, strengthens teachers' commitment to the organization. Theoretically, this study affirms that procedural justice is a key factor in connecting school climate to organizational commitment. Practically, schools should focus not only on creating a positive environment but also on ensuring that procedural justice is implemented in policies and decision-making to boost teachers' loyalty and motivation, as well as to improve the overall quality of education.

## 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.

## Copyright:

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