



UNIVERSITI PUTRA MALAYSIA

***MEDIATING EFFECTS OF TEACHERS' ORGANISATIONAL
COMMITMENT ON RELATIONSHIP BETWEEN INSTRUCTIONAL
LEADERSHIP, SELF-EFFICACY AND PRIMARY SCHOOL
STUDENTS' ACADEMIC PERFORMANCE IN PAKISTAN***

ADEEL AHMED KHAN

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UNIVERSITI PUTRA MALAYSIA
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By

ADEEL AHMED KHAN

**Thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
fulfilment of the requirements for the Degree of Doctor of Philosophy**

February 2021

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DEDICATION

This thesis is dedicated to;

My father and my mother for their endless love and wish for their son to achieve this higher dream. Especially to my father (late) and my brave mother encouraged me and insisted that I pursue higher studies. Being well-wisher, their sacrifices are unmatched. My sisters who have been supportive during my research, finally, to my wife for her sacrifices and to my son, who needed me during the early days of his life.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the Degree of Doctor of Philosophy

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ADEEL AHMED KHAN

February 2021

Chairman : Soaib bin Asimiran, PhD
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The need for Pakistani students to achieve a high rating in the assessment standards has created pressure on the nation and demand schools and their principals to improve students' academic performances. Many researchers have identified demographic, socioeconomic status, family and school factors that contributing to students' academic performances. Schools can improve their learning outcomes regardless of initial achievement levels by changing critical organizational aspects such as teachers' organizational commitment, instructional leadership and teachers' self-efficacy.

The study aimed to determine the mediation effect of teachers' organizational commitment on the relationship between instructional leadership, self-efficacy and primary school students' academic performance in Pakistan. It was a descriptive correlational study using a survey method. Multistage probability sampling was used with questionnaires as research instruments. A total of 501 questionnaires were distributed with the response rate was 88%, and 440 responses were received. The reliability and validity of the research questionnaires were determined using coefficient alpha and composite reliability with alpha value are 0.830, 0.906 and 0.928 for all three instruments. The statistical procedures used to analyze the data included descriptive, Structural Equation Modelling (SEM) and mediation analysis

The hypothesized model exhibits a good model fit to the data. The findings showed that principal instructional leadership effect on the students' academic performance was statistically not significant with β value is -.005 and p-value is -0.931. Furthermore, teachers' self-efficacy and teachers' organizational commitment were predictors to students' academic performance ($\beta = .633$, $p = 0.000$) and ($\beta = .210$, $p = 0.008$) respectively. The mediation analysis results revealed that principal instructional

leadership had an indirect effect on students' academic performance through teachers' organizational commitment with the standardized indirect effect of 0.058 and the P-value of 0.042, and the degree of mediation was full mediation.

Based on the study's findings, it was concluded that the influence of the selected factors identified in this study for the primary schools' students' academic performance and needed to be addressed for successful educational practice. The findings of this research study have implications for regulating policies and practices that would have a constructive impact on instructional leadership, teachers' self-efficacy, teachers' organizational commitment and students' academic performance. In addition, the findings of this study have provided evidence base information that may assist practitioners and administrators to develop and manage policy directions to improve Pakistani students' academic performance. The current study's findings contributed to the empirical literature that teacher organizational commitment is a valid mediator between instructional leadership and students' academic performance. The study recommends that instructional leadership, teachers' organizational commitment, and self-efficacy aspects are to be included in training programs to address the problem of students' academic performance in Pakistan.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**KOMITMEN ORGANISASI GURU SEBAGAI KESAN PERANTARA
TERHADAP HUBUNGAN ANTARA KEPEMIMPINAN INSTRUKSIONAL,
EFIKASI KENDIRI DAN PRESTASI AKADEMIK MURID SEKOLAH
RENDAH DI PAKISTAN**

Oleh

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Februari 2021

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Keperluan untuk pelajar Pakistan untuk mendapatkan penilaian tinggi dalam piawai penilaian telah memberi tekanan kepada negara dan menuntut sekolah dan pengetua mereka untuk meningkatkan prestasi akademik murid. Ramai penyelidik telah mengenal pasti status demografi, status sosioekonomi, keluarga dan sekolah sebagai faktor yang menyumbang kepada prestasi akademik murid. Sekolah dapat meningkatkan hasil pembelajaran tanpa mengira tahap pencapaian awal dengan mengubah aspek organisasi yang kritikal seperti komitmen organisasi guru, kepemimpinan instruksional dan efikasi sendiri guru.

Kajian ini bertujuan untuk menentukan kesan mediator komitmen organisasi guru terhadap hubungan antara kepemimpinan instruksional, efikasi sendiri dan prestasi akademik murid sekolah rendah di Pakistan. Ini merupakan kajian korelasi deskriptif menggunakan kaedah tinjauan. Pensampelan kebarangkalian pelbagai peringkat digunakan dengan soal selidik sebagai instrument kajian. Sejumlah 501 borang soal selidik diedarkan dengan kadar respons adalah 88%, dan 440 soal selidik diterima kembali. Kebolehpercayaan dan kesahan soal selidik kajian ditentukan menggunakan alpha koefisien dan kebolehpercayaan komposit dengan nilai alpha adalah 0.830, 0.906 dan 0.928 untuk ketiga-tiga instrumen. Prosedur statistik yang digunakan untuk analisis data termasuklah deskriptif, Model persamaan Struktural dan analisis mediasi.

Model hipotesis menunjukkan model yang fit dengan data. Pengaruh kepemimpinan instruksional pengetua terhadap prestasi akademik murid secara statistik tidak signifikan dengan nilai β adalah -0.005 dan nilai p adalah -0.931 . Seterusnya, efikasi sendiri guru dan komitmen organisasi guru menjadi peramal kepada prestasi akademik murid ($\beta = .633$, $p = 0.000$) dan ($\beta = .210$, $p = 0.008$) masing-masing. Hasil analisis perantara menunjukkan bahawa kepemimpinan instruksional pengetua mempunyai pengaruh tidak

langsung terhadap prestasi akademik murid melalui komitmen organisasi guru dengan kesan tidak langsung piawai adalah 0.058 dan nilai P adalah 0.042, dan pada tahap perantara adalah perantara penuh.

Berdasarkan dapatan kajian, dapat disimpulkan bahawa kewujudan faktor terpilih dalam kajian ini yang mempengaruhi prestasi akademik murid sekolah rendah dan perlu diberi perhatian untuk kejayaan amalan sistem pendidikan. Dapatan kajian ini mempunyai implikasi terhadap penetapan dasar dan amalan yang dapat memberi kesan konstruktif terhadap kepemimpinan instruksional, efikasi sendiri guru, komitmen organisasi guru dan prestasi akademik murid. Sebagai tambahan, dapatan kajian ini telah memberikan maklumat berdasarkan bukti yang dapat membantu pengamal dan pentadbir untuk membanguin dan menguruskan arah tuju polisi untuk menambah baik prestasi akademik murid Pakistan. Dapatan kajian ini menyumbang kepada literatur empirikal bahawa komitmen organisasi guru adalah perantara yang sah antara kepemimpinan instruksional dan prestasi akademik murid. Kajian ini mencadangkan agar aspek kepemimpinan instruksional, komitmen organisasi guru, dan efikasi sendiri dimasukkan ke dalam program latihan untuk menangani masalah prestasi akademik murid di Pakistan.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

PILP	Principal Instructional Leadership Practices
TSE	Teacher Self-efficacy
TOC	Teacher Organizational Commitment
DSM	Defining School Mission
FSG	Frame the School's Goals
CSG	Communicates the School's Goals
MIP	Managing instructional program
SEI	Supervise & Evaluate Instruction
CTC	Co-ordinate the Curriculum
MSP	Monitor Student's Progress
DSLCL	Developing school learning climate
PIT	Protect Instructional Time
PPD	Promote Professional Development
MHV	Maintain High Visibility
PIFT	Provides Incentives for Teachers
PIFL	Provides Incentives for Learning
EFSE	Efficacy for Student's Engagement
EFCM	Efficacy for Classroom Management
EFIS	Efficacy for Instructional Strategies
CTS	Commitment to School
CTW	Commitment to Teaching Work
CTO	Commitment to Teaching Occupation
CTWG	Commitment to Work Group
SAP	Student's Academic Performance

AMOS	Analysis of Moment Structures
CFI	Comparative fit index
Chisq/df	Chi square/degrees of freedom
C.R.	Composite reliability
IV	Independent variable
DV	Dependent variable
GFI	Goodness-of-fit statistic
Kurt	Kurtosis
MV	Mediating variable
PIMRS	Principal Instructional Management Rating Scale
RMSEA	Root-mean-square-error of approximation
SD	Standard deviation
SEM	Structural Equation Modeling
Sig	Significant
Skew	Skewness
SPSS	Statistical Packages for the Social Sciences

CHAPTER 1

INTRODUCTION

1.1 Introduction

In this phase of globalization and innovative transformations, education is reflected as the first step for human manners. It assumes a dynamic function in the extension of human capital, moreover is interconnected with a person's prosperity and prospects for improved living (Findler et al., 2019). Subsequently, as part of globalization, Pakistan seeks to be in the top nations of the world. The best approach is to promote investment in the development of people through education, skill, work productivity, and creativity. To produce an accomplished nation, the appropriate factor to be deal with is the student's academic performances (Bayu, 2018). State-funded institutes always face problems of cultivating students' academic performance in Pakistan (Hayat et al., 2018).

Research studies piloted in developing countries, including Pakistan and the world, categorize that primary education is an essential and fundamental sub-sector and has the maximum rates of return. This is the core of the education network in the whole education pyramid. Socio-economic and educational measures of advanced and growing countries of the world offer substantial proof that education overall and primary education in specific has a profound, direct, and decisive progressive effect on the country's overall progress (Mwanjela & Lokina, 2016). Countries of the region like China and Singapore have attained an extraordinary improvement in primary education and have sustained high per capita income, GDP, and vice versa. Students' academic performance in Pakistan in general and at the Primary school level need special attention because the future of the nation is associated (Habibullah & Ashraf, 2013). Compared to the leading world, education institutes in Pakistan are developing organizations and cannot fulfil the needs required to enhance students' performance (Ali et al., 2018; Iqbal, 2015).

Educationists, counsellors, and scholars have long been involved in discovering factors influencing learners' performance. The acknowledged exploration about the role of different aspects recognized back in the seventeenth century. Investigators specified that teachers are vital and essential players in increasing students' performance for the reason that they have real power for making quality students through teaching and learning exercises. Ensuring excellence of teaching practice is a robust requirement for the academic accomplishments of students in institutes (Raman, Ling & Khalid, 2015). Aside from expanding student knowledge, the quality of instructional practices can make a difference in school accomplishments. As teaching methods are linked to multiple professional achievements of instructors in institutes, it is critical for educators to be dedicated inside schools to illuminating student outcomes (Kim & Sheridan, 2015). Furthermore, highly committed teachers can improve students' academic performance (Raman et al., 2015).

Educators that are committed to the institute can demonstrate that they are dedicated to improving student outcomes (Hulpia, Devos, & Vankeer, 2011). While, the teachers with insufficient total concentration, compliance and sincerity can shake students' performance (Alderman, 2013). Dedicated teachers put their students' interests ahead of their own and stay in the profession with their psychological viewpoint, fostering not only learners' comprehension but also directly influencing students' behavior (Brookfield & Preskill, 2012). Within institutes, such teacher dedication has increased teaching excellence and enriched learning approaches. These are favorable conditions for school performance, and they have a substantial impact on a country's entire educational framework (Kim & Sheridan, 2015).

Educators' commitment is based on their psychological attachment to their institutions, students, teaching, and occupation; thus, the consistency of teachers' commitment is influenced by a variety of circumstances (Mowday et al., 2013). Many scholars identified different forms of commitment through employees' career (Liu, 2016; Wang, 2015).

From the standpoint of many types of commitment, the researcher in this study looked at teachers' organizational commitment (TOC), which is recognized as the source of each type of employee commitment furthermore, concerns the employee's commitment to school; commitment to teaching work; commitment to teaching occupation and commitment to the workgroup (Celep, 2000). These four sub constructs designates overall teachers organizational commitment explicitly in educational institutes. Teachers' organizational commitment performs as a crucial variable in keeping the association between organization and workforces (Chen et al., 2015). The levels of teachers' organizational commitment vary among person to person because of the the impact of numerous organizational variables. Likewise, school leaders significantly affect employee commitment levels (Ware & Kitsantas, 2017). Referring this concern, several investigators have paid eminent consideration to leadership exercises in education from the 20th century to date (Arar & Oplatka, 2016; Alexander, 2013).

Several scholars had reaffirmed this idea declaring the significance of leadership in an educational organization (Louis, Murphy, & Smylie, 2016). Quality of education is defined by how schools are handled more than on many available assets. Expertise in the institutes and expanding instructional capabilities and learning are stimulated by the excellence of leadership provided by the head of school (Louis et al., 2016). Head teachers in schools are assumed to take obligation for setting objectives, ensuring harmonization and team spirit, running the organization instituted on collective values, producing prospects, demonstrating practices along with controlling (McLeskey et al., 2016).

Scholars discovered that instructional leadership is one of the leadership approaches that has acquired importance in the principal profession and its various dimensions to improve students' academic performance (Hallinger et al., 2018). Principal instructional leadership exercises have considerably stimulated the collective mission and clear goals, uniform program for observing teacher progress, and teacher professional development (Hallinger et al., 2018). Furthermore, Abdullah and Kassim (2011) highlighted that

advanced instructional leadership techniques produced a higher-level relationship between learning cultures and teachers' organizational approaches.

From the perspectives of instructional leadership, researcher of this research study pays attention to Instructional leadership conducts of a school principal articulated in a conceptual framework that recommends three dimensions in this role as “defining the school’s mission”, “managing the instructional program”, and “promoting a positive school learning climate (Hallinger & Murphy, 1985). Instructional leaders have the ability to communicate the projected mission and vision to educators in order to refine schools (Ahmad & Ghavifekr, 2014). The instructional principal must have a substantial influence on instructors in order to improve teaching and learning outcomes for students' academic success (Zain, Muniandy, & Hashim, 2016).

Teachers, along with principals in schools, are the most influential factor in the academic success of children. The ever-present course of altering teaching practice, particularly at low-performing institutions, is linked to students' academic success (Hines et al., 2017). Teachers must deal with a variety of viewpoints from persons assessing whether or not they are qualified to have a beneficial impact on pupils and their academic progress. What is more important, however, is how teachers evaluate themselves in terms of their ability to influence student academic progress, which is referred as teacher self-efficacy (Hallinger, 2008). Teacher’s readiness to take up an obligation for student success and failures is considered an integral part of students’ academic performances. Research has displayed an association between teacher sense of efficacy and students' performance (Kim, & Seo, 2018; Tschannen-Moran & Hoy, 2002).

From the perspectives of teachers' self-efficacy, the researcher of this study pays attention to teachers' efficacy categorized into three domains; “efficacy for instructional strategies”, “efficacy for classroom management”, and “efficacy for student engagement”. Teacher efficacy is one of the significant components that constantly affect teaching and learning (Zee & Koomen, 2016). Empirical research results of the last two decades show that teacher positive self-efficacy links with students' academic performance (Skaalvik & Skaalvik, 2017; Mojavezi & Tamiz, 2012).

Although academic work has progressed in elucidating the effects of leadership on student academic performance, the literature on leadership's direct or indirect impact on student academic accomplishments remains dispersed. According to the present research, the link between principals' direct leadership and student academic success is minor (DiPaola & Tschannen, 2014). Other characteristics such as the strength of the interaction and association between leaders and subordinates, instructors' organizational commitment, and other aspects are heavily mediated by indirect leadership impacts (Sebastian & Allensworth, 2012). The teachers' organizational dedication is one such important element that is highly functional. Ross and Gray (2006) supported a concept that claimed principals can influence student performance indirectly by influencing teacher dedication and beliefs. It's connected to a slew of favorable results, including lower absenteeism, more work assignments, and higher job satisfaction (Hallinger et al.,

2018). According to research, teacher commitment has a significant impact on pupils' academic success (Xiao & Wilkins, 2015).

The association between teachers' organizational commitment (TOC), principal instructional leadership practices, and teacher self-efficacy has been discovered in several research to be a valuable outcome for strengthening teaching and learning practices in schools. Consequently, the scholar in this study has concentrated on principal instructional leadership and teacher self-efficacy impacts on students' academic performance. This study also pays attention to how teacher organizational commitment (TOC) acts as a mediator on the relationship of principal instructional leadership (PILP), self-efficacy and students' academic performance.

1.2 Problem Statement

Primary education is the foundation of the educational system; it is fundamental to improving high-quality individuals. As a result, the Ministry of Education Pakistan has set various basic education goals, such as fostering students' personal growth, exam and international test preparation, social capital and cultural ideas, and religious and moral commitment to society and country (Zirkel & DuPaul, 2017). Globally, at the primary level, students' academic performance has long been the interest of researchers in numerous education fields to explore the discrepancies in educational accomplishments with regard to social, cultural, and racial groups around the different parts of the world (Reardon, 2016; Pokropek et al., 2015).

A survey result conducted in 2016 by the government of Pakistan reflected low level of students' academic performance in primary schools of Pakistan. Assessments of Grade IV students conducted in 127 districts of the country showed that in Language test (24%), mathematics (19%), science (33%), and social studies test (43%) students scored more significant than the scaled mean score respectively (Zirkel & Dupaul, 2017). Also, a national achievement test conducted at the national level in 2014 disclosed that 79% of students in science acquired scaled mean scores lower than the mean of 500, and just 21% of students cut across the mean score of 500. Another survey results likewise unfurled a decline in the attainments of students over the years. Students' performance in science dropped from 467 to 433 in between 2006 to 2014. In the same way, achievement in English (writing) and the rest of the subjects overall presented an alarming level that emphasized the requirement of urgent remedial actions (Shah et al., 2018).

Many studies have indicated that school principals are essential in improving pupils' academic achievement (Allen, Grigsby & Peters, 2015; Hallinger & Chen, 2015). Furthermore, instructional leadership is one of the school principal leadership styles that has sparked interest in the principal position and its various dimensions for improving students' academic achievement (DiPaola & Hoy, 2015; Liu & Hallinger, 2018). Researchers also suggest that the principals with appropriate instructional leadership practices will obtain student success regardless of students' background (Harris et al., 2019). When we link this to Pakistani student performance an assumption could be made that the lower students' performance indicated the low level of instructional leadership

among Pakistani principals. A number of studies regarding the relationship between instructional leadership, and students' academic performance have shown direct and indirect results affecting students' academic performance. For instance, Mestry (2017), highlighted the direct effect of principal instructional leadership on students' academic performance in South Africa. While studies by Robinson et al. (2017) found that the students' academic performance is indirectly assisted by principal instructional leadership. Liu and Hallinger (2018) concluded that based on their reviews of literature and past empirical research, there are mixed findings on the relationship between instructional leadership of principals, and students' academic performance. Therefore, more studies needed in order to arrive at a more meaningful finding in terms of the instructional leadership effects on students' academic performance in Pakistan.

Teacher organizational commitment is also significant to students' academic performance and in Pakistan, Shafiq et al. (2016) have found that teachers' organizational commitment is lacking. Based on their findings, they have suggested that committed teachers are an essential factor for improving school culture, efficiency and academic performance. In this regard, Akram, and Ramay (2017) has also noted that research on teacher organizational commitment in Pakistan has been paid little attention. Hence, there is a problem on teachers' organizational commitment in Pakistan and warrant further investigation. Past studies on teachers' organizational commitment have mostly focused on the procedural aspects of teachers' organizational commitment and not much related to instructional leadership and students' academic outcomes (Normianti et al., 2019; Nawab & Bhatti 2011). Therefore, this study is an attempt to investigate the problem of principals' instructional leadership, teachers' organizational commitment and students' academic performance in Pakistan.

Besides principals' instructional leadership and teachers' organizational commitment, researchers also have indicated that teachers exhibiting greater self-efficacy would have a greater impact on students' academic performances (Taştan et al., 2018; Zee & Koomen, 2016). However, this aspect has also been paid little attention and not much is known about teachers' self-efficacy in Pakistan (Shahid et al., 2019; Shahzad et al., 2017). In other countries such as the USA and certain western countries, researchers have found teachers' self-efficacy have positive contribution to students' academic performance (Hallinger et. al., 2018; Fackler & Malmberg, 2016). However, it is not known how much teachers' self-efficacy has contributed to students' academic performance in Pakistan and further research is needed.

In conducting this research, suggestions such as from Liu and Hallinger (2018), and Robinson et al. (2017) are considered. They found that instructional leadership and teacher efficacy were indirectly related to students' academic performance and suggested that a mediating variable could be used to find out the relationship between principals' instructional leadership and students' academic performance. Leithwood (1994) has suggested that teachers' organizational commitment has a certain degree of interaction that could affect school leadership and students' academic performance. Moreover, studies that employed teachers' organizational commitment as mediator between the relationship of school leadership and students' academic performance are still limited especially in Pakistan. Echoing to Leithwood's suggestion, teachers' organizational commitment is proposed as the mediating variable in this study. Moreover, past studies

such as Lithewood (1994), and, Ross and Gray (2006), used teachers' organizational commitment as mediator among other variables such as transformational leadership and academic achievement. However, this study purposes explanation regarding the relationship between instructional leadership, teacher self-efficacy and students' academic performance mediated by teachers' organizational commitment in the context of Pakistan.

Literature also have shown that that organizational commitment theories and models have been applied mostly into public and social organizations other than educational organizations (Al-Jabari, & Ghazzawi, 2019; Berberoglu, 2018). Therefore, these could be extended to educational organizations including schools. The theoretical understanding about teachers' organizational commitment through research is still lacking, and past studies have mostly focused on describing the types, strengths, structures, and technical aspects of teachers' organizational commitment and not much on the outcomes (Al-Jabari, & Ghazzawi, 2019; Berberoglu, 2018). Therefore, this study will bridge the gap by clarifying students' academic performance as an outcome of the interactions among the variables.

1.3 Research Objectives

The general objective of this study is to determine the mediating effects of teachers' organizational commitment on the relationship between instructional leadership, teachers' self-efficacy and students' academic performance in Pakistan primary schools.

Specifically, there are three objectives of the current research. These are to:

1. Determine the level of instructional leadership practices, teachers' self-efficacy, teachers' organizational commitment, and students' academic performance in primary schools of Pakistan;
2. Determine the relationship between instructional leadership practices, teachers' self-efficacy, teachers' organizational commitment and students' academic performance in primary schools of Pakistan; and
3. Determine mediating effects of teachers' organizational commitment in the relationship between instructional leadership, teachers' self-efficacy, and students' academic performance in primary schools of Pakistan.
4. To predict the model of the study in explaining the role of teacher organizational commitment as mediator between instructional leadership, self-efficacy and academic performance.

1.4 Research Hypotheses

The research hypotheses that will be tested under current research can be viewed as follows;

- H₁.** Instructional leadership has positive effect on students' academic performance.
- H₂.** Teachers' self-efficacy has positive effect on students' academic performance
- H₃.** Instructional leadership has positive effect on Teachers' organizational commitment.
- H₄.** Teachers' self-efficacy has positive effect on Teachers' organizational Commitment.
- H₅.** Teachers' organizational commitment has positive effect on students' academic performance.
- H₆.** Teachers' organizational commitment mediates the relationship between Instructional leadership and students' academic performance.
- H₇.** Teachers' organizational commitment mediates the relationship between teachers' self-efficacy and students' academic performance.

1.5 Significance of the Study

The study carries immense significance from several respondents in the leadership practices planning and management of institutions. The relationship between instructional leadership, teachers' self-efficacy, teachers' organizational commitment, and students' academic performances is one of the significant outputs expected from this research. Success in educational settings, particularly in schools, depends on how educational managers set their priorities in implementing institute policies and work environments to maximize students' academic performances. Therefore, the significance of the study is discussed in two standpoints, namely (i) benefits to the practice (ii) added knowledge to the theory and models. This investigation is significant for the following reasons.

First, the results of this study are expected to fill the gap of empirical findings of the relationships between instructional leadership, teachers' self-efficacy, teachers' organizational commitment, and students' academic performances in Pakistani schools.

Second, since there are numerous traditions and cultures in Asian countries, including Pakistan, the study intends to highlight how the demographic backgrounds of the Pakistani respondent might modulate perceptions of instructional leadership, teachers' self-efficacy, teachers' organizational commitment, and students' academic performance. These demographic influences, if any, might explain the Pakistani level of response to the theories and models.

Thirdly, the results of this investigation are expected to provide evidence-based statistics that may be valuable to help practitioners and managers to develop and accomplish policy guidelines concerning human resource management in the institutions. Furthermore, to control procedures and practices that positively impact instructional leadership, teachers' self-efficacy, teachers' organizational commitment, and students' academic performance.

Fourth this study is expected to address students' academic performance by using a model of the relationship between instructional leadership, teachers' self-efficacy, teachers' organizational commitment, and students' academic performances. It is hoped that educational leaders may develop a sound operational model within the schools to ensure students' academic performances.

The study intends to contribute to Hallinger and Murphy's (1985) instructional leadership model, Bandura's self-efficacy theory (1997), Celep's (2000) model of organizational commitment by highlighting and discussing the following.

Whether instructional leadership, teachers' self-efficacy, and teachers' organizational commitment are indeed antecedents to students' academic performance in the context of Pakistan. It will fill the gap in much Western literature on instructional leadership, teacher self-efficacy, teachers' organizational commitment, and students' academic performance.

1.6 Scope of the Study

Delimitations of a study address how a study is narrowed in scope (Creswell et al., 2003). The researcher targeted this research at primary schools of the State of Azad Jammu & Kashmir in Pakistan. This study collected data from seventy-nine (79) primary public schools from three districts of the state of Azad Jammu & Kashmir in Pakistan, whilst private school and boarding schools were not included. Questionnaires were used to collect data for teachers' organizational commitment, instructional leadership and teachers' self-efficacy. For students' academic performance, this study used data of the last year's academic years' achievements in a standardized examination across the whole state of 5th grade.

1.7 Limitations

The data collection method was the first limitation of this study. Limit to quantitative research concludes, methodologically, that relationships between variables can be recorded but not fully comprehended.

The second limitation of the study scholar focused solely on primary institutes located in the single state of Pakistan. Primary schools are frequently considered to be more supportive settings for instructional leadership than subsequent school stages since they have fewer dimensions and complications (Bellibas et al., 2016). As a result, it's possible that other configurations will appear in other school levels or primary institutes across Pakistan. The third limitation is the ability to quantify students' academic performance (5th grade standardized examination across the entire state). It would be necessary to administer several examinations throughout a student's academic career in order to establish complete academic performance.

1.8 Definitions of the Terms

Terms used in this study are defined below for clarity and understanding

1.8.1 Instructional Leadership

Instructional leadership refers to school principal accomplishments in promoting the achievement of every student by encouraging the formulation, articulation, and execution of a shared and supported vision of learning by all stakeholders (Hallinger, 2011).

Fullan (2010) described the instructional leadership as the power of the principal in strategic interaction, resource supplier, instructional means, observable presence, and communicator.

In this study, instructional leadership involves teachers' perspectives on the role of the school principal in defining the school's mission, overseeing the instructional program, and fostering a positive learning environment.

1.8.1.1 Defining the School Mission

Defining a school mission refers to principals as leaders in formulating a school mission and ensuring staff involvement in clearly communicating the vision (Hallinger & Murphy, 1985).

Scholars also conceptualized defining a school mission as principals responsible for students' progress and designer of the strategy for growing schools and designing what the school needs by keeping in view the resources during the course of time (Sun & Leithwood, 2015).

In this study, defining a school mission involves teachers' perceptions towards principal's role in defining the mission, articulating school-wide objectives, and communicating the vision to staff and students

1.8.1.2 Managing the Instructional Program

Managing the instructional program, refers to principals are at the heart of all managerial efforts, serving as a key factor in stimulating and monitoring teaching and learning in schools (Hallinger & Murphy, 1985).

This dimension involves principals handling the technical hub in the institutes by collaborating with teachers on curriculum and instruction issues and must possess expertise (Hallinger & Murphy, 1986).

In this study, managing the instructional program involves teachers' perceptions towards principal's role in overseeing and assessing instruction, planning the curriculum, and keeping track of student achievement.

1.8.1.3 Developing the School Learning Climate

The third dimension, developing a school learning climate refers to the measures taken by principals to create an environment that supports continual improvement in teaching and learning (Hallinger & Murphy, 1985)

Hallinger (2018) described this work function as modelling academic configurations and procedures for the construction of the institutes by authorizing school principal to consolidate working arrangements and model working processes in the institutes.

In this study, developing the school learning climate involves teachers' perceptions towards principal's role to protect instructional time, maintain high visibility, provision of incentives and promotion of professional development.

1.8.2 Teacher Self-efficacy

Teachers' self-efficacy refers to their confidence in their abilities to improve students' learning (e.g., achievement and motivation) as well as their own well-being in the workplace (Tschannen-Moran & Hoy, 1998).

Teachers' self-efficacy is described as a person's belief in his or her ability to perform at expected levels when their success or failure would influence or emotionally impact their teaching and execute the course of action required to manage potential situations (Mojavezi & Tamiz, 2012).

In this study, teachers' self-efficacy involves teachers' perceptions towards their competencies and conducts for student engagement, classroom management, and instructional strategies.

1.8.2.1 Efficacy for Student Engagement

This component of efficacy pertains to teachers' perceived capacity to provide learning assistance and motivate all pupils, especially those who are tough or struggling (Tschannen-Moran & Hoy, 1998).

Teachers' efficacy for student engagement refers to explain significant student participation all through acquiring situations, containing students to take part mentally, physically, and enthusiastically in learning progression (Tschannen-Moran & Hoy, 2001).

In this study, efficacy for student engagement involves teachers' perceptions towards their competencies and conducts to motivate and improve student understanding, help students' value learning, think critically, and to foster student creativity.

1.8.2.2 Efficacy for Classroom Management

Teachers' efficacy for classroom management refers to be prepared remained vital for well managed and fruitful classrooms (Tschannen-Moran & Hoy, 2001).

Classroom management efficacy refers to how instructors' classroom management practices are shaped by their job-related contextual resources and expectations (Tschannen-Moran & Hoy, 1998).

In this study, efficacy for classroom management involves teachers' perceptions towards their competencies and conducts to control disruptive behavior, follow classroom rules and establish routines to keep classroom activities running smoothly.

1.8.2.3 Efficacy for Instructional Strategies

Efficacy for instructional strategies refers to the teacher's approach to instructional management that sets the tone for the general classroom climate, consistent momentum of instruction for well-planned lessons that minimizes off-task behaviors (Tschannen-Moran & Hoy, 1998).

A teacher's efficacy for instructional strategies refers to their capabilities to instruct students which leads to desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran & Hoy, 2001).

In this study, efficacy for instructional strategies involves teachers' perceptions towards their competencies and conducts to use a variety of assessment strategies, alternative explanations, responding to difficult questions and provision of appropriate challenges.

1.8.3 Teacher Organizational Commitment

Teachers' organizational commitment is referred as teachers' psychological attachment to the school (Celep, 2000).

Teachers' organizational commitment is recognized as teachers' attitude towards the institution values and goals (Keiningham et al., 2017).

In this study, teachers' organizational commitment involves teachers' perceptions regarding their commitment to school, teaching work, occupation, and work group.

1.8.3.1 Commitment to School

Commitment to school refers as teachers' belief, acceptance and efforts for adopting the school goals and values (Celep, 2000).

Commitment to school symbolizes an individual's emotional relationship, identification, and participation within institute (Celep, & Yilmazturk, 2012).

In this study, commitment to school involves teachers' perceptions for their inspirations, pride and efforts for schools beyond that are normally expected.

1.8.3.2 Commitment to Teaching Work

Commitment to teaching work refers to the teachers' willingness to enter and remain in teaching also care for students to transmit skill and knowledge (Celep, 2000).

Commitment to teaching work discusses employees' relationship and ownership with the work he is doing in school (Celep, & Yilmazturk, 2012).

In this study, commitment to teaching work involves teachers' perceptions for their teaching work even outside classroom, taking extra classes, and doing best for the students.

1.8.3.3 Commitment to Teaching Occupation

Commitment to teaching occupation is defined as teachers' attitudes towards their occupation. It articulates workers' ethical obligation toward their occupation (Celep, 2000).

Commitment to teaching occupation is the manifestation of workers' attendance, ownership with the work, organizational social conscience, conduct and inclusive work performance (Celep, & Yilmazturk, 2012).

In this study, commitment to teaching work involves teachers' perceptions regarding the importance of teaching occupation and their ownership, choices for becoming teachers and the value of teaching occupation.

1.8.3.4 Commitment to Work Group

The fourth construct commitment to workgroup refers to maintain harmony and a sense of respect and acceptance of each individual within an organization. It refers to accept the viewpoint of others and respect them unconditionally (Celep, & Yilmazturk, 2012).

Commitment to workgroup is referred as the density of the teachers' faithfulness and collaboration with other teachers determines an employee's feeling of faithfulness and collaboration with other working groups within an organization (Celep, 2000).

In this study, commitment to work group involves teachers' perceptions regarding their relationship with other teachers as friend and honor of having all them as colleagues.

1.8.4 Students' Academic Performance

Students' academic performance is defined as a student's achievement of short and long-term educational goals, as well as the accomplishment of prescribed educational criteria (Stebbins, 2017).

Students' academic performance is defined as learning of curriculum expectations demonstrated at a given time (York, Gibson, & Rankin, 2015).

In this study, students' academic performance is the Grade Point Average for the last academic years' achievements in a standardized examination across the whole state of 5th grade.

1.9 Summary

The objective, problem statement, importance, and research hypothesis for this study are all presented in this chapter. The study's significance also focuses on its outcomes for a variety of audiences, including policymakers, school leaders, teachers, stakeholders, and academicians. This chapter also explains the study's constraints. Finally, this chapter went over the operational definitions of terminology that would be utilized throughout the research. This study can reinforce previous research results by discovering the intervening factor of teachers' organizational commitment and how leadership can contribute to successful students' performance.

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