

## **Effect of Instructional Leadership on Teachers' Performance and Job Commitment: A Comparison of Public and Private Universities of Lahore**

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### **Abstract**

*Instructional leader is considered as custodian of teaching learning process in any educational setup and thus focuses on instructional time, students' engagement, curriculum implementation, faculty appraisal and development. These findings are consistently reported in research carried out in schools but scarcity of similar research at higher education level triggered the need to conduct an investigation regarding the influence of Instructional-Leadership (IL) on the performance and commitment regarding job of university faculty. The researchers developed instrument at 4point likert scale comprising of 35 items to collect data from sixty faculty members selected from twelve public and private universities of the Lahore. The analysis identified effect of IL on the performance and commitment regarding job of faculty. The difference was not significant when compared between public and private universities. The research is of significant importance as it added valuable information about instructional leadership and its influences on performance and commitment of faculty. In current era when universities are recognized because of their outcomes the need to conduct further research on factors influencing and facilitating the process particularly those related to teaching and learning is intensified.*

**Keywords:** Job commitment, instructional leadership, teachers' performance, public and private.

### **Introduction**

Instructional leadership (IL) is identified as a dimension of educational leadership exclusively focusing on teaching and learning, technical core of educational institute. Instructional leaders are doing this by focusing on the work of teachers. Gaziel (2007) identified IL as use of multiple management instruments by a leader for the achievement of desired students result. Enueme and Egwunvenga (2008) have defined

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IL as combination of supervision along with the development of staff and curriculum to facilitate improvement in education. Instructional leaders not only communicate expectations and goals (Murphy & Hallinger, 1985; Robinson, Hohepa & Lloyd, 2007) but maintain a positive learning environment in their organizations to enhance commitment and performance of teachers (Louis, Dretzke & Wahlstorm, 2010), by hiring, providing support and also retaining only good teachers whereas removing less effective ones (Beteille, Kalogrides & Loeb 2009). Murphy and Hallinger (1985) further explained that instructional leader promotes professional development of teachers by participating in their learning and development thus modeling their own commitment with the profession. Robinson, Lloyd and Rowe (2008) identified through a meta-analysis, a very stronger effect size of IL on students learning as compared to transformational, strategic and transactional leadership.

Thus, instructional leaders provide a wide road map to the staff members and clearly explain it. Instructional leader monitor all policies as well as teaching learning process, expertly manage the resources, provide valuable feedback and establish programs to develop teachers professionally, to introduce the advance programs, technologies and run them efficiently and sustain an effective and positive climate into the institution. Blase and Blase (2000) identified certain behaviors of IL like providing road map, monitor policies, provide resources, giving feedback, provide opportunities, promote professional growth and admire teaching learning process . Thus, the literature is indicative of impact of IL on teaching learning process through developing and working with teachers.

Job performance explains the efficiency of individual regarding certain task and job. It is associated with the level of energy through which a worker perform his specified task that characterize his behavior. Motivate to raise the level of worker's energy required to shape behavior appropriately, to determine the job performance as whole (Mitchell, Ortiz, & Mitchell, 1987). Teachers' job performance is one of the major factors of the progress of the entire process of educational institution. Teachers are backbone of any institution and job performed by them is instrumental in achieving goals of any institution (Akande, 2014). Caillier (2010) in his study identified that role ambiguity negatively affects job performance and employee's performance increases to high levels when they contribute to the mission of the organization. Enueme and Egwunyenga (2017) investigated effect of IL on work performance of teachers working at secondary schools. They identified that performance of teachers effected by the behavior of instructional leaders. Similarly, Sungu et al, (2015) identified significant impact of instructional supervision behaviors on job contentment and enactment among school teachers. It was further identified that school principals are not only aware of professional development needs of their teachers plan and deliver programs for development of pedagogical skills and subject knowledge (Ng, Nguyen, Wong & Choy, 2015).

Commitment is a Latin word, derived from *committere*, that means combination of things, believes of someone and actions that he intended to do, e.g. existence of people as group who are determined to perform a task (Situmorang, 2014). Meyer (2001) described that commitment is action of individual towards certain task and designed targets of any institution. Herscovitch (2001) identified three elements of commitment: Affective, normative and continuous. Several studies further investigated and identified that all these elements of commitments are ensuring strong bonds between employees and the institution and instructional leadership enhances the commitments of the teachers to get better outcomes (Meyer, 1997; Ismail, 2012; Wiener & Gechman, 1977). Masila (2013) identified IL is positively associated with teacher commitment. Ail, Taib, Jaafar, Salleh and Omar (2015) conducted a study in Malaysian schools and identified significant correlation between IL and commitment of teachers. Sarikaya and Erdogan (2016) identify relationship between IL behaviors of principals working in secondary schools and organizational commitment of teachers in Turkey. The study reinforced the earlier findings and identified existence of significant as well as positive correlation between IL behaviors particularly identification and internalization dimension and teachers' commitment. Mannan (2017) came with similar conclusion as she identified significantly positive relationship between IL practices of women principal and commitment of teachers. Keeping in view the influences of IL behaviors on the commitment and performance of teachers, need of the current study was raised. Therefore, the study was conducted to investigate the effect of IL on Teachers' Performance and Commitment at university level in Pakistan and the following hypotheses were hypothesized:

H<sub>01</sub>: There is nosignificant effect of IL on theperformance of teachers working in universities of Lahore.

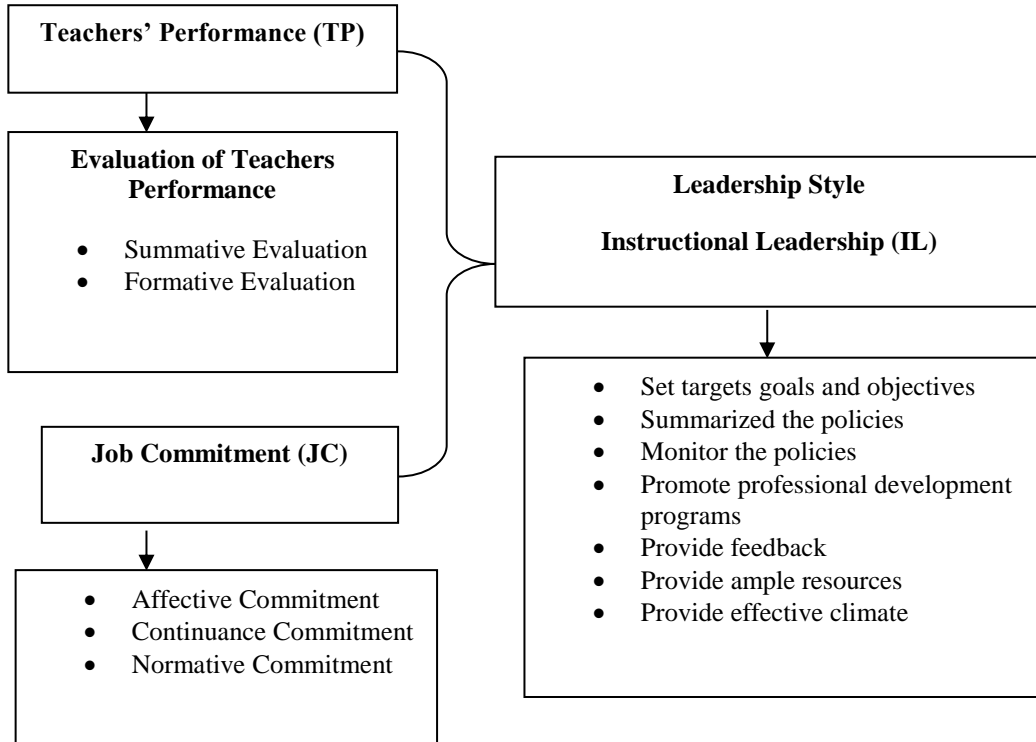
H<sub>02</sub>: There is nosignificant effectof IL on Job commitment ofteachers workingin universities of Lahore.

H<sub>03</sub>: There is nosignificant difference between the effect of IL on theperformance of teachers working in private and public universities of Lahore.

H<sub>04</sub>: There is nosignificant difference between the effect of IL on the job commitmentof teachers working private and public universities of Lahore.

To test these hypotheses a conceptual framework was developed.

### **Conceptual Framework of the Study**



A sample of twelve (six private and six public) universities of Lahore were selected by using convenient sampling technique and data was collected from 60 faculty members comprising of 30 teachers (25 male and 5 female) of private universities and 30 teachers (23 male and 7 female) of public universities. Research instrument at 4 point likert scale comprising of 35 items was adapted according to requirement that includes items to measure teachers' performance, instructional leadership (IL) and teachers' commitment.

### **Findings**

Linear regression was applied to find out the effect of instructional leadership (IL) on teachers' performance (TP), and the results are presented in Table 1 and 2.

Table 1  
*Effect of Instructional-Leadership (IL) on Teachers' Performance*

R-Square	Adjusted R-Square	df	F	P
.715	.710	1	145.7	.000

Table shows the results of F-test which supports the predictive utilities of IL on Teachers' Performance. Whereas, R-square = .715, value of adjusted R-square = .710, and F = 145.7 is significant at  $p = 0.000$  with  $df = 1$ .

Table 2  
*Regression Coefficient Analysis of the effect of Instructional-Leadership (IL) on the Teachers' Performance (TP)*

Model	B	Std. error	Beta	T	P
Constant	.445	.237		1.883	.00
IL	.887	.073	.846	12.071	.00

Table 2 depicts that un-standardized coefficient of IL  $\beta^{\wedge} = .887$ ,  $t = 12.701$ ,  $p = 0.00$  was found statistically significant. The null hypothesis claiming no significant effect of IL on TP, is therefore, rejected.

The results of residuals scatter plots presented at test of assumptions of normality, linearity, and homoscedasticity between predicted dependent variables scores (teachers' Job commitment) and errors of prediction.

The results of histogram of data of current study depicted the approximate normal distribution (figure 1), whereas the P-P plot displayed a linear relationship (figure 2) and the residual plot presented no set patterns and, therefore, the assumption of homoscedasticity or homogeneity of variance of the effect of instructional leadership was not violated.

Assumptions of residuals in regression analysis are the difference that exist between the obtained values and predicted values of dependents variables (DV) i.e. scores of DV are distributed normally by considering the scores of DV that were predicted and this relationship is displayed in straight-line relationship. Whereas, its variance about the predicted DV values have similar values for all predicted scores. However, these assumptions are assembled; the residuals show as in Figures 3. The assumption of homoscedasticity or homogeneity of variance is that the standard deviations of errors are approximately the same for all predicted DV scores that are presented in these Figures.

In this section, the effect of IL of private universities on teachers' job commitment has been described. Regression analysis was applied to find out significant effect of IL on teachers' job commitment

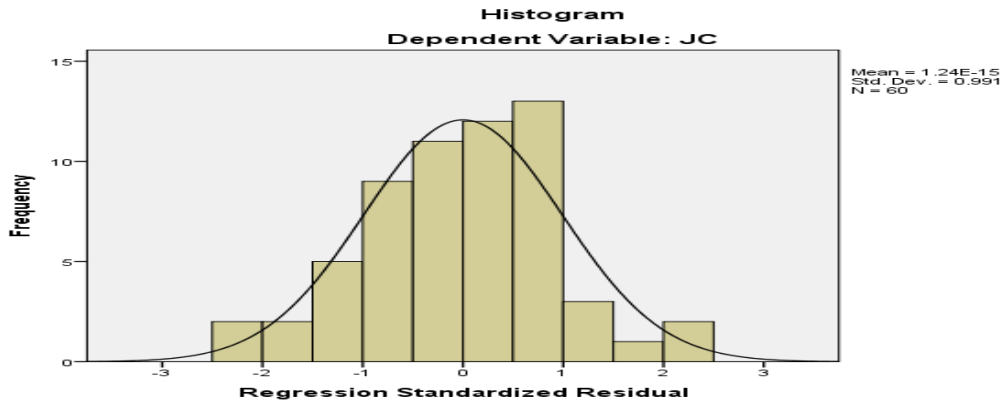


Figure 1. Histogram of Teachers' Job Commitment (JC) Score dependent variable

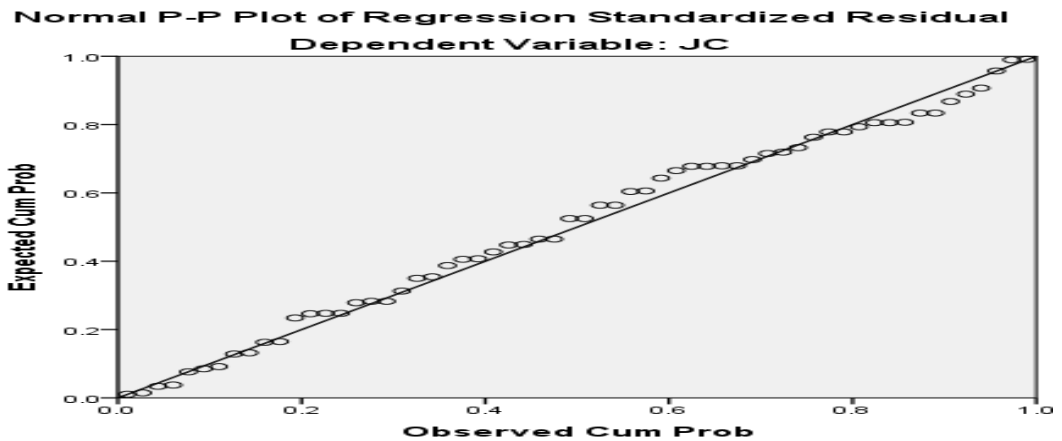


Figure 2. Normal Probability Plot of Regression-Standardized-Residual

*Independent Variable:* Instructional Leadership (IL), *Dependent Variable:* Job Commitment (JC)

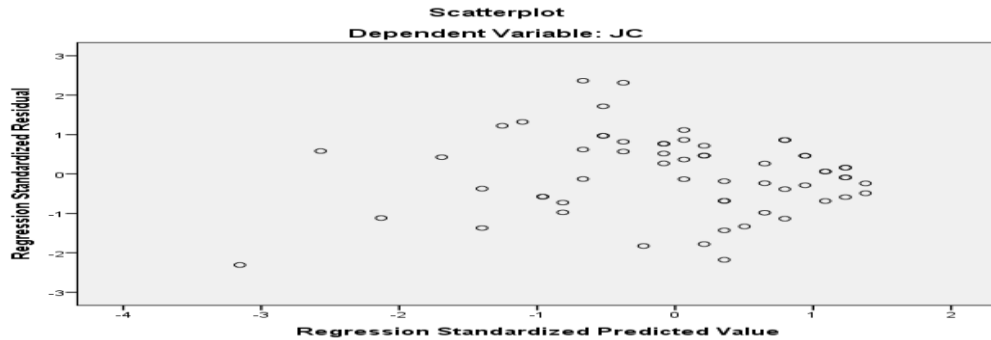


Figure 3. Scatter Plot of Regression Standardized Predicted Value

In order to find out the effect of IL on teachers' JC, linear regression was applied, and the results found are presented in table 3 and 4.

Table 3  
*Effect of Instructional-Leadership (IL) on Teachers' Job Commitment (JC)*

R-Square	Adjusted R-Square	Df	<i>f</i>	<i>p</i>
.715	.518	1	62.3	.000

Table 3 shows the results of F-test which supports the predictive utilities of IL on Teachers' JC. Whereas, R-square = .715, adjusted R-square = .518, and F = 62.3 is significant at  $p=0.000$  with  $df=1$ .

Table 4  
*Regression Coefficient Analysis of the effect of Instructional-Leadership (IL) on Teachers' Job Commitment (JC)*

Model	B	Std. error	Beta	<i>T</i>	<i>P</i>
Constant	.538	.344		1.564	.00
IL	.845	.107	.720	7.898	.00

Table 4 depicts that unstandardized coefficient of IL  $\beta^{\wedge} = .845$ ,  $t = 7.898$ ,  $p = 0.00$  was found statistically significant. The null hypothesis claiming no significant effect of IL on Teachers' JC, is therefore, rejected.

In order to find out difference between public and private Universities' Teachers' Performance, *t*-test was applied, and results yielded through this analysis are presented in Table 5.

Table 5  
*Difference in Teachers' Performance (TP) on the basis of Public and Private Universities*

Types of Universities	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>P</i>
Private	30	3.22	.623	47.5	-.616	.540
Public	30	3.30	.374			

It is evident from table 5 that there is no significant difference between the effect of IL on performance of public and private university teachers in Lahore. In order to find out difference between private and public universities' teachers' job commitment, *t*-test was applied and the results were reported in Table 6.

Table 6  
*Difference in Teachers' Job-Commitment (JC) on the basis of Public and Private-Universities*

Types of Universities	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Private	30	3.19	.706	.148	-.403	.698
Public	30	3.25	.408			

It is evident from value of *t*-test and *p*, which is higher than .05 as given in table 6, that there is no significant effect of instructional leadership on teachers' job commitment both in public and private universities.

### **Discussion**

The present study which explored the effect of Instructional Leadership on Teachers' Performance and Job Commitment at university level is an innovative effort in Pakistani perspective. Researchers highlight findings of this study would play vital role in earlier studies regarding this area and useful for existing researches. The overwhelming majority of empirical studies which have investigated the effect of Instructional Leadership on Teachers Performance and Job Commitment from Western world. According to Khan(2012) Instructional Leadership is a most known term in any educational institution an Instructional Leader provide a wide platform to the teachers in any educational institution for improve the teaching and learning process, Instructional Leader is responsible for provide ample resources in any institution, execution of curriculum and implementation of curriculum. Similarly, in Pakistani scenario, the effect of Instructional Leadership primary measured through Teachers' Performance and their Job Commitment. The results of present study, which has been conducted in a developing country Pakistan, partially support the claim of earlier researchers like Blase and Blase (1999), Begum, 2004, Celikten (2001), Leithwood, Janti and Steinbach (1999), Memon (1999), Quinn (2002), Hallinger and Leithwood



(1996) and Murphy (1985). Moreover, these results have been acknowledged and supported by other researchers like Khan (2012), and Masuku (2011), regarding Instructional Leadership.

Blase and Blase (1999), found in their study that Instructional Leadership is core of different tasks which follows in any educational institution, which are properly manage the classroom atmosphere, teachers professional development and also establish effective curriculum and development. Similar results were found Tice (1992-41), Instructional Leadership means enhance the competencies of the teachers give them proper feedback, help them according to given situation and involve them in curriculum development and implementation process.

(Motowidlo, 1986) Found in the study that the main source of to assess the performance is judgment and evaluation (Akande, 2014). Means that Teachers' Performance is the combination of the abilities and competencies of the teacher which he used to enhance his teaching process.

Herscovitch Meyer (2001) examine that commitment is action of individual towards certain task and designed targets of any institution. Commitment is employees' obligation and mindsets for an institution. In this current study the researcher explains three major elements of commitment; First of all, the researchers clearly define Affective Commitment then discusses on Normative Commitment and in the last briefly explain Continuous Commitment.

In this current study the researcher also explored that there was a significant difference between the effect of Instructional Leadership on Teachers' Performance and also Teachers' Job Commitment. An important part of this study is the effect of Instructional Leadership on Teachers' Performance, Job Commitment and comparison of Private and Public universities of Lahore. This is suggested that a similar study may be extended to entire education system of Pakistan.

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