

PRINCIPALS' PRACTICES OF INSTRUCTIONAL
LEADERSHIP TOWARDS TEACHERS' COMMITMENT
AND PERFORMANCE IN MALDIVES

BY

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ABSTRACT

This study aimed to examine the impact of Maldivian school principals' instructional leadership practices on teacher commitment and performance. By addressing a key research gap, it explored how instructional leadership influences both factors, particularly within the Maldivian context. Given the country's unique characteristics, the study seeks to offer valuable insights into effective leadership practices that can enhance educational outcomes in the region. The study employed a quantitative cross-sectional survey method, collecting data from 396 teachers across eight schools in Malé, the capital of the Maldives. A structured questionnaire measured teachers' perceptions using 59 items rated on a 5-point Likert scale, assessing three key variables. Principals' instructional leadership was evaluated using the Principal Instructional Management Rating Scale (Hallinger & Murphy, 1985), teacher commitment was measured through the Three-Component Model of Employee Commitment Survey (Meyer & Allen, 2004), and teacher performance was assessed using the Teacher Job Performance Questionnaire (Atsebeha, 2016). Data analysis involved descriptive statistics, followed by an exploratory factor analysis and a confirmatory factor analysis, which confirmed that both the measurement models and the full structural model fit the data collected from Maldivian teachers. Additionally, the analysis provided evidence of convergent and discriminant validity, as well as composite reliability, demonstrating the adequacy of all measurement models. The descriptive statistics indicated that the mean score for principals' instructional leadership (PIL) was high ($M = 3.9063$), while both teacher commitment (TC) ($M = 4.0503$) and teacher performance (TP) ($M = 4.3785$) were very high. Regarding the evaluation of the measurement model, the hypothesized model demonstrated a strong fit with the empirical data. Hypothesis testing revealed that Maldivian principals' instructional leadership practices had a significant impact on teacher commitment ($\beta = 0.459$) and teacher performance ($\beta = 0.382$). Additionally, the results indicated that teachers' demographic characteristics had no significant effect on their perception of principals' instructional leadership practices. This study contributes both theoretically and practically to understanding the impact of instructional leadership on teacher performance and commitment, particularly in the Maldivian context. It recommends that policymakers implement ongoing training programs for principals, while school administrators prioritize teacher motivation. Additionally, teachers should receive specialized training, and schools should establish effective communication channels with parents to enhance student learning outcomes.

خلاصة البحث

تهدف هذه الدراسة إلى بحث تأثير ممارسات القيادة التعليمية لمديري المدارس في المالديف على كل من التزام المعلمين وأدائهم. ومن خلال معالجة فجوة بحثية رئيسية، استكشفت الدراسة كيفية تأثير القيادة التعليمية على كلا العاملين، لا سيما في السياق المالديفي. ونظرًا للخصائص الفريدة للبلاد، تسعى الدراسة إلى تقديم رؤى قيمة حول ممارسات القيادة الفعالة التي من شأنها تعزيز النتائج التعليمية في المنطقة. اعتمدت الدراسة على منهجية مسح كمي مقطعي، حيث جمعت بيانات من (٣٩٦) معلمًا في ثماني مدارس في مدينة ماليه، عاصمة المالديف. وقد استخدمت الدراسة استبانة منظمة لقياس تصورات المعلمين، تحتوي على (٥٩) بندًا مُصنَّفًا على مقياس ليكرت الخماسي، وذلك لتقييم المتغيرات الثلاثة الرئيسية. تم تقييم القيادة التعليمية لمديري المدارس باستخدام مقياس تقييم الإدارة التعليمية للمديرين (هالينغر، ومورفي، ١٩٨٥)، وقياس التزام المعلمين من خلال النموذج ثلاثي المكونات لاستطلاع التزام الموظفين (ماير، وألين، ٢٠٠٤)، وتقييم أداء المعلمين باستخدام استبانة أداء وظيفة المعلم (أتسييه، ٢٠١٦). تضمن تحليل البيانات إحصاءات وصفية، تلتها تحليلات عاملية استكشافية وتحليلات عاملية تأكيدية، والتي أكدت توافق كل من نماذج القياس، والنموذج الهيكلي الكامل، مع البيانات التي جُمعت من معلمي المالديف. كما قدّم التحليل أدلة على صحة التقارب والتمييز، بالإضافة إلى الموثوقية المركبة، مما يُثبت كفاية جميع نماذج القياس. أشارت الإحصاءات الوصفية إلى أن متوسط الدرجات في القيادة التعليمية للمديرين، كان مرتفعًا ($M=3.9063$)، في حين كان كل من التزام المعلم ($M=4.0503$)، وأداء المعلم ($M=4.3785$)، مرتفعين جدًا. وفيما يتعلق بتقييم نموذج القياس، أظهر النموذج المفترض توافقًا قويًا مع البيانات التجريبية. كشف اختبار الفرضيات أن ممارسات القيادة التعليمية للمديرين المالديفيين كان لها تأثير كبير على التزام المعلم ($\beta=0.459$)، وأداء المعلم ($\beta=0.382$). بالإضافة إلى ذلك، أشارت النتائج إلى أن الخصائص الديموغرافية للمعلمين لم يكن لها تأثير كبير على تصوراتهم لممارسات القيادة التعليمية للمديرين. تسهم هذه الدراسة نظريًا وعمليًا في فهم تأثير القيادة التعليمية على أداء المعلمين والتزامهم، لا سيما في السياق المالديفي. وتوصي بأن ينفذ صانعو السياسات برامج تدريبية مستمرة للمديرين، على أن يعطي مديرو المدارس الأولوية لتحفيز المعلمين. بالإضافة إلى ذلك، ينبغي للمعلمين الحصول على تدريب متخصص، كما ينبغي للمدارس إنشاء قنوات اتصال فعالة مع أولياء الأمور لتعزيز نتائج التعلم لدى الطلاب.

APPROVAL PAGE

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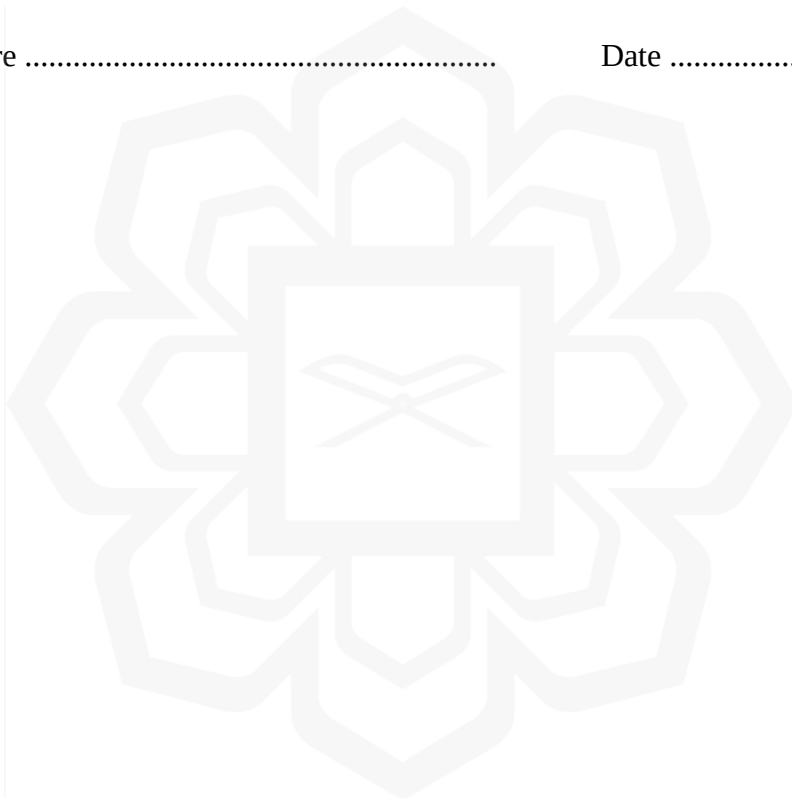
DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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*This work is lovingly dedicated to
my beloved father, Abdul Raheem Ahmed, and my late mother, Sobira Dawood,
whose endless love, support, and encouragement have shaped who I am.*

*To my dearest wife,
Raufa Ali,
thank you for your unwavering love and companionship.*

*To the light of my life, my children
Ash'ham Mohamed Shujau and Karam Mohamed Shujau
your presence brings joy to my heart. You have taught me the true meaning of love,
warmth, and affection. Your innocence and curiosity inspire me to contribute
meaningfully to the betterment of our school system.
I hold deep affection for each and every one of you. Always.*

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LIST OF ABBREVIATIONS

AC	Affective Commitment
CC	Continuance Commitment
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
EC	Employee Commitment
EFA	Exploratory Factor Analysis
GCE A-level	General Certificate of Education Advanced Level
GCE O-level	General Certificate of Education Ordinary Level
GDP	Gross Domestic Product
NALO	National Assessment of Learning Outcomes
NC	Normative Commitment
PIL	Principals' Instructional Leadership
PIMRS	Principal Instructional Management Rating Scale
RMSEA	Root Mean Square Error of Approximation
SPSS	Statistical Package for Social Sciences
T&L	Teaching and Learning
TC	Teachers Commitment
TCM	Three Component Model
TP	Teachers Performance
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

Education is the basic pillar upon which societal survival, progress and development learn. It plays a significant role in shaping the lives of individuals living in the community. Educational institutions therefore are expected to provide high-quality learning experiences for students to thrive in an ever-evolving world (Ismail et al.,2022). Society will only thrive when educational sector functions efficiently and effectively.

One of the major determinants of educational success and progress is the leadership therein. Educational leadership has a significant impact on every aspect of school most especially students' learning experiences. Educational leaders, including principals and school administrators, wield significant influence in shaping educational environments, human and material resources (Culduz, 2024).

As key factors and figures in any institution, leaders are responsible for providing direction, guiding the organisation towards the right path and realisation of its goals. Effective leadership is central to an organisation's success (Degoma Durie, 2016). Cooray (2023) affirms that competent leadership is highly essential and indispensable in building a positive school culture. School leaders positively or negatively affect teachers' satisfaction, commitment, and performance.

Effective school leadership is crucial for fostering a positive learning climate, enhancing student outcomes, and cultivating a collaborative culture among staff. School leadership, often known as principal leadership, plays a vital role in guiding and influencing school direction of a school. Cooray (2023) stated that the leadership of a principal in an educational organisation is critical for creating a pleasant and productive learning environment for students, teachers, and staff. One of the most effective forms of principal leadership in education is regarded as instructional leadership style. This leadership style emphasises the significance of providing direct teaching to students and teachers, which is why it is most commonly used in the education field.

Instructional leadership style is regarded as one of the highly impactful principal leadership approaches because of its focus on direct teaching, thorough supervision and meaningful support for both teachers and students. This leadership style is widely adopted in educational settings as it enhances teaching and learning practices. Different researches support the significance of instructional leadership. Zaki (2022) highlights Instructional leadership style role in achieving academic success. Similarly, Şenol and Lesinger (2018) stress that effective school management depends on how well principals execute instructional leadership practices in the school.

The implication therefore is that school principals will not be able to achieve school goals unless they take on instructional leadership roles. Sukarmin and Sin (2021) assert that quality of education and students' achievement are influenced by principals' leadership and teacher related factors. Nasir, Kumar Samy, et al., (2022) opine that teachers' organisational commitment and satisfaction play a critical influence in determining students' educational outcomes and learning experience. Both school principals and teachers are therefore primary drivers of school improvement and progress.

Teachers are the backbone and cornerstone of any school. They play a crucial role in achieving school aims. Teachers' organisational commitment is vital in cultivating and fostering a positive teaching and productive learning environment. Tatlah et al. (2019) believe that in addition to teachers' organisation commitment, teachers' job performance is one of the major determinants of educational growth and institution progress. Ali (2023) claims that schools can promote teacher retention by fostering job satisfaction and organisational commitment and this will automatically lead to improved student outcomes.

In light of significant role played by both principals and teachers in improving school effectiveness, shaping students' outcomes and development, research focusing on principal leadership strategies, teacher commitment, and performance is essential in order to improve student outcomes in Maldives schools. The study also aims to contribute to the existing body of knowledge by analysing issues in this field. The remainder of this chapter provides an overview of the study's background, problem

statement, research purpose, and objectives. The research questions and hypotheses are then formulated, followed by a discussion of the study's theoretical framework, conceptual model, significance, limitations, and scope. Finally, the operational definitions used in this study are outlined. This chapter provides foundation for the subsequent chapters.

1.1 BACKGROUND OF THE STUDY

1.1.1 The Maldives

The Maldives is an island nation consisting group of atolls in the Indian Ocean, just across the equator. The country is made up of 1,192 coral islands grouped into 26 natural ring-like atolls. It covers around 115,300 square kilometres (National Bureau of Statistics, 2020). Out of Maldives islands, 187 are inhabited by local communities, 853 are uninhabited while 164 are designated as tourist resorts. Maldives capital, Male, is the most populous city in the country. It has population of about 212,138 concentrated within an area of 8.30 square kilometres (3.20 sq mi). Maldives capital population accounts for approximately 41% of the country's total resident population. Maldives' unique geographical structure presents distinct challenges to its growth, particularly in the education sector.

The resident population of the Maldives is 515,122, which consists of 382,751 resident Maldivians and 132,371 foreigners. Approximately 26% of the population are foreigners. For every 3 Maldivians, there is one foreigner living in the Maldives (National Bureau of Statistics, 2022).

The unique archipelagic atolls of the Maldives provide the country with a rich and diverse marine ecosystem which serves as the vital of the country economic development. This exceptional marine ecosystem, tourism and fisheries are the main and primary drivers of economic growth. They serve as source of employment opportunities for the local population and export generated avenue for the country.

1.1.2 Maldives' Historical and Cultural Context

The Maldives is an independent country having gained her independence in 1965. Up to 1887, the country was still a British protectorate. Before the advent of Islam in 1153 A.D., Buddhism was the dominant religion in the Maldives. Dhivehi is the official and unique language spoken by the Maldivian people. However, English language is widely spoken in the country and serves as the medium of instruction in schools.

1.1.3 Education in the Maldives

The Maldives' current educational system has its roots in a traditional education system that has been in existence hundreds of years back. Traditionally in the Maldives, education began in home-based teaching centres known as the *Edhuruge* or *Kiyavaage* where students learn Dhivehi, Arabic script, and the Holy Quran (StateUniversity.com, 2021). The children begin their education by convening in homes called 'edhuruge' to learn the Holy Quran, the Dhivehi language, the Arabic script, and how to recite the Noble (Zameer, 2010).

Ahmed (2016) stated that the first type of education in the Maldives was initiated by religious academics, and teaching and learning were mostly one-on-one approach. Edhuruge, Makhtab, and Madharusa were the local names of earliest educational institutions. These traditional institutions were managed and controlled by various members of the island communities. Notably, over 800 *Makthab* and *Madharusaa* existed at the turn of the century, most of them were sponsored and governed by the community rather than the government (Ali, 2018).

The first formal government school in the Maldives was established in 1927 by Sultan Muhammad Shamsuddheen III in Male'. It was named Madharusathul Salahiyya with 69 boys. After seventeen (17) years of in operation, in 1944, a school for girls was established named Aminiyya School (Ministry of Education, 2008). By 1945, many schools have sprung up with each inhabited island has at least a school in operation, typically at the level of a *Makthab*. The public-school system began in 1960 with the introduction of English-medium schools in Male'. This system was modelled

after the English system in terms of the curriculum organisation and instructional methods (UNESCO-IBE, 2011). The introduction of English-medium schools by the Maldivian government relegated traditional education to second-class status.

In 1978, the government established two schools in each atoll; Atoll Education Centres and an Atoll School. These schools followed a unified education policy with equal facilities and funding. These schools had a common curriculum for grades 1–7. This was done in order to keep to the national priority of providing universal basic education pegged from grades 1–7 (StateUniversity.com, 2021). Secondary education was only available in Male only till 1990 before it was extended to the atoll. The secondary schools were established and expanded to other habitable areas in order to give students opportunity to get access to 10 year-formal education.

By 2001, eligible existing secondary schools in atolls were allowed to establish grades 11 and 12 progressively. By 2004, many schools had qualified and considered eligible, thus, they were allowed to run higher grades. According to Shafeeu (2019) there was no inhabited island in the Maldives by the end of 2005 without a government-run school providing free education. Most of these government-run schools offered Cambridge international curriculum at the secondary level. The government also provided free textbooks for students and paid for their Cambridge examination.

1.1.4 Overview of the Education System

The government in Male' plays a significant role in developing the country's education system. It directly supervises the administration of the majority of schools in the Maldives. There are three types of schools in the Maldives: government, ward/community, and private schools (Ministry of Education, 2020). To ensure that quality education is provided, the government provides teachers, infrastructure, furnishings, and financial aid to these institutions. In 2023, public expenditure on education accounted for 10.6% of the GDP, with the total government expenditure on education estimated to be 5.247 billion Maldivian Rufiya (Finance, 2023).

The National Curriculum in the Maldives covers four distinct phases and six key stages as outlined in the National Curriculum Framework (NCF) introduced in 2015. The Primary education consists of five years of education from Grade 1 to 6, Key Stage 1 (KS 1, Grades 1-3), Key Stage 2 (KS 2, Grades 4-6). The lower secondary education consists of four years of Key Stage 3 (KS 4, Grades 7-8) and Key Stage 4 (KS 4, Grades 9-10). The Key Stage 5 (KS 5) higher secondary education involves Grades 11 and 12 (Figure 1.1). Two national examinations are administered at KS 4 Grade 10 and KS 5 Grade 12. In the tenth grade, students sit for the International General Certificate of Secondary Education (IGCSE) O-level and Secondary School Certificate (SSC); at the twelfth grade, students sit for the SSC A-level examination and Higher Secondary School Certificate (HSC) (Ministry of Education, 2019a).

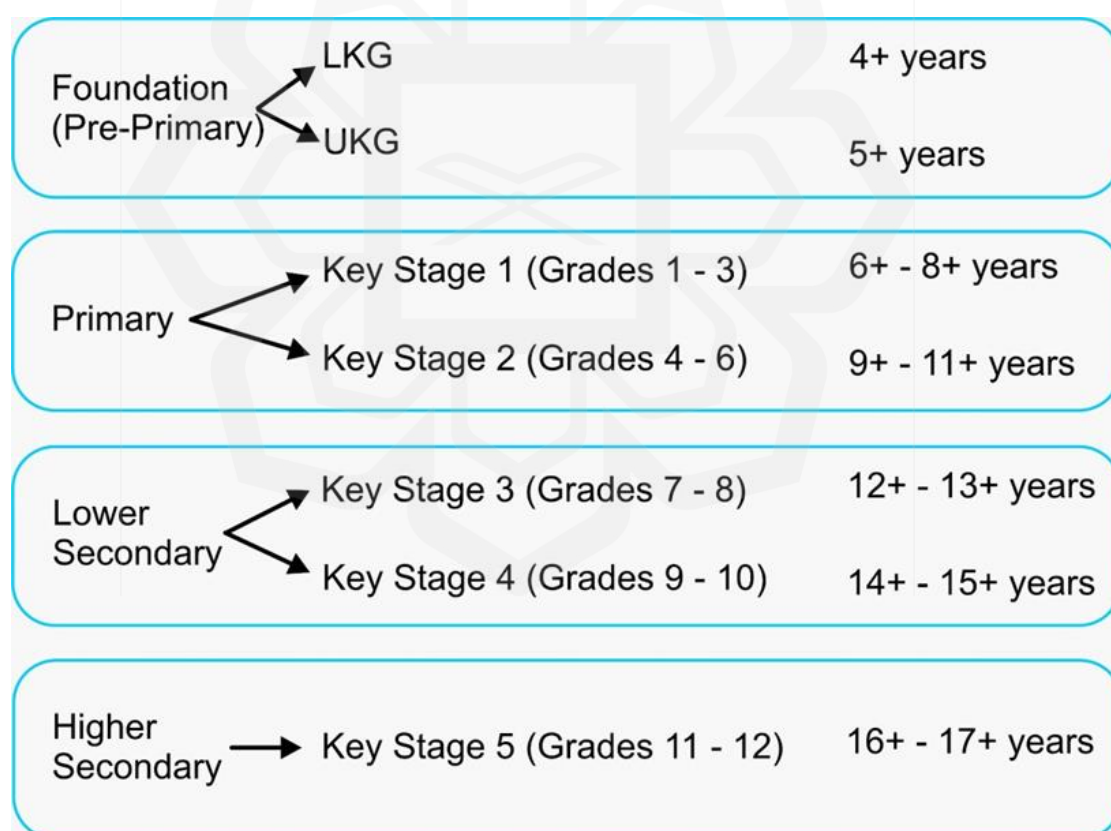


Figure 1.1 Phases of schooling and key stages (Education. & Education., 2019)

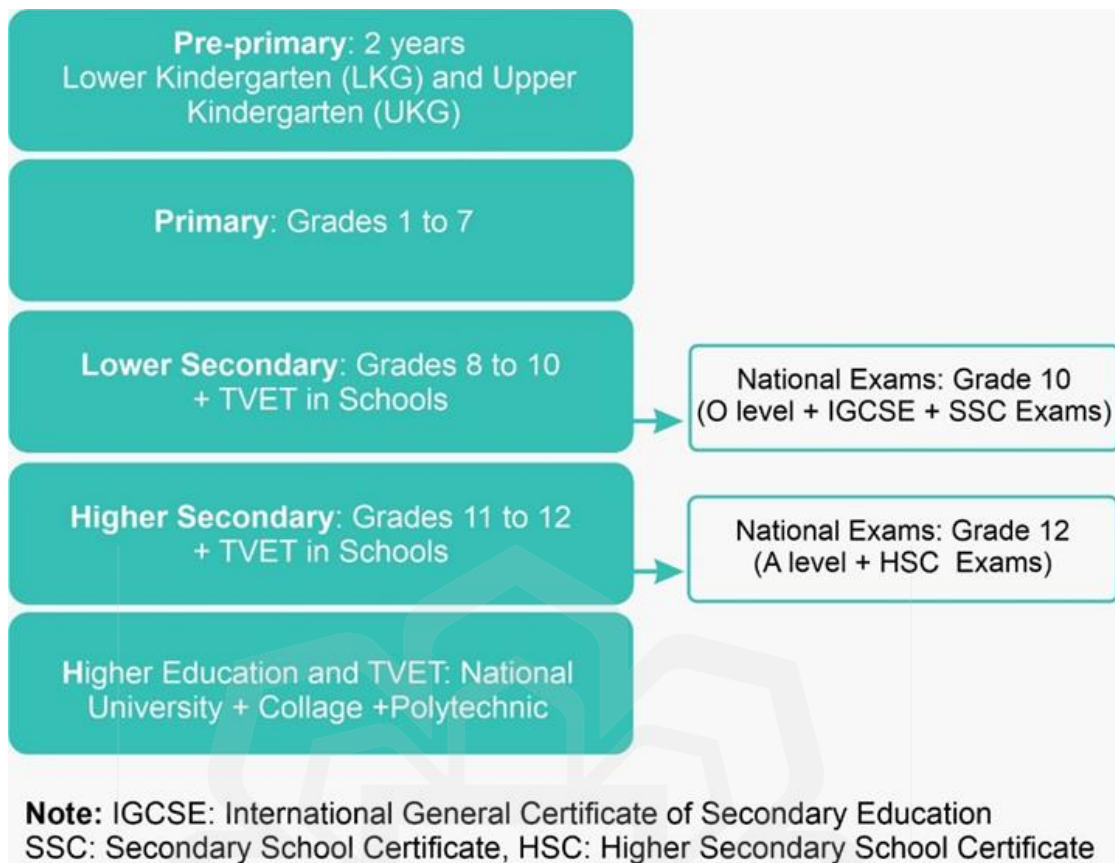


Figure 1.2 The Structure of the Education System in the Maldives (Ministry of Education, 2019a)

The Ministry of Education introduced the first unified national curriculum for primary education in 1984. Education Development Centre substantially revised these curricula in 2004 and 2005, resulting to creation of an outcome-based curriculum with clear standards (Ali, 2023). The implementation of the new National Curriculum Framework (NCF) began in 2015 and continued till 2019 and this marked a significant milestone in the Maldives' education reform (National Institute of Education, 2019).

According to the ministry of education's school statistics there are 271 schools in the Maldives, including primary, secondary, and post-secondary schools. This total encompassed government, community, and private schools. Out of 217 schools, 80% of them have fewer than 500 students enrolled. The total number of students enrolled in all these schools is 94,192 students. This accounts for about a quarter of the whole population of the Maldives.

Further break down shows that 78,981 students are in 215 government schools, 11,373 students are in private schools, and 3,838 students are in community schools, and the total number of teachers in these schools was 9,835. By implication, student teacher ratio (trained teachers) was 10:1.

Government's schools are managed by 207 principals (194 locals, and 13 expatriates), 59 deputy principals, and 813 leading teachers. In all these government schools, there are 9727 teachers and 931 administrative personnel (Ministry of Education, 2024c).

The School Administration (SA) Department of the Ministry of Education oversees all government schools throughout the country. For administrative purposes, all schools are divided into different zones, and each of these zones is supervised by a Zone Coordinator who works in the SA Department of the Ministry of Education. Zone Coordinators follow the directives of the Minister or a designated policy head. In addition, each atoll has a designated focal point who collaborates with the Zone Coordinators to manage the day-to-day operations of schools within their atoll. Figure 1.3 shows the zone distribution under the Ministry of Education.

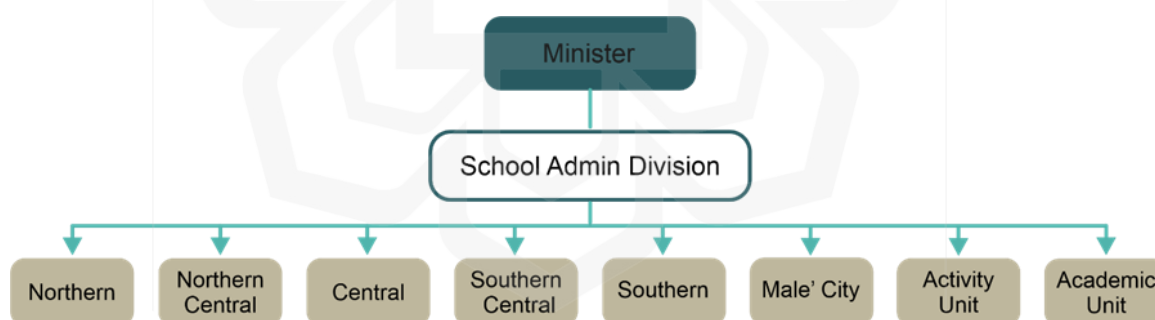


Figure 1.3 Organisational Structure of School Administration (SA) Division of the Ministry of Education (Ministry of Education, 2019a)

Each school is assigned a principal or a professional staff member of similar status to supervise and manage the school in accordance with the rules and regulations of the Ministry of Education. In addition to the zones, the SA Department of the Ministry of Education has an Activity Unit and an Academic Unit. Schools also

employ a distinct organisational structure to facilitate the coordination and delivery of high quality education (Figure 1.4).

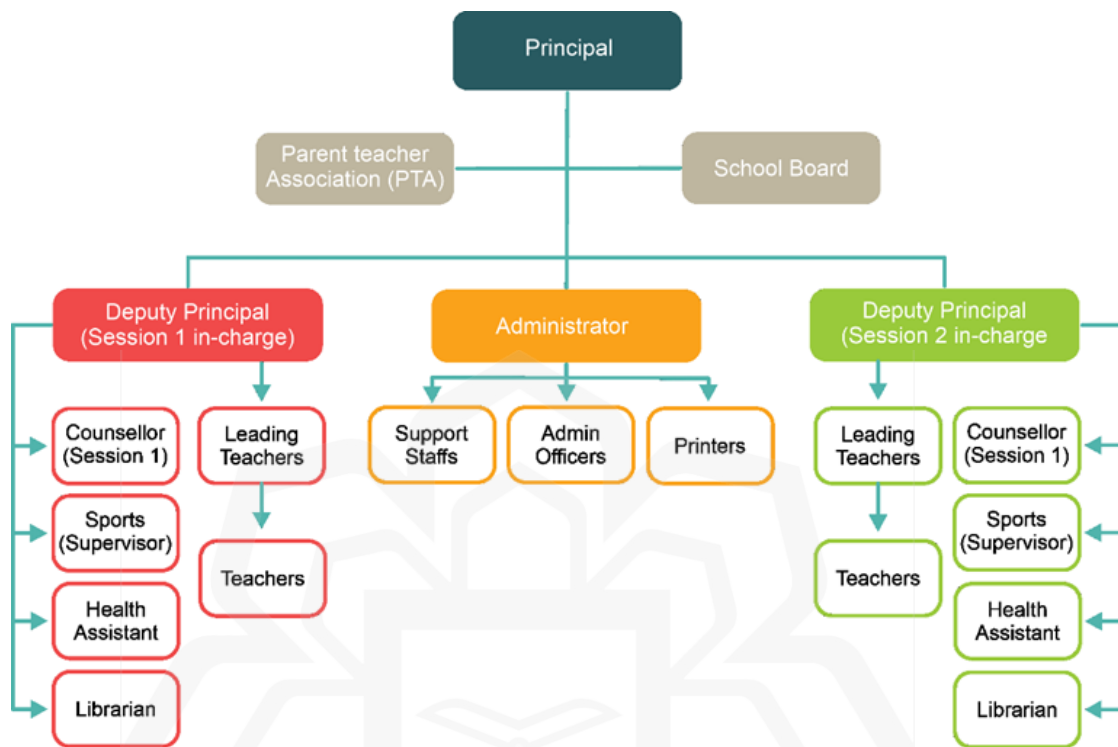


Figure 1.4 Organisational Structure of a Government School (Ministry of Education, 2019a)

Principals are supported by the deputy principals, administrators, and leading teachers, dependent on the number of students in the school. In addition, teachers, counsellors, health assistants, librarians, and sports supervisors are also assigned to schools based on the number of students. The principals are responsible for recruiting these staff member through a panel interview in accordance with the Maldives Civil Service Commission's requirements.

1.1.5 The Role of School Principals

The principal is a professional staff member who manages and administers the school in accordance with the rules and regulations of the Ministry of Education, Republic of the Maldives (Ministry of Education, 2019a). Principals oversee core school operations and performance by using human and material resources according to the government educational policies to meet the expectations of both the government and the school community.

To guarantee effective leadership and management of schools in the Maldives, the Ministry of Education ensures capable and qualified principals are allocated to schools who are selected through rigorous selection process. This involves interview conducted by designated interview panel in accordance with the regulations of the Maldives' Civil Service Commission. The role of Principal in Maldives schools is defined as:

“The highest authority of the school he/she heads. Hence, he/she is responsible for all the tasks and activities of all kinds carried out by the school in and out of the school premises (Ministry of Education, 2024b).”

According to Ministry of Education, (2024b), principals' responsibilities are as follows:

1. Planning academic activities according to school curriculum and the policy of the Ministry of Education.
2. Improving the standard of education of students and nurturing the students in the best possible way.
3. Inculcating religious (Islamic) and good behavioural attitudes among students.
4. Providing opportunities for extracurricular activities to students in a manner that it provides knowledge from all areas of life.
5. Improving the quality and standard of teachers.

6. Making decisions about school in ways that is beneficial to students.
7. Formulate the mission and vision of the school and formulate the philosophy of the school with its targets.
8. Providing ways for students to gain education and teachers to teach in a considerably good and acceptable standard and providing professional support to staff.
9. Taking care of financial matters and buildings of school according to the rules and regulations of the government.
10. Establishing and maintaining a good relationship between the school and parents.
11. Making sure that involvement of students according to their level is achieved in making decisions.
12. Formulating and carrying out the academic plans of the school.
13. Planning the tasks of supervisors and carrying out the administration of the school.
14. Planning tasks in such a manner that the conduct of the students and teachers can be maintained in the most acceptable manner.
15. Carrying out proper supervision of tasks related to teaching and providing an environment suitable for students to learn in the school, especially in classrooms.
16. Carrying out a proper observation of teachers and other staff of the school and evaluating and recording the quality of their work.
17. Meeting and providing necessary information for the senior management and teachers in charge of different subjects on a regular basis and providing further information related to school and the public on a regular basis.

18. Maintaining records of the school.

19. Making sure that the available facilities are utilized in the most appropriate way.

In order to make the principals more proactive and focus on the instructional leadership duties of the school, the Ministry of Education introduced school administrator positions to handle day-to-day administrative tasks of the school. The idea behind this was to free principal from administrative burdens and allow them to focus more on the teaching and learning activities in the school. The ministry believes this will enhance students' academic performance (Shafeeu, 2019).

1.1.6 Teaching Profession in Maldives

The teaching profession is the cornerstone of the Maldives' education system, as the teachers play a pivotal role in shaping the future of the children and communities. Their tasks are not only to impart knowledge, skills, and values but they are to act as role models for the students (Ministry of Education, 2023). Key features of the Maldives teaching profession are the following:

Teachers in the Maldives are required to have a minimum qualification: a teaching diploma or bachelor's degree in education. Government universities such as Islamic University of the Maldives (IUM), Maldives National University (MNU), and some other private colleges offer teacher training courses in the country.

The pressing challenge facing Maldives education system is how to recruit and retain qualified teachers, particularly in some specific subject areas and in the rural islands. To address this shortage and ensure quality education is provided for students nationwide, foreign teachers are recruited, especially from Asian countries to fill in the gaps. Teacher's workload is a crucial factor affecting teacher's efficacy and well-being. Many teachers do report arduous nature of their work, characterized by protracted hours and physical exertion, including prolonged standing during teaching sessions. Consequently, the teaching profession is perceived to be a tough, demanding and challenging job (University, 2022).

The government of the Maldives takes initiatives to address these challenges. First, the government revises and increases the pay framework of the education sector aiming to make teaching profession more attractive. Also, the Ministry of Education prioritizes teacher development by mandating teachers and educators to attend fifteen hours of professional development programme in each academic year. Specific dates are allocated for this programme so that teachers will have grace to attend. This initiative aims to enhance the teaching quality.

1.2 STATEMENT OF THE PROBLEM

The Maldives' unique geographical features, demographics, allocation of educational resources, and economic conditions pose significant challenges to the delivery of quality education nationwide (Ministry of Education, 2024a). Despite these obstacles, the Maldives, as a developing country with tiny resources, dispersed islands, still strives to provide quality education at all school levels. As the Maldives is in dire need of human capital, the Maldivian government and the people prioritize education. The country spends substantial portion of the annual budget on education in order to provide quality education.

Aside from the government, parents and communities also invest much in educational programs. However despite the huge investment from all sides, students' academic performance remains poor and falling beyond stakeholders' expectations (Nasir, Kumar Samy, et al., 2022). According to the Ministry of Education (2019a), students enrolment at the primary levels (Grades 1-7) consistently high each year whereas it continuously decreases at the secondary education level. The government laments on this: "The system faces the challenge of a sharp drop in enrolment in higher secondary education (Ministry of Education, 2019a)."

Many students who complete ordinary level (Grade 10) drop out because they could not be admitted to the higher secondary education due to poor academic grades. The decline in the secondary education enrolment and its impact on students' admission into higher levels of education is becoming nationwide concern. In fact, less than half of students who complete grade 10 are eligible to gain admission into

higher secondary education. The enrolment rate in secondary schools in 2019 is only 37.2% (Ministry of Education, 2019b).

In addition to this problem is the performance of students in the core subjects such as Dhivehi (the national language), Mathematics, and English. National Assessment of Learning Outcomes (NALO) in 2008 revealed that pupils in Grade 3 and Grade 6 performed below 40 % in both English and Mathematics (Ministry of Education, 2018). To address this problem, the Maldivian government implemented several initiatives and policies in 2008. These policies included the formation of school boards, decentralisation, establishment of educational units in provinces, and introduction of single-session school days. Though these policies received public support and brought some positive changes to the educational system, however, the issue of poor performance remained unsolved (MDP, 2008).

Subsequent NALO reports showed that after 7 years of the policy implementation, there was a decline in Grade 4 students' competency in the Dhivehi language by 5.4 % between 2015-2017 while Grade 7 improved by 9.24%. In 2017, students' performance in Mathematics declined by 0.46 percent in Grade 4 and improved by 4.87 percent in Grade 7. In the same 2017, pupils' performance in English language increased by 0.27 percent in Grade 4, but it declined by 1.26 percent in Grade 7 (Ministry of Education, 2018).

The NALO 2020 results highlight a significant number of children are struggling to cope with the basic skills such as reading, writing, and numeracy (Ministry of Education, 2020).

The Ministry of Education (2022a) reports that NALO 2022 results revealed that students achieved an average score of 40% across all subjects assessed. However, Mathematics has performance showed only marginal improvement, indicating a need for increased focus on Math skills. Furthermore, the declining trend in Mathematics achievement throughout the years highlights the critical attention needed in this area. Moreover, the findings indicate that fourth-grade students' performance in English and Mathematics when compared with international standards is very low across all cognitive levels (Ministry of Education, 2022a). The latest NALO 2024 assessment took place in February 2024 across 207 schools around the country (including 20

atolls and the greater Male' region). The study assessed about 4500 Grade 3 children and 4900 Grade 6 students, with the precise number varying by subject. In this edition, pupils in grades 4 and 7 were assessed (at the grade 3 and 6 levels, respectively) in Dhivehi, English language, and Mathematics (Ministry of Education, 2024a).

This latest National Assessment of Learning Outcomes (NALO) revealed that a large number of students performed below their grade level in literacy and numeracy skills. The results also alerted that at the end of the lower secondary level, many students' performance in external examinations in some core subjects remained unsatisfactory. These results showed that despite huge investments in education, many students performed below their grade level in literacy and numeracy skills. Similarly, students' performance in the external examinations in some core subjects at the end of the lower secondary level remained unsatisfactory. This therefore highlights the urgent need for way out and improvement.

The quality of a school heavily depends on the principal's professional ability as a manager (Sukarmin & Sin, 2021). Thus, effective and skilled leadership, especially from the principal, is crucial in enhancing student success and improving school performance. Principals are responsible for developing, articulating, and communicating institutional goals, values, and principles. Their positive attitude and encouragement are essential for school improvement. They are responsible for inspiring both the staff and the students. The inspiration and motivational tactics used by the principal significantly influence the successful realisation of the school goals.

Sucitra et al. (2024) stated that leadership in the education system has become a valuable factor in sustaining schools, enhancing teachers' performance, and achieving outstanding success. Many studies have shown that effective school leadership is a critical factor in promoting student outcomes and improving learning experience in schools. It is widely acknowledged that skilled school leaders are essential to the success of schools, students, and the broader community. Due to the increased demands of accountability for student achievement, effective educational leadership that supports student success is more crucial than before.

Principal leadership plays a vital role in shaping the teaching and learning process in the school. Effective principals motivate teachers to enhance their performance and prepare them to help students' success. Research shows that principal's leadership has significant impact on teachers' commitment and performance. There is extensive research showing that school leaders can play a key role in promoting student success, primarily through their influence on teachers instruction (Alvoid & Jr., 2014).

According to Mumphord (2013), principal's role today is to promote the teaching and learning process, and it is the heart of an effective instructional leader. Sergiovanni (2001) asserted that principals are responsible for helping teachers improve their performance and fostering teachers' commitments to teaching and learning. Toha and Katoningsih (2018) admitted that excellent leadership has a significant effect on the teachers' performance. School principals therefore need to encourage teachers to continuously develop and improve their teaching techniques. They also have to support teachers by providing them with the required materials, helping them set goals, monitoring and providing feedback, and mentoring them.

As paramount as skilled leadership is in building a successful school, teachers as well play vital role in providing quality education for the future generations. Razak, Darmawan, and Keeves (2009) asserted that teachers play a very significant role in supplying, supporting, and promoting high-quality instruction and learning. Quality education cannot be achieved without the efforts of dedicated and highly committed teachers (Razak et al., 2009). Teachers' expertise and commitment have a substantial impact on student progress (Sukarmin & Sin, 2022).

Therefore, teachers' commitment to teaching and their school is crucial for enhancing and improving educational quality. Teachers' commitment shows their dedication to the institute and the teaching profession. This will lead them to actively participate in school activities. Additionally, teachers' commitment has influence on the organisational effectiveness of schools and the teachers' well-being (Meyer & Herscovitch, 2001). Moreover, research shows that teacher commitment and their performance are crucial for students' achievement.

Freedman and Appleman (2009) opined that schools urgently require devoted and proficient teachers who are prepared to remain in the schools long enough to effectuate a substantial improvement in school quality and student achievement. Principals therefore need to provide unwavering support through their instructional leadership to enhance teachers' commitment and performance in the school.

The Maldivian government aims to improve students' learning and results, and the Ministry recognises positive and strengthened principal leadership as a crucial factor in achieving this feat (Education. & Education., 2019). Several sources, however, indicate that to attain educational excellence in the Maldives and meet up with industrial revolution challenges, it requires moderate to greater reform of schools at all levels (Nasir, Kumar Samy, et al., 2022).

The government therefore expects principals to demonstrate effective leadership by driving high and well-trained school leaders. It is on this base that stakeholders and the general public evaluate the effectiveness of school principals. There was no consensus among scholars on the best approach to educational leadership. Studies on effective schools however revealed that demand for instructional leadership in the recent time is high. The expectation that school principals become 'instructional leaders' expanded over the world (Hallinger et al., 2020).

Based on this, the Maldives' Ministry of Education urged principal to become instructional leadership as this will essentially improve student achievement (Ahmed, 2016). Consequently, schools need to understand principal's leadership, particularly the principal's instructional leadership conduct, which is crucial in improving school effectiveness. Similarly, teachers' performance is imperative in establishing an effective school climate. Hence, it is necessary to study factors that affect teachers' commitment to their profession as this is imperative for school success.

Studies revealed that in the formation of successful schools, principals exerted significant influences, thus leading to the attempt to determine the leadership characteristics of the principals in such schools (Sarıkaya & Erdoğan, 2016). During the past decades, the role of principals and their instructional leadership practices in influencing teaching and learning has been increasingly highlighted in policies,

practices, and school-based research. Parents today are looking for a quality education that is beneficial for their children. Many studies have been conducted to evaluate school effectiveness in many countries. However, in the Maldivian context, where community has been advocating for better education for children, research on principals' instructional leadership, particularly its impact on teachers' commitment and performance is still missing. Notably, no studies have explored the variables relationship within the Maldivian context.

Similarly, studies have not been conducted on how teachers are motivated and committed to their work and what really shapes their performance, is it salary or principal leadership style. There is no study in the Maldives context on the effects of principals' instructional leadership on teachers' commitment and performance, or which practice of the principals makes teachers more committed and perform better.

Like other countries in the world, Maldivian schools recognise the importance of teacher quality and performance. Thus, there are many programs and training courses targeted at enhancing teachers' skills and improving their performance. Teachers' proficiency has great impact on their performance. Hence, research on principals' instructional leadership and its effects on teachers' commitment and performance is highly needed in the context of the Maldives. This will help in improving students' achievement. Principals' influence on teachers' commitment and performance need to be studied because available studies on the topic only focus on the relationship between the principals' instructional leadership behaviour and teachers' commitment, there is no study that examines effect of the principals' instructional leadership on both teachers' commitment and performance, especially in the Maldivian context. Being a small developing island country with a stretched island in the Indian Ocean, the uniformity of the language and the religion make the Maldivian context unique for such a study. Therefore, the focus of this research is to find out the relationship between the principal instructional leadership practices and teachers' commitment and performance.

The results of this study therefore would add to the body of knowledge on the topic and will be a valuable literature for those studying similar topics. Research on the relationship between principals' leadership and teachers' commitment as well as

performance is highly required for the improvement of education in the country. This research would identify the levels of principals' instructional leadership and teachers' commitment and performance. And also, it will examine if there was any relationship between the three variables. Hence, the dependent variable that would be predicted using instructional leadership is teachers' commitment and performance.

In fact, different scholars have requested for a concerted effort to examine the effects of principals' instructional leadership on teachers' commitment and performance. This study answers such call by investigating the effects of principals' instructional leadership on teachers' commitment and performance. The findings of this research therefore would help in enhancing school principals' management and leadership roles, automatically leading to an improved student outcome. This study also fills research gap by investigating effect of instructional leadership practices of school principals on both teachers' commitment and performance.

1.3 OBJECTIVES OF THE STUDY

The main objective of this study is to investigate the impact of Maldivian school principals' instructional leadership practices on teachers' commitment and performance. Additionally, the study seeks to assess the level of instructional leadership practices used by Maldivian principals, along with the levels of teacher commitment and performance.

Teachers serve as the primary determinant of student learning outcomes. Committed, knowledgeable, and qualified teachers in educational institutions must stay long enough in school before a significant improvement can be ascertained. The study attempts to provide new insights that will assist principals in the Maldives in promoting student learning through the improvement of teachers' commitment and performance. This study would also assist educational practitioners and scholars in enhancing the body of knowledge in this domain. The study objectives are delineated as follows:

1. To examine the level of instructional leadership practices of Maldivian school principals.
2. To examine the level of teachers' commitment in Maldivian schools.
3. To identify the level of the teachers' performance in Maldivian schools.
4. To examine the instructional leadership practices of Maldivian school principals and the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal) as perceived by teachers.
5. To determine the level of teachers' commitment with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal) as perceived by teachers.
6. To determine the level of teachers' performance with regard to the individual characteristics of and teachers (gender, age, level of teaching, teaching experience, experience with the current principal) as perceived by teachers.
7. To determine the effects of the instructional leadership practices of the Maldivian school principals on teachers' commitment.
8. To determine the effects of the instructional leadership practices of the Maldivian school principals on teachers' performance.

1.4 RESEARCH QUESTIONS

The primary objective of this research is to explore the effects of Maldivian school principals' instructional leadership practices on teachers' commitment and performance. Teachers in schools, being the primary drivers of student learning, are expected to be committed, knowledgeable, and willing to stick around long enough in school to have a substantial impact. The following are questions that this study aims to

answer with the aim of improving student learning by enhancing teachers' commitment and performance:

1. What are the levels of the instructional leadership practices of Maldivian school principals?
2. What are the levels of teachers' commitment in Maldivian schools?
3. What are the levels of the teachers' performance in Maldivian schools?
4. Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?
5. Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?
6. Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?
7. Do Maldivian school principals' instructional leadership practices affect teachers' commitment?
8. Do Maldivian school principals' instructional leadership practices affect teachers' performance?

1.5 RESEARCH HYPOTHESES

This current research will investigate whether principals' instructional leadership significantly impacts teachers' commitment and performance. Hence, the following hypotheses will be tested:

- H1: There is a significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
- H2: There is a significant difference in teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
- H3: There is a significant difference in teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
- H4: The Maldivian school principals' instructional leadership practices affect teachers' commitment.
- H5: The Maldivian school principals' instructional leadership practices affect teachers' performance.

1.6 THEORETICAL FRAMEWORK

The theoretical framework serves as a foundation for understanding how the current research fits into existing theories, as well as how it contributes to the broader body of knowledge (Maxwell, 2005). The theoretical orientation of a study is essential since it guides the entire research process. This study's theoretical underpinning is guided by three well-established frameworks or models: the Principal Instructional Management Rating Scale (PIMRS) framework by Hallinger & Murphy (1985), the Teachers Commitment Model (TCM) model of commitment developed by Meyer & Allen

(2004), and the Key Performance Indicators for Teachers' Performance (TP) by Atsebeha (2016).

While these frameworks offer valuable insights, they also have certain limitations. To improve their applicability, this study argues that they should be integrated with emerging theories to promote a more comprehensive approach to educational leadership, teacher commitment, and performance evaluation. These frameworks, or models, are summarised in Table 1.1.

Table 1.1 Theoretical Underpinnings of the Conceptual Framework

Theoretical constructs	Underpinning theory/model
Principals' Instructional Leadership (PIL)	Principal Instructional Management Rating Scale (PIMRS) Hallinger & Murphy (1985)
Teachers' Commitment (TC)	Teachers Commitment Model (TCM) Meyer & Allen (2004)
Teachers' Performance (TP)	Key performance indicators for Teachers' Performance (TP) Atsebeha, (2016)

1.6.1 Principal Instructional Management Rating Scale (PIMRS) framework

This study employed Hallinger and Murphy's Model (1985) of the instructional management role of the principal. The theory comprises three core dimensions that focus on teaching and learning by defining the school mission, managing the instructional program, and promoting a positive school learning climate. These three dimensions are further elaborated into 10 leadership job descriptors (Figure 1.5): (1) Frame the school goals; (2) communicate the school goals; (3) supervise & evaluate instruction; (4) coordinate the curriculum; (5) monitor student progress; (6) protect instructional time; (7) promote professional development; (8) maintain high visibility; (9) provide incentives for teachers and (10) provide incentives for learning.

The strengths of the PIMRS framework lie in its structured approach to instructional leadership, which is systematically divided into three dimensions and ten job descriptors to ensure a comprehensive assessment of school leadership (Hallinger & Murphy, 1985). It has been empirically validated in various educational settings and serves as a reliable tool for assessing leadership effectiveness of school leaders (Hallinger, 2011). In addition, the model practical application supports school leaders in refining their management strategies (Hallinger & Wang, 2015). However, the model also has its limitations. These include its lack of flexibility in accounting for cultural and economic differences (Hallinger, 2011), its potential neglect of teacher autonomy in leadership (Leithwood & Sun, 2012), and its emphasis on administrative functions over other leadership dimensions such as emotional intelligence and innovation (Bush, 2015).

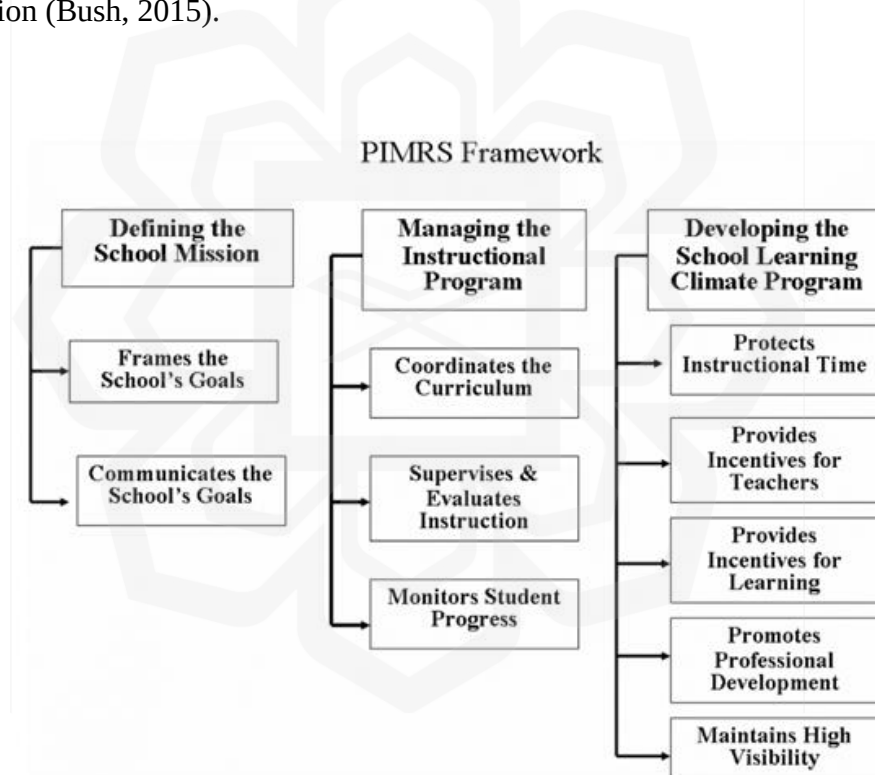


Figure 1.5 PIMRS Conceptual Framework (Hallinger & Murphy 1985)

1.6.2 Three Component Model (TCM)

The Three Component Model (TCM) by Meyer and Allen (2004) is commonly used to assess teachers' commitment, which replicates three magnitudes (Figure 1.6): affective attachment to the organisation, obligation to remain, and perceived cost of leaving. To

make a distinction between these attitudes, Meyer and Allen (1991) acknowledged affective commitment (AC), normative commitment (NC), and continuance commitment (CC) (Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993).

The TCM framework provides a multidimensional perspective on teacher commitment by distinguishing between affective, normative, and continuance commitment (Meyer & Allen, 2004). It has high predictive validity, as it has been widely used to assess teacher motivation and retention (Meyer et al., 2002). It also provides institutions with information for developing targeted retention strategies (Allen & Meyer, 1996). However, its origins in organisational psychology raise concerns about its applicability in dynamic educational environments (Meyer & Herscovitch, 2001). The static nature of the model fails to capture the evolving factors that influence teacher commitment, such as policy changes and work-life balance (Cohen, 2007). In addition, distinguishing between the three types of commitment is highly difficult because they overlap in some areas making it difficult to categorise commitment accurately (Meyer, Becker, & Vandenberghe, 2004).

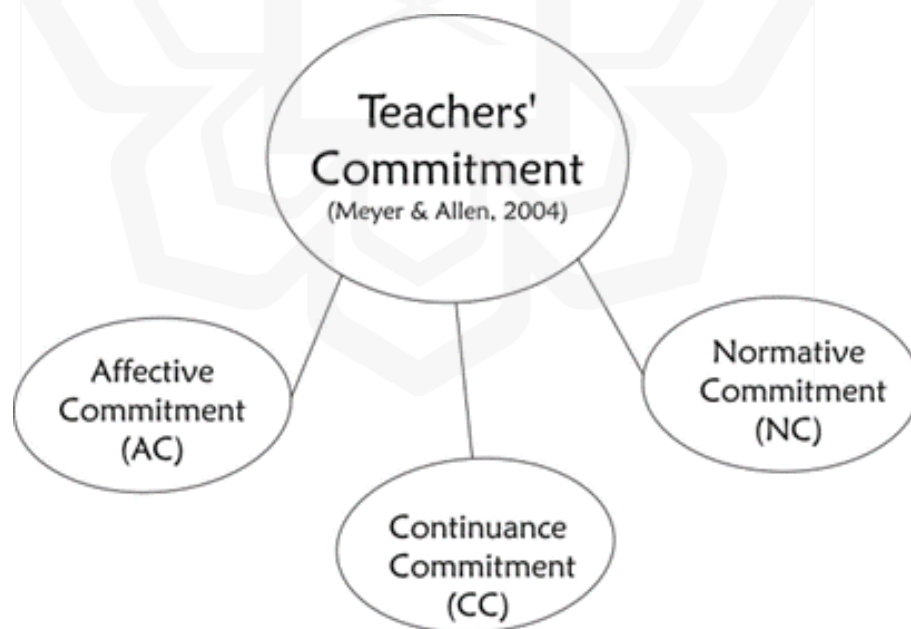


Figure 1.6 Three Component Model (TCM), Meyer & Allen (2004)

1.6.3 Key Performance Indicators for Teachers' Performance (TP)

Key Performance Indicators by Atsebeha (2016), figure 1.7, are used as teachers' performance markers, which contain (a) teaching planning; (b) classroom organisation; (c) monitoring and evaluation; (d) classroom atmosphere and discipline; and (e) teacher leadership.

The TP framework establishes clear measures of performance by assessing teachers on structured indicators such as lesson planning, classroom organisation and leadership (Atsebeha, 2016). It provides a systematic approach to performance evaluation (Atsebeha & Alemayehu, 2018) and is in line with best practise in education (Darling-Hammond, 2017). However, its focus on quantifiable metrics can result in the neglect of critical qualitative factors such as teacher enthusiasm, student engagement and adaptability (Goe, Bell, & Little, 2008). Performance evaluations within this framework can be biased and led to inconsistencies in assessment (Stronge, 2018). In addition, the model does not adequately consider external factors such as institutional support and student demographics which significantly influence teacher performance (OECD, 2019).



Figure 1.7 Key performance indicators for Teachers' Performance (TP), Atsebeha, (2016)

1.7 CONCEPTUAL FRAMEWORK

The conceptual framework of this study is intended to explain how principals provide instructional leadership to improve teachers' commitment and performance. The aforementioned models and frameworks illustrate the relationship that exists among the three constructs of this study (Figure 1.8). It displays a graphical illustration of how different factors interact. The framework shows how instructional leadership practised by principals affects teachers' commitment and performance. The Principals' Instructional Leadership (PIL), a concept used in this study, is related to and has an impact on Teachers' Commitment (TC) and Teachers Performance (TP).

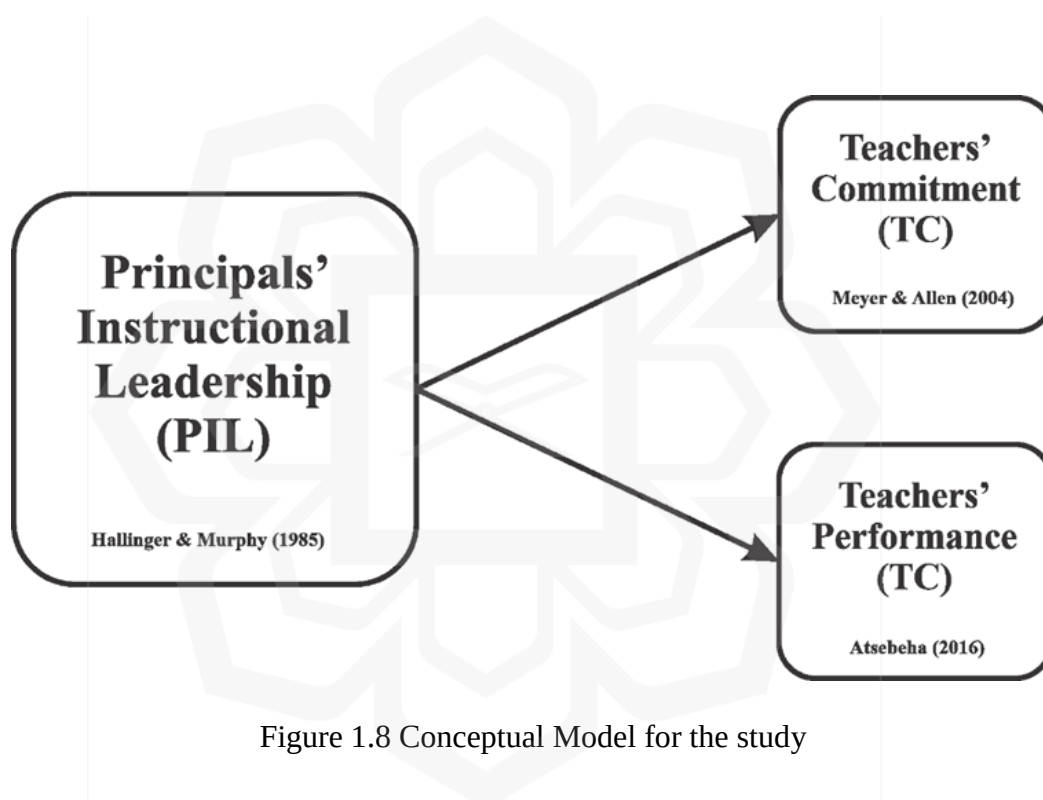


Figure 1.8 Conceptual Model for the study

The independent variable Principals' Instructional Leadership (PIL), as defined by Hallinger & Murphy (1985), entails defining the school mission, managing the instructional program, and creating a positive school climate. The dependent variables for the study are Teachers Commitment (TC) as defined by Meyer & Allen (2004) and Teachers Performance (TP) as defined by Atsebeha (2016). In explaining educational leadership from an Islamic perspective, Salleh (2018) proposed a model that summarised the abbreviation L-E-A-D-E-R-S-H-I-P with each letter representing behaviour that leaders are expected to exhibit. He explained that each letter provides

the meaning as follows: L-Leading, E-Education, A-Aims, D- Delivery, E-Empowerment, R-Resilience, S-Style, H-Humbleness and Humility, I-Integrity, and P-Piety. This will be explained in detail in Chapter 2 of this study.

Research analysis on leadership data proved that leadership has a significant effect on the performance of teachers (Toha & Katoningsih, 2018). Furthermore, Ponnusamy (2010) revealed that teachers' commitment is strengthened by the leadership behaviour exhibited by school leaders. Moreover, Ahmad and Shah (2010, as cited in Kamaylar, Ye, & Sripicharn(2018) argued that employees with higher organisational commitment tend to perform better in an organisation.

The principals' instructional leadership model would be used as proposed by Hallinger & Murphy(1985), where they specified that instructional leaders need to focus on:

- Creating a shared sense of purpose in the school, including clear goals focused on student learning;
- Fostering the continuous improvement of the school through cyclical school development planning that involves a wide range of stakeholders;
- Developing a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning;
- Coordinating the curriculum and monitoring student learning outcomes;
- Shaping the reward structure of the school to reflect the school's mission;
- Organizing and monitoring a wide range of activities aimed at the continuous development of staff; and
- Being a visible presence in the school, modelling the desired values of the school's culture.

Commitment, the employee's emotional attachment to, identification with, and involvement in the organisation and its goals; (b) continuity commitment, the willingness of the employee to remain in an organisation because of non-transferable investments; and (c) normative commitment, loyalty to the organisation or a felt moral obligation to remain with the organisation.

Teachers' performance implies carrying out or accomplishing an action or task or to do something in terms of a specific standard (Atsebeha, 2016). The key performance indicators (KPIs) selected by Ayene Tamrat Atsebeha (2016) to measure teachers' performance are (a) teaching planning, (b) classroom organisation, (c) monitoring and evaluation, (d) classroom atmosphere and discipline, and (e) teacher leadership.

1.8 SIGNIFICANCE OF THE STUDY

Principals and teachers play a crucial role in creating an effective educational environment. Despite the importance of instructional leadership, there is a very little research that has been carried out on instructional leadership as predictors of teachers' commitment as well as teachers' performance. As mentioned earlier, researchers link instructional leadership to school and teacher improvement. Nevertheless, loopholes in the education system could be understood and addressed by assessing the teachers' commitments and their performance.

This study would also identify the qualities of the principals' practicing instructional leadership that enhance teachers' commitment and performance and suggest ways to deal with the challenges encountered in every day school administration. In addition, it could be a guideline to restructure decisions and policies per the demands of this global era.

This study will be significant in assessing the principals' instructional leadership, evaluating qualities of principals, staff development, and finding ways to improve teachers' commitment and performance. This study is also beneficial for decision-makers when making any intervention. The study's result suggest that hiring

principals who possess influential leadership behaviour can motivate teachers more and help in improving quality of education in their various schools.

1.9 DELIMITATIONS OF THE STUDY

The study is characterised by the following delimiting factors:

- Sample: The study is restricted on teachers from primary, secondary, and higher secondary schools, limiting its respondent group to this specific population.
- Geographic Region: The study restricted to Male' City, the capital of the Maldives. This location was chosen because Male' City represents a significant portion of the Maldivian teacher population, with one-third of the Maldivian teacher population, offers a general perspective on the broader teacher demographic.

1.10 DEFINITIONS OF OPERATIONAL TERMS

This study specifically examines the practices of Maldivian principals to enhance teacher commitment and performance. To maintain consistency and clarity throughout the research, important terminology is defined as follows:

These definitions provide a foundational understanding of the important principles that will guide this research on instructional leadership and its impact on teacher commitment and performance.

1.10.1 Principal

Principal is a professional staff member who manages and administers the school in accordance with the rules and regulations. (Adopt from the Ministry of Education, 2019a).

1.10.2 Instructional Leadership

This term refers to the activities of a school leader across three domains: (a) defining the school mission, (b) managing the instructional program, and (c) creating a positive school climate. (adopted from Hallinger & Murphy, 1985).

This variable is measured using the instrument produced by Hallinger and Wang (2015), which includes 22 items across three domains assessed on a Likert scale from one to five, with one indicating "Almost Never" and five indicating "Almost Always."

1.10.2.1 Defining the school mission

This domain involves framing the school's vision, mission, and goals, along with effectively communicating them to stakeholders. (adopted from Hallinger & Murphy, 1985). This variable is measured through five items from Hallinger and Wang's (2015) instrument, utilizing a one-to-five Likert scale for rating.

1.10.2.2 Managing the instructional program

This second domain includes supervising and evaluating instruction, managing the curriculum, and monitoring student progress. (adopted from Hallinger & Murphy, 1985). It is evaluated using seven items from the Hallinger and Wang (2015) instrument, which are rated on a Likert scale of one to five.

1.10.2.3 Creating a positive school climate

The third domain focuses on creating and advocating for a conducive learning environment (adopted from Hallinger & Murphy, 1985). This variable is assessed using ten items from the Hallinger and Wang (2015) tool, each scored on a Likert scale of one to five.

1.10.3 Teachers' Commitment

This term refers to a person's affective engagement with the goals, values, and activities of an organisation. This construct is measured across three domains: (a) affective commitment, (b) continuance commitment, and (c) normative commitment (as defined in Meyer and Allen's (2004) Three Component Model).

This variable is measured using an instrument modified by McKeever et al. (2018), which includes 15 items across the three domains, assessed on a Likert scale from one to five, with one indicating "strongly disagree" and five indicating "strongly agree."

This framework represents Maldivian teachers' emotional commitment to their schools' goals and ideals.

1.10.3.1 Affective Commitment

This dimension reflects Maldivian teachers' emotional attachment, identification, and involvement with their school and its goals (derived from TCM, Meyer, and Allen, 2004). It is assessed using five items from the McKeever et al. (2018) modified instrument, each graded on a Likert scale of one to five.

1.10.3.2 Continuance Commitment

This refers to Maldivian teachers' willingness to stay at their school because of non-transferable investments (adapted from the Three Component Model (TCM), Meyer and Allen, 2004). This dimension is assessed using five items from the McKeever et al. (2018) modified instrument, also graded on a Likert scale from one to five.

1.10.3.3 Normative Commitment

This component indicates Maldivian teachers' loyalty to their school and a perceived moral obligation to remain (derived from the Three Component Model (TCM), Meyer and Allen, 2004). It is evaluated using five items from the McKeever et al. (2018) modified instrument, each rated on a Likert scale of one to five.

1.10.4 Teachers' Performance

This term refers to the completion of an action or task according to specific standards. This construct is assessed across five domains: (a) teaching planning, (b) classroom organisation, (c) monitoring and evaluation, (d) classroom atmosphere and discipline, and (e) teacher leadership, as derived from the Teacher Job Performance Questionnaire (TJPQ) by Atsebeha (2016).

The performance variable is assessed using a modified instrument by Saleem et al. (2020), comprising 22 items spanning five domains evaluated on a Likert scale ranging from one to five, where one signifies "strongly disagree" and five denotes "strongly agree."

1.10.4.1 Teaching planning

Teaching planning is the road map of what students need to learn (learning objectives) and how it will be done effectively (activities and strategies) during the class time (adopted from Atsebeha, 2016). It is evaluated using five items from the Saleem et al. (2020) modified instrument, which are rated on a Likert scale of one to five.

1.10.4.2 Classroom organisation

Classroom organisation encompasses a range of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically (adopted from Atsebeha, 2016). The assessment utilizes four items from the modified

instrument by Saleem et al. (2020), evaluated on a Likert scale ranging from one to five.

1.10.4.3 Monitoring and evaluation

Monitoring and evaluation refer to observing students' behaviour, evaluating their work, and their progress (adopted from Atsebeha, 2016). It is evaluated using four items from the Saleem et al. (2020) modified instrument, assessed on a Likert scale from one to five.

1.10.4.4 Classroom atmosphere and discipline

Classroom atmosphere and discipline refer to the teachers' ability to maintain good classroom discipline and a work-friendly atmosphere in the classroom (adopted from Atsebeha, 2016). The evaluation employs four items from the adapted instrument by Saleem et al. (2020), assessed on a Likert scale from one to five.

1.10.4.5 Teacher leadership

Teacher leadership encompasses various responsibilities, including resource providers, learning experts, curriculum specialists, classroom supporters, instructional facilitators, mentors, school leaders, data coaches, catalysts for change, and finally as, learners themselves (adopted from Atsebeha, 2016). It is evaluated using five items from the Saleem et al. (2020) modified instrument, which are rated on a Likert scale of one to five.

1.11 CONCLUSION AND ORGANISATION OF STUDY

This chapter introduces the topic of the research, outlining the background and formulating the problem statement, highlighting the existing crisis in the Maldives in general and education sector in particular. It discusses the purpose of the study and its objectives, leading to the formulation of research questions and hypotheses. Six research objectives and corresponding questions were established to investigate the identified research problems. The chapter also presents the conceptual framework designed to address these issues, followed by a discussion of the study's significance, limitations, and delimitations. This framework emphasizes the impact of principals' instructional leadership on teachers' commitment and performance. Finally, the chapter concludes with operational definitions of each theoretical construct used in the study.

Chapter Two presents a critical review of the relevant literature. Chapter Three outlines the research questions, the methodology employed, the participants involved, data collection procedures, instrumentation, and data analysis methods. Chapter Four presents the quantitative findings of the study. Chapter Five which is the final chapter summarizes the key findings, compares and contrasts them with the reviewed literature and previous studies. The chapter at the end offers recommendations for practice and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examines the literature on instructional leadership, teacher commitment, and teacher performance alongside Islamic perspectives. In addition, these topics will be presented and discussed in terms of definition, development, and theories and models.

This literature review aims to find instructional leadership styles practiced by school administrators that may directly influence teachers' commitment and performance. The commitment has been reported to affect turnover due to organisational commitment (Meyer et al., 2002; Vandenberghe and Bentein, 2009), and fostering a work environment that promotes affective commitment can significantly improve employee performance levels (Umezulike et al., 2024).

School leaders should act as instructional personnel who encompass actions to create a productive environment for teachers by mentoring, supporting collaboration, and promoting professional development and desirable learning conditions for students (Sukarmin & Sin, 2022). Hence, instructional leadership is a significant issue in school organization. This literature review will answer the research questions by detailing the theoretical framework and finding the essential evidence relevant to underline the need for better leadership procedure and its impact on teachers' commitment and performance. Many studies have been conducted on instructional leadership and its effect on the school setting. The observation shows that leadership crucially influences school effectiveness. School administrators required to strive for their improvement and development through dedication and commitment. To restructure and record positive changes, schools need a good leadership skill to be demonstrated by administrators who are committed to their duties.

Effective instructional leadership is essential for all school leaders for better delivery of learning instructions in order to improve student performance across many educational contexts, including varied countries and school levels (Fikuree et al., 2024). The focus of an instructional leader is to find ways and means to improve student learning outcome(Ahmed, 2016). To create a conducive learning environment, principals must demonstrate skills required to create the conditions necessary for organisational development and/or improvement. The principal must embrace an inclusive policy and work collaboratively with teachers and provide necessary assistance whenever the need arises (Ahmed, 2016). Leaders promote a positive learning climate by communicating instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teachers' commitment to the school (Weber, 1996). Hence, the principal, as an instructional leader, helps develop an organized and caring atmosphere for staff and students, significantly facilitating the teaching and learning process. They are also responsible for maintaining the required quality and the standard of educational profession.

2.2 INSTRUCTIONAL LEADERSHIP

Instructional leadership is a challenging area to study. Despite the large amount of research conducted to find a clear definition of the concept, there are still many issues to discuss, as it is predicated with rebuttable presumptions, predictable practices, plentiful characteristics, and different models, which always affect the teaching and learning process. The word “instructional” originates from the word “instruction,” which means teaching (Hassan et al., 2018). Bush and Glover (2014)opined that the increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to the focus on ‘instructional leadership’ or ‘learning-centred’ leadership.

In his own contribution, Mumphord (2013) proposed four primary areas of instructional leadership: setting goals, providing professional development, monitoring and providing feedback, and establishing high standards. He also mentioned that an instructional leader should give top priority to instruction, adding that influential instructional leaders can indirectly influence students' learning. The implication here is that the principal's instructional leadership skills play a crucial role in assisting teachers in their teaching and students in their learning, making demonstrating the skills primary responsibility of administrators daily. He believed many schools and students would not perform to their potential without effective instructional leadership and the performance should be seen as an actuality and not merely a potentiality. He acknowledged that principals must demonstrate the requisite leadership to ensure that all students receive the necessary resources and instructions required for successful school performance.

As competent instructional leaders, principals must set goals and virtuous criteria for all the staff and students in the school. Principals should foster the professional growth of staff members by facilitating continuing professional development programs. Moreover, they should always focus on the school goals by observing and supervising the classroom teaching and learning process and providing feedback to the students and teachers. And see themselves in a position to monitor and respond to staff and students concerns.

Sisman (2016) stated that school leaders must practice the following five instructional leadership skills: (1) identifying and sharing school goals; (2) management of the instructional programs and teaching process; (3) evaluation of the teaching process and students' academic achievement; (4) supporting and cultivating teachers; and (5) creating a safe and positive learning environment and working climate in the school. These are components of leadership procedure which can ease educational development process and positively impacted students performance.

After a comprehensive review of the related literature from the Kuwaiti Ministry of Education and the United States, Al-Azemi (1995) outlined the key responsibilities of school leaders in their capacity as instructional leaders. The following responsibilities are included:

1. Awareness and communication of instructional goals to teachers, students, and parents as well.
2. Assess teachers' instructional practices.
3. Assist teachers in enhancing instructional effectiveness.
4. Systematically reproduce and monitor students' academic progress.
5. Provide guidance and coordinate with the faculty to enhance student academic performance.
6. Ensure prominent visibility.
7. Engage parents in educational initiatives in a systematic way.
8. Establish a school environment that fosters cognitive and social development in students.
9. Promote mutual relationship between the school and the external environment.

These roles collectively highlight the complex role of principals in fostering instructional leadership and enhancing an enriching educational experience in their schools.

2.2.1 Definition of Instructional Leadership

The concept of instructional leadership is fundamental to an efficient school management and has been thoroughly discussed and defined in educational leadership literature. The definitions of instructional leadership provided by different scholars highlight its multifaceted character. Liu (1985), Krug (1992), Hallinger (2003, 2005), and others exemplify the dynamic and complex nature of instructional leadership. Liu (1985) and Krug (1992) emphasize its impact on pedagogical practices and student achievement, concentrating on the principal's role in directly influencing the outcome of educational programmes.

According to Liu (1985), instructional leadership is direct or indirect behaviours displays by a principal that significantly affect teacher instruction and student learning. On the other hand, Krug (1992) defined it as leadership that uses knowledge in solving academic problems and educating both staff and students to play their roles to realize the school goal. As for Keefe (1987, as cited in Al-Azemi, 1995), instructional leadership is seen as the principal's role in providing direction, resources, and support to teachers and students to teachers towards improving teaching-learning process in the school. These viewpoints correspond with conventional interpretations of leadership as authoritative and stratified.

In contrast, King (2002) defined instructional leadership as "anything that leaders do to improve the teaching and learning in their schools and districts" (p. 62). As for Drake, Thelbert and Roe (2002), instructional leadership is conceptualized as any effort towards encouraging and supporting parties involved in the teaching and learning process to achieve school goals and develop a functional school social system. Hence, instructional leadership is a crucial action the school principals perform to improve the success of the teaching and learning process and school performance. It also helps to enhance the growth and improvement of the students' learning and learning conditions.

Hallinger (2003) identified instructional leadership as vital; adding that directive leadership focused on simplifying curriculum and instruction from the principal (p. 329). Furthermore, he stated that instructional leadership emphasises "explicitly how the educational leadership exercised by school administrators and teachers to improved educational outcomes" (p. 329). Likewise, Hallinger (2005) expatiates on the concept of instructional leadership, defining it as the actions principals take to promote growth in student learning. This includes the integration of strategic components such as establishing a vision, promoting a positive school climate, setting goals, managing instruction, and allocating resources effectively to facilitate teaching and learning. This dynamic concept highlights the flexibility of instructional leadership in responding to dynamic educational requirements.

Horng and Loeb (2010) defined instructional leadership as the leadership style emphasising teaching and learning by giving constructive feedback, consistent and knowledgeable instructional support, direct modelling, and coaching that made both teachers and students believe that the quality of instruction they receive from the principals will be consistent.

From the perspective of Higginson (2011), instructional leadership refers to a composite of those behaviours and activities of the principal that are connected with and promote students achievement as measured by large-scale summative test instrument. Hence, instructional leaders directly influence the transformation and changes of their schools. Consequently, instructional leadership is the authority and actions taken by principals, teachers, and leading teachers, focusing more on the school's teaching and learning process. Kis and Konan (2014) defined instructional leadership as a type that affects a school's development.

Multiple fundamental themes arise within the concepts:

1. Teaching and Learning: Almost all scholars agree that instructional leadership focuses the improvement of teaching and learning quality.
2. Role of the Principal: A notable tension occurs between perceiving instructional leadership as the exclusive responsibility of the principle and viewing it as a collaborative endeavour.
3. Strategic and Operational Dimensions: The dual role of instructional leaders in establishing strategic objectives and overseeing daily teaching practices underscores the complexity of their responsibilities.
4. Measurement of Impact: Analysing the efficacy of leadership initiatives and their quantifiable influence on student performance.

Instructional leadership is an essential principle for school administrators, requiring a balance between leadership and administrative management. It involves coaching and fostering a positive school climate, emphasizing the importance of soft skills. However, its broad scope can lead to role overload. To achieve its full potential,

it must address challenges like role overload and the tension between direct and distributed leadership.

2.2.2 Development of Instructional Leadership

There has been increased attention on instructional leadership by many educational researchers and policymakers for many years, and many researchers believe that this was started with research on effective schooling (Hassan et al., 2018). Hallinger, Wang, Chen, and Li (2015) were of the view that instructional leadership emerged in the USA during the 1950s as a ‘practice-based prescription’ rather than a theory-driven construction. They also cited that the phrase “good school has a good principal” was conveyed in the USA during the middle of the 20th century.

Hassan et al. (2018) asserted that instructional leadership started between the late 1970s and early 1980s with the emergence of research that compared effective and ineffective primary schools for poor children in the Northern parts of America. It is observed that throughout the 1980s, effective school research focused on principal leadership (Hallinger, 2010). These researchers declared that principals’ instructional leadership is crucial to achieving school effectiveness. Hallinger et al. (2020) also believed that during the 1980s, instructional leadership made a landmark, becoming one of the most potent models guide for research, policy, and practice in school leadership.

Similarly, Lashway (2002) also stated that in the 1980s, "instructional leadership" became the dominant paradigm for school leaders when researchers noticed that effective schools usually have principals who focus highly on curriculum and instruction. Nevertheless, in the 1990s, scholars of school improvement research concentrated on transformational leadership and teachers’ leadership (Hallinger, 2010). Lashway (2002) pointed out that in the first half of the 1990s, attention to instructional leadership wavered in its quench for the best, displaced by discussions of school-based management and facilitative leadership. The school-based research focused on socioeconomic status, social background, and race as factors for students' success before research on school leadership styles. However, after the emergence of

research on effective schools, the focus shifted to identifying characteristics and practices of the school leaders towards improving students' academic achievement (Hassan et al., 2018). He argued that the importance of instructional leadership for the school's success made instruction to become top leadership agenda, and to him, this is a critical skill.

In the same vein, Hallinger (2010) noted that in the twenty-first century, the focus was on the learning outcomes of the students and the school as the universal trend of globalisation which leads to students learning. However, the focus shifted again to school leadership, particularly to instructional leadership, known as leadership for learning. The history of instructional leadership shows that even though it has been three decades, it is still relevant to be practiced in schools today to develop schools and improve students' academic achievement (Hassan et al., 2018).

2.2.3 Instructional Leadership Theories and Models

Scholars conducted researches in this field leading to several leadership models being developed. There have been few changes in leadership models during the past years. There has been a rapid change in leadership models throughout the last two decades, where the researchers focused on the instructional and transformational leadership models. "Although various conceptual models have been employed over the past 25 years of research into educational leadership, two major approaches have predominated: instructional leadership and transformational leadership" (Hallinger, 2003, p. 330). (Hallinger, 2003, p. 330). Nevertheless, Ponnusamy, (2010) observed that the most broadly used entity in educational studies is the instructional leadership model.

Researchers define instructional leadership as encompassing the traits, behaviours, and processes a person needs to lead a school effectively (Alig-Mielcarek, 2003). Thus, many conceptual models in instructional leadership have been construed to mean the scopes and roles of principals in performing their everyday jobs as instructional leaders. Studies on instructional leadership show that these models

emphasize the educational leadership that directly enhances the instructive result (Southworth, 2002 as cited in Ponnusamy, 2010).

Instructional leadership models emerged in the early 1980s from early research on effective schools (Hallinger, 2003). He asserted that the emergence of these leadership models indicated a broader dissatisfaction with the instructional leadership model, which many believed focused too much on the principal as the centre of expertise, power, control and authority. Hallinger (2005) also acknowledged that the instructional leadership model was the most frequently studied model of school leadership over the last twenty-five years. Hereafter, this section will review three dominant conceptualizations of instructional leadership models. Instructional leadership models developed by Philip Hallinger and Murphy (1985) will be selected for this research, as they are the most common framework used in principal instructional leadership research.

2.2.3.1 Murphy's Model (1990)

Murphy (1990) developed a framework based on four main dimensions of academic leadership: developing a mission and goals for the future, managing the educational production function, promoting an academic learning culture, and developing a cooperative work environment. Murphy divided this framework into sixteen distinct attitudes and styles that an academic leader must adhere to.

Setting a mission and goal is crucial to create a shared object and align the school's efforts towards a coordinated vision (Murphy, 1990). This helps to focus on activities and events the school performs to align with the vision and goal. This dimension is divided into two parts; the first part is to construct school goals, and the second part is to spread school goals. The goals should be lined up with the student's individual goals, and the students' recent and previous results should be considered when constructing the goals.

Likewise, the teachers' responsibilities to accomplish these goals should be included. These goals must be shared regularly with the school's stakeholders - students, parents, and teachers to ensure that,all are on the right path towards realizing the desired goal they have built cooperatively.

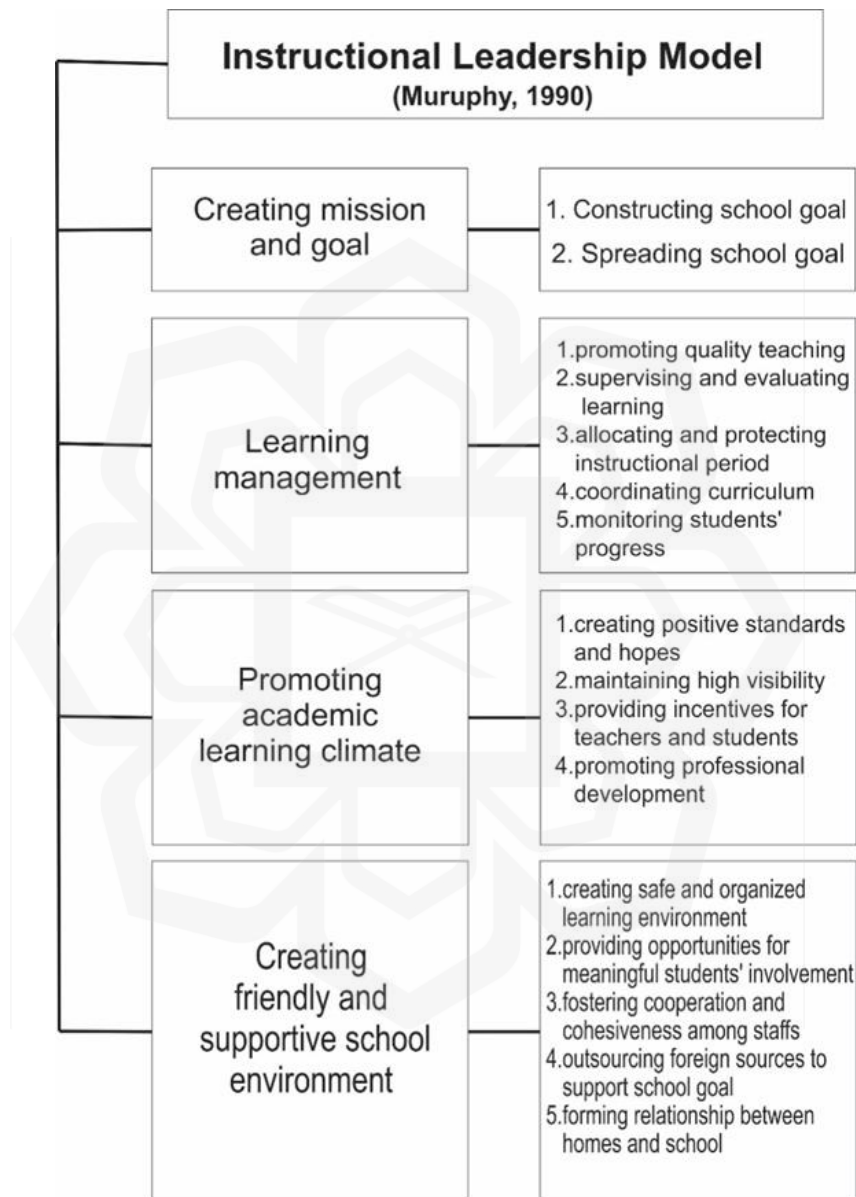


Figure 2.1 Instructional Leadership Model developed by Murphy (1990)

The second dimension is the management of learning. In this dimension, the principal as a school leader is expected to champion five roles, to wit: (1) promote quality teaching and learning process in the school, (2) timely supervise and evaluate learning, (3) allocate and protect instructional period, (4) coordinate curriculum and (5) monitor students' progress. Hence, as an instructional leader, the principal should provide suggestions, recommendations and ideas to teachers and give them advice regularly. Furthermore, instructional leaders may enhance quality teaching through discussions with teachers in organized meetings, classroom teaching, observation sessions, etc. Moreover, the leader should constantly monitor the students' progress using assessment results and give continuous feedback to teachers on how to improve.

According to Murphy (1990), the third dimension, promoting academic learning climate, opines that the principal's attitude should affect the values, norms, beliefs and attitudes of teachers, students and their parents positively. In this dimension, the primary focus is on classroom teaching and learning process. This dimension covers four roles, namely (1) creating positive standards and hopes, (2) maintaining high visibility, (3) providing incentives for teachers and students, and (4) promoting professional development. Murphy (1990) believed that instructional leaders can facilitate school learning climate growth through teaching and learning processes through these roles.

The fourth and concluding dimension of Murphy's (1990) framework, creating a friendly and supportive school environment where he explains how an instructional leader should establish an organisational structure and enhance processes that support the teaching and learning method. Principals will succeed in practicing this dimension will cover five characteristics, which are (1) creating a safe and organized learning environment, (2) providing opportunities for meaningful student involvement, (3) fostering cooperation and cohesiveness among staff, (4) outsourcing foreign sources to support school goal (5) forming a relationship between homes and school.

Nevertheless, this model has weaknesses. Hassan et al. (2018), said this leadership model was not tested in schools, even if it was formed based on research and profound observation by Murphy towards school leadership.

2.2.3.2 Weber's Model (1996)

This is one of foremost instructional program that requires leadership with an understanding of educational procedures and a particular vision of academic excellence that can be integrated into practical classroom approaches. For this reason, schools need responsible and responsive leadership to create schools that emphasize the academic excellence of all students.

Weber (1996) examined the necessity for instructional leadership irrespective of the school's organisational structure. He however concluded, "The research suggests that even if an instructional leader were not packaged as a principal, it would still be necessary to designate such a leader. The leaderless-team approach to a school's instructional program has a less-powerful appeal. However, a large group of professionals still needs a single point of contact and an active advocate for teaching and learning"(Weber, 1996, p. 254). He added that the pivot of effective instructional leadership might be principals' resilience in distributing responsibilities and their inventiveness in corresponding these responsibilities with suitable department heads, deputy principals, or teacher coordinator. Understanding the most important leadership roles is an excellent initial phase in forming an active learning environment (Weber, 1996).

Educational research confirms that principals can unintentionally influence the student's learning experiences. According to Weber (1996), this influence is shaped by the public institutional setting, the principal's management style, and personal character. As an expert in collective thought in the management arena, Weber believed that out of the many responsibilities performed by principals, there are five dimensions that mostly influence a school's instructional program. These five essential domains are shown in his instructional leadership framework as illustrated in Figure 3, which are (1) defining the school mission; (2) managing the curriculum and teaching; (3) promoting a positive learning climate; (4) observing and enhancing teaching and learning by giving feedback to teachers; and (5) evaluating and assessing the instructional program.



Figure 2.2 Instructional Leadership Model developed by Weber (1996)

Weber clarified the first dimension of his framework, defining the school mission as a serious business that demands teamwork and collaboration from all stakeholders to form a clear, authentic, and obtainable mission. The instructional leader should allow the staff, students, and parents to collaborate and work together to create a shared vision and mission for the school based on the values and expectations.

The second dimension is managing curriculum and teaching. As stated by Weber, managing curriculum and instruction should be consistent with the school's mission. As an instructional leader, the principal must have the necessary experience to guide teachers in educational practices. He should provide the necessary resources and facilitate availability of teachers to offer students with the best educational experience and success in achieving the school's goal.

The third dimension is promoting a positive learning climate. School leaders should ensure this dimension is achieved by spreading the school goal widely among the entire school community. "Indeed, of all the important factors that appear to affect students' learning, perhaps having the greatest influence is the set of beliefs, values,

and attitudes that administrators, teachers, and students hold about learning"(Weber, 1996, p. 263).

The fourth dimension is observing and improving instructional quality. In this regard, the school leader could observe teaching activities, as it is a collaborative process between school leaders and teachers. These observations are professional development opportunities for both parties, where they share best practices, new idea, and valuable skills that cannot be found in books.

The fifth and last domain of Weber's instructional leadership model is assessing and evaluating teaching programs. According to Weber (1996), evaluation is essential for providing feedback and improving the instructional program. He explains that the instructional leader initiates and facilitates ideas for planning, designing, administering, and analysing various assessments that evaluate the effectiveness of the curriculum. This continuous inspection of the curriculum program would enable teachers to effectively meet students' learning needs through constant revision and improvement.

However, this model has some errors. As stated by Alig-Mielcarek (2003), it has not been empirically tested, and it includes studies about shared leadership and the empowerment of informal leaders to create a school that underscores the emphasis on academics and student achievement for all students.

2.2.3.3 Hallinger & Murphy's Model (1985)

In educational research, the most common framework used in the instructional management role of the principal is the Principal Instructional Management Rating Scale (PIMRS) conceptual framework by Hallinger and Murphy (1985, see Figure 4). They developed their model of instructional management by examining the instructional leadership behaviours of ten elementary principals in one district school and reviewing the school effectiveness literature (Alig-Mielcarek, 2003). Moreover, Alig-Mielcarek (2003) explained that they collected data from school heads, staff, and middle management supervisors using a joint survey on instructional leadership behaviours. Furthermore, they accompanied this information with organisational data

gathered from school documents, such as principals' observations during clinical assessments, narratives that describe activities the principal engaged in to support the curriculum and instruction in their schools, and minutes and agendas of faculty meeting.

Using a combination of survey and administrative evidence, Hallinger and Murphy (1985) developed a framework for the instructional management model. The model is divided into three general dimensions that focus on teaching and learning by defining the school mission, managing the instructional program, and promoting a positive school learning environment. These dimensions were explained into ten instructional leadership functions or job descriptions. They used these ten dimensions to form an evaluation tool of principal instructional management performance - the Principal Instructional Management Rating Scale (PIMRS).

Further, Hallinger and Murphy (1985) divided these three dimensions into ten different leadership functions: (1) Define the School Goals, (2) Communicate the School Goals, (3) Supervise and Evaluate Instruction, (4) Coordinate the Curriculum, (5) Monitor Student Progress, (6) Protect Instructional Time, (7) Promote Professional Development, (8) Maintain High Visibility, (9) Provide Incentives for Teachers, and (10) Provide Incentives for Learning.

These leadership functions or job descriptions are explained below:

1. Frame the School Goals: The principal plays a major role in identifying school goals by initially setting the school vision and mission.
2. Communicate the School Goals: The principal shares, explains, and disseminate information on the importance of school goals during the meetings with students, teachers, and parents.
3. Supervise & Evaluate Instruction: The principal has a positive role in monitoring, supervising, and evaluating the teaching process to promote and facilitate learning process and assist teachers in order to realize quality teaching.

4. **Coordinate the Curriculum:** The principal reviews and coordinates the curriculum to ensure that students receive appropriate instruction in areas identified by the school.
5. **Monitor Student Progress:** The principal involvement in monitoring student progress within individual classrooms and across grades is equally crucial.
6. **Protect Instructional Time:** The principal pays attention and is committed to providing teachers with blocks of uninterrupted classroom learning time.
7. **Promote Professional Development:** The principal arranges, encourages, participates in professional development programs, and provides information to teachers about relevant opportunities for staff development.
8. **Maintain High Visibility:** The principal shapes the learning climate by maintaining high visibility on the campus and classrooms in order to communicate priorities and model expectations. This helps to increase the school's visibility.
9. **Provide Incentives for Teachers:** The principal motivates teachers by acknowledging, complementing, reinforcing, and rewarding them for their special efforts and superior performance.
10. **Provide Incentives for Learning:** Establish a reward system that involves providing opportunities for students to learn better and recognize their academic excellence and reinforces their productive effort.

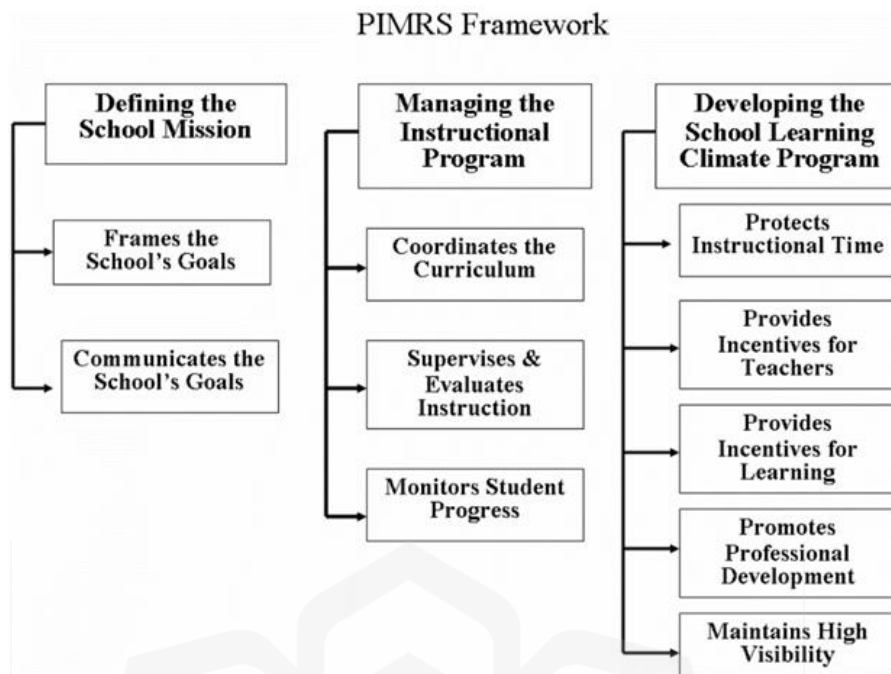


Figure 2.3 PIMRS Conceptual Framework (Hallinger & Murphy 1985)

2.2.3.3.1 Defining the School Mission

The first dimension in this framework, defining the school mission, covers two functions of principal job descriptors: forming and communicating school goals. Principals demonstrate school goals by working collaboratively with parents and staff to find the weak areas that need to be enhanced within the school and develop routine goals to tackle these areas (Hallinger & Murphy, 1985). This is how the principal delivers the importance of the school goals to staff, parents, and students as well.

2.2.3.3.2 Managing Instructional Programs

Managing instructional programs is the second dimension in this framework. This involves working directly with teachers in areas related to curriculum and instruction (Hallinger & Murphy, 1985). This dimension includes three functions, which are (1) supervising and evaluating instructions, (2) coordinating the curriculum, and (3) monitoring students' growth. "This dimension focuses on the role of the principal in "managing the technical core" of the school"(Hallinger, 2011, p.227). According to

Hallinger and Murphy (1985), supervising and evaluating instruction includes activities that offer instructional assistance to teachers, monitor classroom instructions, and match the teaching and learning process with school goals. Furthermore, they stated that in coordinating the curriculum, the principal is tasked with providing opportunities for staff collaboration on aligning the curriculum to standards and achievement tests. Moreover, they detailed that monitoring student progress specifies the principal's use of test results for setting goals, assessing the curriculum, evaluating teaching and learning, and measuring growth in the direction of school goals.

2.2.3.3.3 Promoting a Positive School Learning Climate

The third dimension of Hallinger and Murphy's (1985) framework is developing or promoting a positive school learning climate, which comprises five functions of protecting instructional time, promoting professional development activities in school, maintaining high visibility or always being in sight, providing incentives for teachers, and providing incentives for learning. According to Alig-Mielcarek (2003), the principal's duties consist mainly of indirect activities that help to create a positive learning environment. This dimension conforms to the notion that successful schools create an "academic press" by developing high standards and expectations and a culture that fosters and rewards continuous learning and improvement (Hallinger, 2011).

Hallinger and Murphy (1985) opined that principals can enhance students' and teachers' confidence by establishing a reward system that emphasises academic performance and creative effort over strong, apparent standards shaping what the school foresees from students out of the precise use of instructional time and via the selection and carrying out of high-quality staff development programs. Furthermore, Alig-Mielcarek (2003) asserts that the primary function of instructional leadership is to promote a positive school learning climate through indirect activities.

Mumphord (2013) emphasized that there are three models of instructional leadership (Hallinger & Murphy, 1985; Murphy, 1990; & Weber, 1996) which share some similarities. The three models indicate the essential functions of instructional leadership: defining and communicating school goals, monitoring student learning and instruction, and promoting and emphasizing the importance of professional development. These three significant functions outline the elements of instructional leadership. Hassan et al. (2018) also mentioned that the three critical scopes of instructional leadership are defining goals, organizing instructional programs, and encouraging school climate.

The instructional management framework constructed by Hallinger and Murphy (1985) has been used and tested empirically by many researchers in instructional leadership. It is the broadest practice in measuring school leaders' instructional leadership level (Alig-Mielcarek, 2003). "Principal Instructional Management Rating Scale" (PIMRS) is a research instrument created based on this model, which is solid and stable, and it has become one of the widely used instruments in school leadership and management research (V. M. J. Robinson et al., 2008). According to Alig-Mielcarek (2003), this instrument has been used numerous times in studying school leaders' instructional leadership in the past years and is still relevant today. Hence, this model will be selected for this research.

2.3 TEACHERS' COMMITMENT

The phrase "commitment" is frequently connected with loyalty, devotion, and dedication to the organisation where employees work (Sukarmin & Sin, 2022). Every organisation demands dedication from its employees, who devote themselves to it. Scholar agreed that a profession's strength depends on the degree of its members' commitment to it (Fox, 1964). Accordingly, the strength and quality of teaching in schools depend on the teacher's commitment to teaching and the school as an institution. *Teacher commitment* is a process that reflects the dedication of teachers to schools and the teaching profession. Commitment leads teachers to engage in schools effectively, and teacher commitment has the potential to influence the organisational effectiveness of schools and the well-being of teachers (Meyer & Herscovitch, 2001).

More research work is needed on teacher commitment and its impact on school effectiveness. However, literature from the field of organisational behaviour on employee commitment provides a window of opportunity to perceive how teacher commitment is formed, its determinants, and its impacts. Research in organisational behaviour has shown that employee commitment to the workplace is the most critical work-related attitude (Allen & Meyer, 2000, as cited in Ahluwalia & Preet, 2018). From an organisational perspective, commitment is described as a psychological condition that signifies an individual's identification with and engagement in an organisation (Mbonu & Azuji, 2021). It refers to an individual's emotional engagement with organisational goals, values, and activities.

Sukarmin and Sin (2022) found that while some employees are committed to an organisation because of the love of their job, due to the fear of losing something (job or salary), or due to a sense of obligation, most employees stay committed to an organisation because their personal goals and values align with those of the organisation (Lee et al., 2022). They further assert that irrespective of the cause, a good number of highly committed employees respect and identify with the goals and values of the organisation.

Schools like other competitive organisations in that the effective functioning of teams relies on employees' commitment to the organisation's goals and values. In this regard, the growth and development of a school is a product of commitment display by its employees. It is notably observed that organisational commitment is a complex notion that is essential to the operation and success of any organisation, including educational institutions (Sukarmin & Sin, 2022). As organisational leaders, school principals are pivotal in developing, communicating, and promoting the goals and values that drive teachers' commitment. Committed employees are more inclined to invest effort towards attaining organisational goals (Shoma Vally et al., 2016); teachers take action to support the schools and enhance the quality of education.

2.3.1 Defining Commitment

Kanter (1968) categorized organisational commitment into three types to wit: (1) continuance commitment, reflecting the cost of leaving an organisation; (2) cohesion commitment, which involves emotional attachment to the organisation; and (3) control commitment, emphasizing a sense of obligation to remain with the organisation. Buchanan (1974) defined commitment as a partisan, affective attachment to the goals and values of an organisation encompassing three main elements: identification, involvement, and loyalty. Identification refers to the acceptance of an organisation's goals and values as one's own goals and values. Involvement signifies the spiritual engagement or absorption in one work-related activity while loyalty reflects a sensation of affection for and attachment to the organisation. Together, these viewpoints highlight the multidimensional nature of organisational commitment, blending emotional, normative, and practical components.

To Mowday, Steers, and Porter (1979, p. 225) organisational commitment is seen as an:

“Attitudinal commitment representing a state in which an individual identifies himself or herself with a particular organisation and its goals and wishes to maintain membership to facilitate these goals”

In their view, organisational commitment is an emotional attachment that embraces an employee's desire to remain in an organisation, willingness to exert effort on its behalf, and belief in and acceptance of the values and goals of the organisation. From this point of view, a committed employee is the one who stays with the organisation whether the organisation is in distress or not, attends work often, efficiently performs the tasks, protects the company's resources, shares the company's goals, acts in the best interest of the organisation always, etc. As Ronald Kadyschuk (1997) noted that, teacher commitment is a composite variable made up of several dimensions.

Meyer and Herscovitch (2001), after reviewing various definitions of commitment, identified two core elements common to most definitions: (a) commitment as stabilizing or obliging power and (b) commitment as a direction to

behaviour - a force that pushes the individual to a course of action. They noted that when commitment relates to more specific targets, such as organisation, occupation, or goal, definitions often differ in scope to which these two characteristics are highlighted. For the purpose of this study, teacher commitment is defined to include the affective, continuance, and normative dimensions.

In the view of Schermerhorn, Hunt, Osborn, and Uhl-Bien (2010) organisational commitment is defined to mean the degree of loyalty an individual feels toward the organisation. They believed that individuals with a high level of organisational commitment would put their effort into working for their organisation and feel proud to consider themselves members. With such commitment, a person will display diligence towards a job and feel psychologically attached to it, whether satisfying or not (Rusbult & Farrell, 1983).

Mustafa Altun (2017, p.51) definition of teacher commitment is relevant for the study. He construed teacher commitment as “an internal force that derives teachers to invest more time and energy in keeping up involvement in the school activities”. Also, according to him, willingness to promote the school creates emotional links between teachers and the school which ultimately inspires teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to reach their targets. Commitment to teaching is a crucial factor to contribute to the achievement of students.

Ahluwalia and Preet (2018) classified organisational commitment into three distinct types: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to the emotional attachment of employees to their organisation, which is similar to Kanter's (1968) concept of cohesion commitment. Continuance commitment is an awareness of various costs associated with leaving the organisation. Normative commitment signifies a feeling of obligation to continue with the employment, akin to Kanter's (1968) notion of control commitment. Collectively, these dimensions encompass the emotional, logical, and moral foundations of organisational commitment.

2.3.2 Models of Employee Commitment

Several models have emerged over the years to explain how employee commitment develops, and its dimensions. Mowday et al. (1979) proposed that commitment is formed on three reasons: (1) pay and self-interests; (2) a preparedness to exercise considerable effort on behalf of the organisation; and (3) a strong wish to sustain membership in the organisation.

O'Reilly and Chatman (1986) developed a model of commitment based on the assumption that commitment characterises an attitude towards the organisation, and that there are several mechanisms through which attitudes can develop. They claimed that commitment could take three different forms and they categorised it as compliance, identification, and internalization. Compliance arises when attitudes and corresponding behaviours are adopted to achieve specific rewards. Identification occurs when an individual receives influence to create or preserve a satisfying relationship. Lastly, internalization happens when influence is accepted as the attitudes and the behaviours one is being encouraged to accept are said to be congruent with existing values.

Building on Etzioni's (1961) earlier work on organisational involvement, Penley and Gould (1988) proposed a framework to study commitment that distinguished three dimensions of commitment: moral, calculative, and alienative commitment. According to them, moral commitment is defined as "acceptance of and identification with organisational goals" (p. 46). Calculative commitment is "a commitment to an organisation which is based on the employee's receiving inducements to match contributions" (p. 46). Alienative commitment is seen as "organisational attachment as a result of when an employee no longer perceives that there are rewards commensurate with investments, yet he or she remains due to environmental pressures" (p. 48).

Jaros, Jermier, Koehler, and Sincich (1993) also developed a similar model that identifies affectively, continuance, and moral commitment. Affective commitment is defined as:

The degree to which an individual is psychologically attached to an employing organisation through feelings such as loyalty, affection, warmth, belongingness, fondness, pleasure, and so on” (p. 954)

They defined continuance commitment as “the degree to which an individual experiences a sense of being locked in place because of the high costs of leaving” (p. 953). Moral commitment is defined as “the degree to which an individual is psychologically attached to an employing organisation through internalization of its goals, values, and missions” (p. 955).

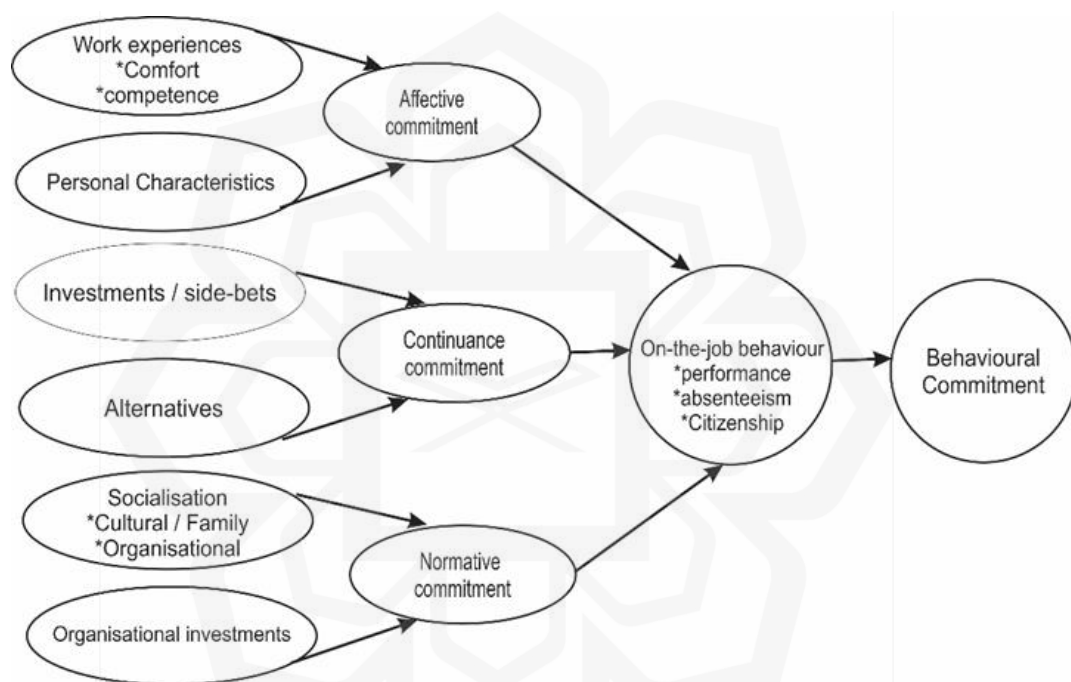


Figure 2.4 TCM Model of Commitment (Meyer & Allen, 1991)

Allen and Meyer (1996) evaluated their model through research and concluded that evidence mostly supports their hypotheses relating to the dimensionality of the construct. Some researchers have raised the questions of whether the affective and normative commitments are truly distinguishable forms of commitment, and whether continuance commitment is a uni-dimensional construct. While there may be overlap between these dimensions, the TCM model remains widely accepted (Meyer & Herscovitch, 2001).

Similarly, Meyer and Herscovitch (2001) conducted a study on how commitment develops and how it affects employee behaviour. Based on this research, Meyer and Herscovitch (2001) suggested a model built on two dimensions: (a) commitment as a force that binds an individual to a course of action to a goal and (b) commitment as a mindset that facilitates an individual action. The dimension of commitment as a force is elaborated as:

Commitment is a force that binds an individual to a course of action of relevance to one or more targets. As such, commitment is distinguishable from exchange-based forms of motivation and from target-relevant attitudes and can influence behaviour even in the absence of extrinsic motivation or positive attitudes. (Meyer & Herscovitch, 2001).

The dimension of accompanying mindset is further described as:

The mindset accompanying commitment can take varying forms including desire, perceived cost, or obligation to continue a course of action. These mindsets reflect distinguishable components of the underlying commitment construct. The strength of each mindset can be measured and, together, these measures reflect an employee's 'commitment profile'. (Meyer & Herscovitch, 2001)

Furthermore, Meyer and Allen (2004) developed a model of commitment which they referred to as the Three Component Model (TCM). Jackson et al. (2013) explained that TCM was established primarily to address similarities and differences in existing conceptualizations of commitment (e.g., H. S. Becker, 1960; Mowday, Porter, Steers, 1982; Weiner, 1982). According to Jackson et al. (2013), the belief that commitment binds an individual to an organisation and reduces the likelihood of turnover is common in most conceptualizations of commitment. These writers argue that the TCM as a model goes beyond this simple belief and further submit that commitment includes a psychological state, or mindset, that reflects three unique themes: affective attachment to the organisation, obligation to remain, and perceived cost of leaving. To differentiate between these mindsets, Meyer and Allen, (1991) identified affective commitment (AC), normative commitment (NC), and continuance commitment (CC). The TCM model is widely applied in workplace

commitment and is a broadly examined multidimensional model with deep-rooted measures (Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993). According to Meyer and Allen (1991), employees with a strong AC would want to remain committed to the organisation. Those with strong NC would feel that they ought to remain, and those with strong CC believe that they have to remain. Jackson et al. (2013) confirmed that AC has the strongest positive correlation with job performance, organisational citizenship behaviour (OCB), and attendance, followed by NC. They claimed that CC tends to be unrelated or negatively related, to these behaviours (Meyer et al., 2002).

Building on the TCM model and others, Stephen Jaros (2007) proposed a basic structure of organisational commitment and identified the following components: (a) a definite mindset, either affective, normative or continuance; (b) the target of commitment, in this case, the organisation; (c) the behaviour to be predicted, such as remaining a member of the organisation; and (d) affect, with cognitions being captured by the mindset and behavioural terms.

Similarly, other scholars distinguish two key dimensions that lead to commitment (Schermerhorn et al., 2010). They are:

1. A rational commitment which reflects the feelings that the career helps one's financial, developmental, professional interests (self-interest).
2. Emotional commitment which reflects feelings that what one does is important, valuable, and of real benefit to others (a moral attitude).

Among these two dements, Schermerhorn et al. (2010) found that strong emotional commitment, built on values and interests of others, are as much as four times more influential in positively manipulating performance than are rational commitments, based primarily on pay and self-interests.

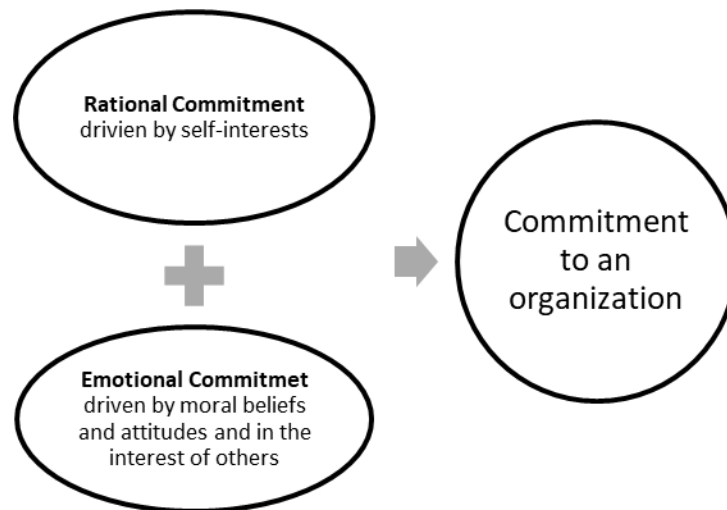


Figure 2.5 Dimensions of Commitment to an Organisation/Institution

While differences exist between these models, similarities related to the nature of mindset among them are evident (Meyer & Herscovitch, 2001). Even if the origin for the development of the effective organisation bond varies across these models, they all contribute to a mindset characterized by a desire to follow a course of action. Among these models, the current study uses the Three Component Model (TCM) developed by Meyer and Allen (2004) as it is the most broadly recognized and studied multidimensional model of organisational commitment, as accompanied by well-established measures, and as it has established considerable empirical support (Meyer & Herscovitch, 2001).

2.3.3 Factors that Affect Teacher Commitment

Teacher commitment is vital for improving the performance of the students. Academic supervision and managerial competence positively influence teacher commitment and performance, which in turn enhances student academic excellence (Muttaqin et al., 2023). Committed teams of teachers are the single most powerful force for school improvement. Based on the models discussed above, teacher commitment can be perceived as a psychological attachment to the school, a mindset that provides the force that gives loyalty to the school's values and goals (Meyer & Herscovitch, 2001).

This is an emotional and attitudinal bonds that the teacher establishes towards the school, and this is one of the most perilous influences of ineffective teaching (Altun, 2017). As Altun explained, teachers with higher commitment can influence more on their students' learning and achievement; committed teachers always work and spend most of their time for the betterment of their schools and success of their students. Energy derived from commitment boosts teachers' job performance (Limon, 2022).

For teacher commitment to remain high, a school needs a committed principal as the instructional head, and dedicated teachers. Mart (2013) listed some important characteristics of committed teachers and principals:

1. Teachers should continuously talk about emerging teaching approaches.
2. Teachers and principals should incessantly observe each other's performance and assess their own performances over these observations.
3. Teachers and principals should together source education resources.
4. Teachers and principals should support each other with advancements in teaching process influencing teachers' commitment

In addition to principals' leadership, duration of experience has been considered a factor that affects teacher commitment. Cheng (1990) supposed that the teachers with more teaching experience tend to be more committed to the school. Ahluwalia and Preet (2018) supported this notion based on research and states that the experience develops the sense of obligation towards one's organisation. But Reyes (1992) reported that teachers' commitment declines with a number of years of experience. A study by Bantilan et al. found a weak but statistically significant positive relationship between teachers' work experience and their organisational commitment. This indicates that when teachers gain more experience, their commitment to the organisation increases (Bantilan et al., 2024).

Muttaqin et al. (2023) assert that academic supervision and managerial competency significantly and positively influence teacher commitment, with successful supervision and proficient management enhancing teachers' dedication to their duties. However, Kanmaz (2023) found that a supporting, participatory, and fair

management style enhances commitment, while authoritarian management style discourages it. Mart (2013) also mentioned that administrative measures that are believed to be compatible with teachers' own views also seem to play a role in teacher commitment. He accepted as true that teachers spend more time at school, and make more effort for school achievement, if they feel compatible, or at ease with, the school administration.

The turnover rate of teacher-schools seems to hold a negative relationship to teacher commitment. Teachers with high organisational commitment are less likely to leave their jobs, hence benefiting schools through increased stability and continuity in the learning environment (QiaLian et al., 2024). Dwiyanti et al. (2022) found that affective and normative commitment are significantly related to turnover intention, with affective commitment having a low effect and normative commitment a medium effect on reducing turnover intention. Kulachai and Amaraphibal (2017) observed a negative relationship between organisational commitment and high teacher turnover. They also found negative effects of job stress on organisational commitment. Their research revealed positive relationships between job motivation and job satisfaction with teacher commitment. Similarly, Gurley et al. (2016) opined that motivation boosts productivity and commitment among members of staff in any organisation, including schools.

In Lahore, Iqbal et al. (2023) it was observed that female teachers have greater levels of commitment compared to their male counterparts, despite possessing comparable turnover intentions across genders. A study conducted by Adamchik and Piotr (2024) in Poland revealed that, after controlling for other variables, women had marginally greater organisational commitment than men, however the effect magnitude was almost insignificant. This indicates that gender by itself is not a reliable predictor of commitment levels. In the context of teachers, gender exhibited a weak positive albeit statistically insignificant correlation with organisational commitment. However, this correlation was statistically insignificant, indicating that other factors, such as age and work experience, may exert greater influence (Bantilan et al., 2024). Peace (1998) who studied issues influencing 'organisational commitment' of lecturers in higher educational institutions found that there was no gender-wise effect on organisational commitment with variables such as 'religion', 'tenure and

terms of service', 'previous job', 'Protestant work ethic', 'salary scale and professionalism'. Alternatively, there was a gender-wise positive influence on 'organisational commitment' with regard to age, educational level, academic rank, job satisfaction, total package, institution and workload. Similarly, 'marital status', 'incentives' and faculty were found to affect the level of 'organisational commitment' of female lecturers, whereas, 'economic dependents' and 'absenteeism' were found to have significant effect on 'organisational commitment' of male lecturers.

2.3.4 Researches on Instructional Leadership and Teachers' Commitment

Organisational leadership significantly impacts employee commitment. Leadership influences employee dedication and shapes the organisation's culture, values, and work environment. Research indicates that organisational leadership play a crucial role in cultivating commitment among employees(Lee et al., 2022). Effective leadership fosters trust, loyalty and cooperation among employees. It instils in personnel a distinct vision of the organisation, a target to be attained, and a collaborative ethos to realize that target. Functional leaders enhance team engagement and morale by prioritizing employee development, delivering feedback, and facilitating growth chances.

Instructional leadership and the leadership styles of principals remarkably influence the cultivation of commitment among teachers and staff. According to Fadilah et al. (2024), effective leadership includes qualities such as care, transparency, optimism, decisiveness, wisdom, discipline, and emotional stability. Principals who exhibit these traits, practice equitable delegation of responsibilities, and actively involve teachers in decision-making promote a sense of belonging and commitment. Additionally, Malini et al. (2023)emphasize that principals can foster a positive organisational climate by providing rewards, recognition, and a supportive work environment, thereby enhancing teacher motivation, performance, and overall commitment to the institution.

Sucitra and Hariri (2023) and Sucitra et al. (2024) claimed that instructional leadership role practiced by principals is positively correlated with teacher commitment, a relationship observed consistently across different countries. This universal trend highlights the impact of effective instructional leadership on enhancing organisational commitment among teachers. Key practices, such as providing constructive feedback, setting clear goals, and cultivating a collaborative environment are instrumental in achieving this effect. Similarly, Tahir and Noor (2023) emphasize that these strategies enhance both teacher professional development and foster a healthy school atmosphere, hence increasing teacher commitment.

Sulbidin and Awang (2024) conducted a study titled: “The Structural Relationship Between Principal’s Instructional Leadership, Teacher Commitment, and Teacher Self-Efficacy in Program Vokasional Menengah Atas (PVMA) in Malaysia” to identify the interrelationships that exist among instructional leadership, teacher commitment, and self-efficacy, as well as the influence of the instructional leadership and teacher commitment on teacher self-efficacy. The study involved a sample of 318 PVMA teachers utilizing three modified questionnaires, and the data was analysed using descriptive and inferential statistics. Significant correlations were found between instructional leadership and teacher self-efficacy, instructional leadership and teacher commitment, as well as teacher commitment and self-efficacy. Moreover, the study underscores the positive impact of instructional leadership and teacher commitment on enhancing teacher self-efficacy, highlighting the pivotal role of principals in fostering a supportive environment that mitigates student underachievement. The findings highlight the importance of the principal’s role in executing instructional leadership, fostering a supportive school climate, and providing adequate support for teachers to improve their commitment and self-efficacy (Sulbidin & Awang, 2024).

Ail, Taib, Jaafar, Salleh, and Omar (2015) conducted quantitative survey research on “Principals’ Instructional Leadership and Teachers’ Commitment in Three MARA Junior Science Colleges (MJSC) in Pahang, Malaysia” to identify the instructional leadership of principals and the teachers' commitment in three MJSCs in Pahang. 113 teachers were recruited as respondents through simple random sampling, and a questionnaire was administered for the 'Principal Management Instruction

Rating Scale' (PIMRS) and Organisational Commitment Questionnaire. Descriptive statistics and inferential statistics were used to study the relationship between instructional leadership in three dimensions and the level of teachers' commitment. The result showed that there is a high relationship between instructional leadership and the level of teachers' commitment. The finding also revealed that there is a significant relationship between instructional leadership and the level of teachers' commitment in these three MJSCs in Pahang. Ail et al. (2015) concluded that in order to develop teachers' commitment, the principal should be tactful in using the instructional leadership skills.

Sarikaya and Erdoğan (2016) conducted a study titled "Relationship between the Instructional Leadership Behaviour of High School Principals and Teachers' Organisational Commitment". The purpose of the study was to determine the relationship between the instructional leadership practices of high school principals and teachers' perceptions of organisational commitment. It also aimed to examine the extent to which instructional leadership practices predict organisational commitment. The study was conducted in 2014–2015, involving 441 teachers selected through random sampling from 28 public schools on the European side of Istanbul. This study found that the principals' most display instructional leadership behaviours involved in the dimension of setting and sharing of school goals, and least is in the dimension of supporting and developing teachers. The result also showed a negative correlation between the principals' instructional leadership behaviours and the teachers' organisational commitment in some dimensions, and a positive and significant correlation with some other dimensions of organisational commitment. It was also found that the "establishment of a well-organized instructional environment and climate" dimension of instructional leadership behaviours significantly predicts the sub-dimensions of organisational commitment of teachers.

A qualitative case study research was carried out by Walker (2016) to examine exemplary principals' role in teachers' commitment, professional involvement, and innovation. The research was based on Sheppard's (1996) quantitative research on the transformational role of instructional leadership. Grounded theory was applied to study the leadership practices principals used that are transformational and represent the broad definition of instructional leadership. Grounded theory was used to

understand the leadership practices principals use that are transformational in nature and exemplify the broad definition of instructional leadership. 12 teachers and four principals of four rural Jamaican secondary high schools were selected as participants and interviewed using semi-structured interviews. The result showed that when principals apply the broadly defined instructional leadership method that is collaborative, distributed, and transformational in nature, there is a direct effect on teachers' professional participation and an indirect effect on students' performance. The results highlight the importance of principals working collaboratively and sharing duties with their teachers and other constituents to advance school progress and student success.

Skelton (2019) conducted a study to find if principal instructional leadership practices are related to elementary teachers' organisational commitment. This study was conducted involving 182 teachers from kindergarten through fifth grade, and employed quantitative survey method. Data was collected from full-time regular education classroom teachers who have been in the teaching field for at least one year under their same principal. A survey consisting of 75 questions, with a Likert scale along with demographic variables, was used to measure teachers' perceptions of principal instructional leadership and self-reported organisational commitment of teachers. In this research, three hypotheses were tested, with three hypotheses rejected and responses were anonymous completely. He concluded that (a) teachers rated principals highest on the instructional leadership role of framing and communicating school goals, (b) teachers described greater levels of organisational commitment when principals communicated school goals, and (c) years of teaching experience, school context, school size, or grade level teaching has no effect on organisational commitment of teachers. He assumed that school leaders can benefit from the information by emerging a better understanding of what instructional leadership practices affect teachers' organisational commitment.

Additionally, five recent studies were reviewed, to examine the relationship between principal instructional leadership and teacher organisational commitment across various educational contexts, with the aim of elucidating the more complex factors of educational leadership. Each of these studies has a core objective of

evaluating the impact of principal instructional leadership on teachers' commitment within the various geographical contexts.

Cansoy et al. (2020) carried out a study focusing on the relationship between principal instructional leadership and its predictive effect on teacher commitment and collective efficacy in Istanbul, Turkey. On the other hand, Sugandi et al. (2021) studied the same topic in Yogyakarta, Indonesia, within public high schools with a particular emphasis on the demographic variables—which include age, experience, and gender—that influence teacher commitment. Sukarmin and Sin (2022) studied the instructional leadership of junior high school principals in Surakarta, Indonesia, and found a minor effect on teacher commitment. In the meantime, Werang et al. (2023) conducted their research in Southern Papua, Indonesia, focusing on the impact of primary school principals' leadership on teachers' morale and commitment and the finding shows that there is significant relationship between the two components. Moreover, Sucitra et al. (2024) provided a comprehensive regional perspective through a literature review methodology that considered overarching trends in principals' instructional leadership within the Lampung region of Indonesia.

Researchers conducted these studies using a variety of methods, with quantitative survey methods dominating. Werang et al. (2023) and Cansoy et al. (2020) used convenience sampling, which could make the results less generalizable. Sukarmin and Sin (2022), on the other hand, used stratified random sampling, which made the results more representative in a junior high school setting. Sugandi et al. (2021) conducted a quantitative cross-sectional survey with 250 teachers selected through a random sampling method, supplemented by qualitative insights from in-depth interviews. This approach enhanced the study by revealing the perspectives of teachers. By integrating both quantitative data and qualitative or personal experiences, this mixed-method approach demonstrated by Sugandi et al. (2021) could offer more nuanced insights. However, Sucitra et al. (2024) conducted a qualitative literature analysis, synthesizing findings from 15 studies to enhance the understanding of leadership impacts in Lampung, Indonesia.

Although the findings vary, all of these studies show that principals' instructional leadership has a positive effect on teachers' commitment. Werang et al. (2023) identified a robust correlation of 73.9% of the variance between principals' leadership and teacher morale. The observation by Sukarmin and Sin (2022) revealed that a moderating influence between principals' leadership and teachers' commitment, with mean scores indicating a positive but not very strong relationship. Sugandi et al. (2021) assert that teachers perceive instructional leadership as practical and effective. Several demographic factors, such as age and experience, have influenced teacher commitment. According to Cansoy et al. (2020), they believe that collaboration has a positive effect on leadership. However, the research considers collective teacher efficacy to mediate between principals' instructional leadership and teacher commitment. Sucitra et al. (2024) studied regional research literature and identified a positive correlation between teacher commitment and principals' leadership, noting that the principal support for professional growth is critical in promoting teacher commitment.

Even though these studies produced useful results, each of these investigations included a limitation that highlighted the possibility of further study being conducted in this field in the future. Werang et al. (2023) utilized elementary teachers, which they consider to be a drawback of their study. As a result, they advised that a broader and more diverse sample may be employed to represent the majority of the population. However, Sukarmin and Sin (2022) believe that their research might be improved further by including primary schools in the study as well as employing a mixed technique. In light of the findings of his research to enhance leadership practices, Sugandi et al. (2021) suggest conducting additional research in the field of mentorship and educational mentoring among peers. A longitudinal study should be conducted, as suggested by Cansoy et al. (2020) and Sucitra et al. (2024), in order to gain a better understanding of the long-term consequences and changes in leadership that may occur as a result of variations in educational contexts in various schools and changes in leadership prestige practices over time. This would allow for a better understanding of the potential outcomes and changes in leadership that may occur.

In conclusion, fixing the methodological shortcomings in these studies could lead to a better understanding of the positive effect of principals' instructional leadership on teacher commitment and better reliability and applicability. Improvements in sampling techniques, collection of longitudinal data, and use of mixed-method strategies may provide further insight into the relationship. Furthermore, examining mediating variables, such as collective teacher efficacy and demographic factors, as demonstrated in Cansoy et al. (2020) and Sugandi et al. (2021), may elucidate the relationship between leadership and enduring teacher commitment. Enhancing these study methodologies could ultimately yield a more thorough comprehension of instructional leadership's influence on cultivating effective and dedicated teaching environments.

2.4 TEACHERS' PERFORMANCE

The performance of employees is an issue of immense concern for many organisations, including schools (Oleforo et al., 2015). As Wall et al. (2004) claimed, employees' job performance is the utmost indicator to assess organisational effectiveness and progress. Inayatullah and Jehangir (2012) also refer to employee performance as vital in organisational successes and achievements. Muraguri (2015) argued that the ongoing success of an organisation depends on its ability to deliver continuous quality services to its clients, and the key to consistent quality services is the sustained performance of its employees. Just as any other organisation, the success of a school depends on the consistent performance of its teachers (Maclean, 2018). As Wenno (2017) observed, the performance of teachers is the most significant factor that must be considered in the effort to improve the quality of education. As it is the yardstick upon which students' success depends. The fundamental concept in improving the quality of education is the improvement of teacher performance (Rowland, 2008 as cited in Atsebeha, 2016).

2.4.1 Definitions and Perspectives

The definition of performance, especially regarding teacher performance, has been examined through quantitative and qualitative perspectives, while “Cambridge English Dictionary,” (2023) defines performance as “how well a person, machine, etc. does a piece of work or an activity”, “Collins English Dictionary,” (2023) defines someone or something's performance as how successful they are or how well they do something.

The definitions by Muchinsky (2003) and Maclean (2018) prioritize the quantifiable and observable aspects of performance. Muchinsky (2003) describes job performance as a set of behaviours that can be measured, monitored, and evaluated, underscoring its inherently quantitative nature. He further highlighted the quantitative aspects of performance and asserted the ability to observe and measure it.

Maclean (2018) and Muraguri (2015) both emphasize the importance of measuring teacher performance based on actual accomplishments of assigned tasks, rather than qualitative or subjective standards. Tasks for measurement include good knowledge of subject matter, drawing schemes of work, lesson planning, good class control, assessing students, reporting progress, keeping class attendance, maintaining discipline, attending staff meetings, counselling students, and participating in co-curricular activities.

However, quantitative approaches in teaching guarantee accountability and offer tangible benchmarks for evaluating teacher performance. They provide clarity, consistency, and accountability but may overlook the subtleties of student learning experiences and outcomes, as tasks like attendance management do not accurately reflect teaching quality. Though, John (1989) defined job performance to consist two elements: (1) quality and (2) quantity of performance achieved by an individual or group in fulfilling a given duty and accomplishing a task.

Arman et al. (2016), Mueller (2012), and Awotua-Efebo (1999) present a more sophisticated perspective by integrating qualitative factors such communication proficiency, timeliness, student care, and collaborative efforts. These characteristics underscore the relational and contextual aspects of teaching, acknowledging that

effective performance encompasses not only task completion but also the teacher's capacity to cultivate a positive and engaging learning environment.

Mueller (2012, as cited in Muraguri, 2015) asserted that performance includes the degree to which an individual can achieve the core substantive and technical tasks. According to Arman et al. (2016), these substantive aspects consist of the results teachers achieve through the quality of work, punctuality, initiative, speed, and excellence in communication. According to Arman et al. (2016), teachers must not only demonstrate the technical competence but also the qualitative standards, such as caring for students, as educators. Similarly, Awotua-Efebo (1999, as cited Andabai & Basuo, 2013) proposed performance standards for teachers, which included good classroom management, a caring personality, contribution and involvement in school activities, an attractive appearance, the ability to admit of one's own mistakes, self-control, punctuality to work, collaboration with established authority and fellow staff, and commitment to duty. This qualitative methodology overcomes the shortcomings of solely quantitative approaches by encompassing the interpersonal and ethical aspects of education. Nevertheless, it presents issues regarding subjectivity and unpredictability in evaluation, as these characteristics are more difficult to evaluate reliably across diverse situations and assessors.

Mulisa (2015) and Ayub et al. (2018) explored the teacher performance through students' viewpoint, emphasizing key attributes such as teacher commitment, good communication skills, and the ability to motivate and manage classrooms effectively. Ayub et al. (2018) further expanded this view by including aspects such as syllabus coverage and classroom management performance, attendance, professionalism, decision making and interpersonal skills, highlighting a comprehensive framework for evaluating teacher performance. Student-centric evaluations provide significant insights into teacher performance; nevertheless, they also provide hazards stemming from biases, personal preferences, and institutional resources, which may exacerbate imbalances.

Some researchers advocate for assessing teacher performance through specific indicators (Egboka & Alike, 2018). Duze (2012) identified key indicators of teacher performance, including effective leadership, supervision, monitoring of students'

work, the ability to motivate students' interest, class control and disciplinary capabilities. Similarly, Chidi and Victor (2017) highlighted that teacher job performance can be assessed based on a teacher's effort to improve students' academic performance, to acquire in-depth subject knowledge, to present a lesson in a well-organised way, maintain regular and punctual attendance, and effectively discipline, motivate and counsel students.

This holistic method integrates quantitative and qualitative viewpoints, providing a balanced foundation for performance evaluation. The extensive range of these indicators may result in role overload, as teachers are anticipated to perform proficiently across various domains concurrently. The problem is to prioritize indicators that correspond with the fundamental goals of education while preventing teachers from being burdened by excessive demands.

2.4.2 Models of Teacher Performance

2.4.2.1 Indicators of Teachers Performance (Amin et al., 2013)

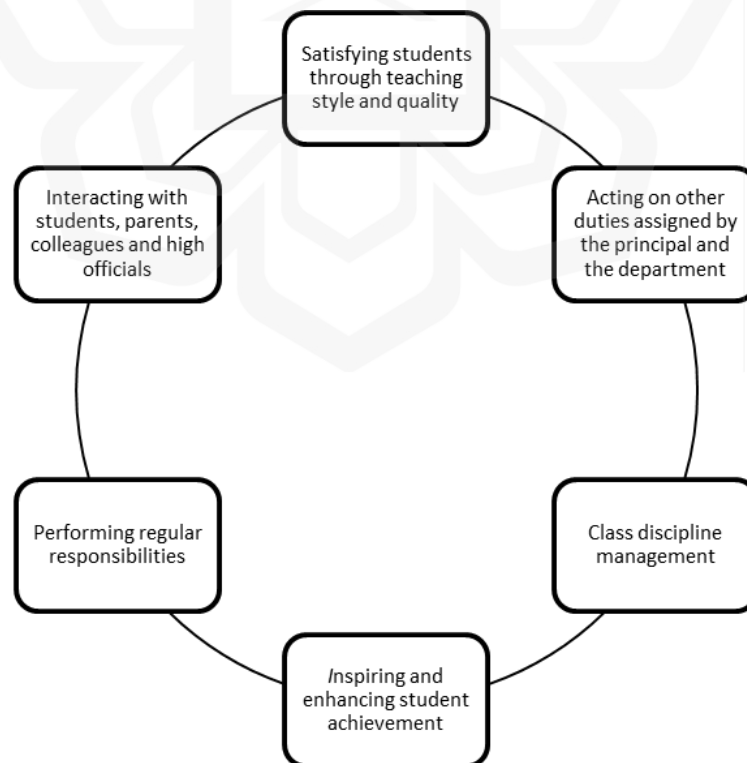


Figure 2.6 Indicators of Teachers Performance (Amin et al., 2013)

Amin et al. (2013) highlighted the following as indicators (Figure 2.6) of teachers' performance: (1) satisfying students through teaching style and quality; (2) acting on other duties assigned by the principal and the department; (3) class discipline management, (4) inspiring and enhancing student achievement; (5) performing regular responsibilities; and (6) interacting with students, parents, colleagues and high officials.

2.4.2.2 Indicators of Teachers Performance, Piet A. Sahertian as cited in Arman et al. (2016)

Piet A. Sahertian as cited in Arman et al. (2016) provided a similar set of indicators for teacher performance: (1) working with students individually, (2) preparing and planning lessons, (3) using instructional media aids, (4) including students in the learning experience, and (5) performing dynamic leadership roles of the teacher.

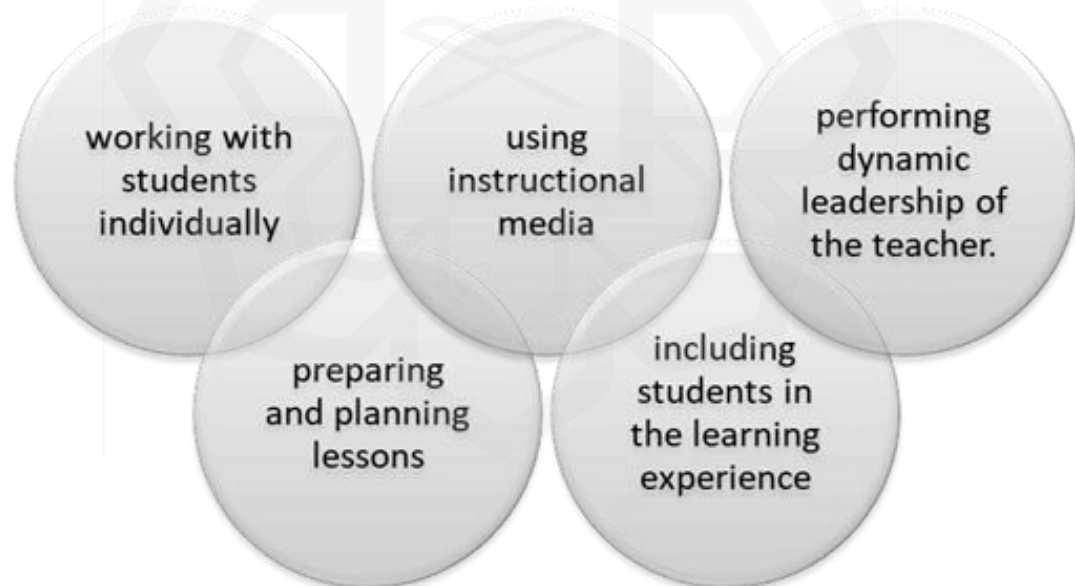


Figure 2.7 Indicators for Teacher Performance, Piet A. Sahertian as cited in Arman et al. (2016)

Key Performance Indicators for Teachers' Performance (Atsebeha, 2016)

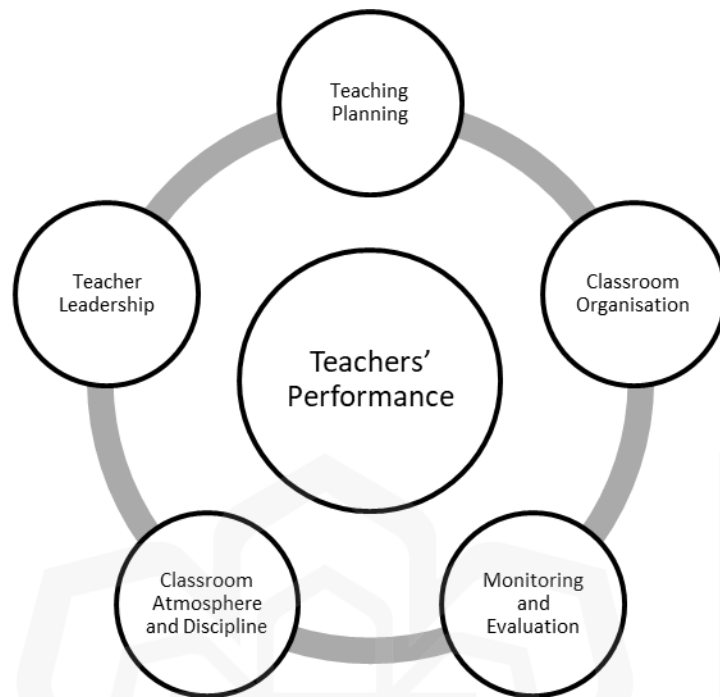


Figure 2.8 Key Performance Indicators for Teachers' Performance (Atsebeha, 2016)

According to Atsebeha (2016) Figure 2.8:

The following indicators were considered;

- (a) **Teaching planning:** planning helps teachers to make decisions based on the students, the content and the context of teaching and learning. He believed that successful teaching begins with a plan to make a good and respectful relationship between teachers and students, and a good teacher is also a good planner which is vital for effective teaching.
- (b) **Classroom organisation:** classrooms should be organised in a way to ease teachers and students to teach and learn, respectively. He believed that the classroom organisation also emphasises the physical environment, and argued that an effective teacher organises a safe classroom atmosphere.

(c) Monitoring and evaluation: monitoring is a periodically recurring duty previously contained within the plan prepared by teachers. He clarified that the data received through monitoring are used to assess what is desired, as evaluation is used to assess a course already offered as analytically and objectively as possible. He said that monitoring is crucial for evaluation, and concluded that effective monitoring and evaluation is key to effective teaching and learning on the part of students.

(d) Classroom atmosphere and discipline: Teachers need to feel comfortable in his/her workplace, which is the school and definitely the classroom. He argued that the teacher's capability to sustain a good classroom atmosphere and discipline are significant markers in the evaluation of their success. The working circumstances of a school vitally impact a teachers' ability to achieve the objectives, and one of the most important aspects is a teacher's need to be empowered on creating and maintaining a good classroom atmosphere and discipline. Quality teachers upholding outstanding performance will be those who maintain good discipline and a work-friendly atmosphere in their classrooms. Thus, teacher performance relates to a teacher's ability to create a conducive classroom atmosphere.

(e) Teacher leadership: Teacher leaders undertake roles such as resource provider, instructional professional, curriculum expert, classroom supporter, learning facilitator, mentor, school leader, data coach, the catalyst for change and lastly as learners themselves.

The above indicators of teacher performance will be used in this study as constructs for measuring teacher performance.

2.4.3 Researches on Instructional Leadership and Teacher Performance

Principals play an important role in promoting teacher job performance (Saleem et al., 2020); principals set clear goals with performance standards, they trust in the abilities of teachers, and they inspire the sustained performance improvement of teachers. The principal can influence the performance, satisfaction and motivation of their

employees in many ways: by offering rewards for achieving performance objectives, showing ways to achieve these goals and creating a supportive atmosphere. Principals, as instructional leaders, can improve teacher performance by establishing explicit educational objectives and expectations that match with the school's mission and vision (Nasir, Kumar Samy, et al., 2022). As stated by Atsebeha (2016), it is the duty of the principal to lead the school effectively in terms of improving the performance of teachers. Thus, the principal's leadership quality is the most important factor that influences the performance of teachers to achieve the objectives of the school.

Imhangbe, Okecha, & Obozuwa (2019) examined the influence of principal leadership styles on teacher job performance in public senior secondary schools in Edo, Nigeria. Their findings revealed a significant influence of the democratic leadership style on teacher job performance. Similarly, Atsebeha (2016) reported a relatively significant effect of supportive leadership on job performance in primary schools in Tigray, Ethiopia. Likewise, in Edo State, Nigeria, Enueme and Egwunyenga (2008) conducted research to investigate the effect of principals' instructional leadership roles on teacher performance. Their results revealed that teacher performance relates positively to principals' instructional leadership roles. Furthermore, Wenno (2017) and Arman et al. (2016) emphasized that principals' managerial leadership and compensation significantly influence teacher performance. Notably, a principal's managerial qualities can foster professional discipline among teachers that lead to good performance.

Saleem et al. (2020) also studied the effects of principals' leadership styles on teachers' job performance. In his study, he used four leadership styles recorded in the path-goal theory and five key performance indicators (KPIs) of teacher's job performance. He concentrated on the effects of adopted principal leadership styles on each of the five key performance indicators of teacher's job performance involving 253 middle management employees. The result revealed that the directive leadership style had a significant effect on teacher's job performance, followed by the supportive and achievement-oriented leadership styles. On the other hand, even if participative leadership was identified as a significant predictor, it was not considered a promising predictor of teacher job performance.

There are also several other factors that affect teacher performance (Mamdooha, 2007; Toha & Katoningsih, 2018). One of the factors is teacher competence (Toha & Katoningsih, 2018). Another related factor that affects teacher performance is training. Maclean (2018) studied the relationship between in-service training and teachers' job performance in public senior secondary schools involving 845 teachers in the United States. The result revealed strong positive and significant relationships between teachers' learning, teachers' growth, teachers' needs, teachers' collaboration, and job performance. Maclean also found staff development as having a positive impact on teachers' performance and education standards. On the similar issue of job performance, Oyewole (n.d.) conducted a study to describe the influence of teaching experience on the job performance of secondary school teachers in Nigeria. Five hundred (500) teachers were selected for the study using stratified proportionate random sampling techniques. The result revealed a significant relationship between teachers' years of experience and teachers' job performance.

In addition to the principal's leadership, supervision of teachers also is considered a factor impact in teacher's job performance. Cole (2002) found that supervision significantly influences employees' job performance. He further observed that the personalities, approaches and motives of the supervisor are major determinants influencing employees' productivity. In addition, Uchtman (1992) declared that technical coaching and collegial coaching leads to improved teaching performance. Oleforo, Ikpe, & Bassey (2015) conducted a study to investigate the management strategies and job performance of teachers in Nigeria, using a stratified random sampling involving 745 respondents. They found that school managers must adopt suitable personnel management strategies on teachers if the teachers must perform outstandingly. They suggested sufficient supervision, compensation and in-service training programmes should be provided for teachers with a well-articulated policy to improve their efficiency. Muraguri (2015) listed work environment, availability of resources, level of training, teacher motivation, work ethics, students' initiative, students' absenteeism and students' discipline as factors affecting teacher competence. In addition, organisational culture also has a significant influence on teacher performance (Toha & Katoningsih, 2018). Similarly, Balasandran (2007 as

cited in Ponnusamy, 2010) claimed that the work environment is the fundamental influencing factor on the quality of teachers' performance.

The age of the teachers is also considered as an influencing factor in teacher performance. Tayo & Adedapo (2012) claimed that age is one of the factors affecting job performance of teacher like every other professional. On the other hand, gender seems to have no bearing on teacher performance. Babatope Kolade (n.d.) mentioned that there is no significant difference in the job performance between male and female teachers in schools, therefore concluding that gender does not influence job performance.

Job satisfaction also affects teacher performance. This relates to safety, compliance, good job condition for teachers in work-place. Various studies show that job satisfaction leads to high job performance (Werang & Agung, 2017). Paul Levy (2020) found that employees' job satisfaction leads to better performance and a decrease in turnover. Fisher (2003) also suggested that satisfied employees are likely to become better performers. Owusu (2014) also found that improvement in job satisfaction truly reflects improvement in job performance.

Ayub et al. (2018) believed that the social and psychological pressures of the community have burdened the teachers enough which negatively affect the performance of the teachers. They argued that work stress causes poor work performance. Hence, they believed that lessening the workload will reduce stress and distress which will enhance the teachers' performance in the teaching activities and classroom management.

Moreover, a review has been done to critically evaluate the recent studies regarding how the principal's instructional leadership influences teacher performance. These studies have examined the relationship between principal instructional leadership and teacher performance in a variety of educational contexts, with the overarching aim of understanding the impact of the principal's leadership style or instructional practices on teacher performance. In addition, this review highlights the methodologies, findings, and research gaps identified in these studies.

Although the main purpose of these studies remains consistent, the contexts and focal points vary among them. The studies conducted by Wahab et al. (2020) and Groenewald et al. (2024) focused on understanding how principals' instructional leadership affects teacher performance, with the former studying particularly within Malaysian Tamil vernacular schools and the latter investigating through a systematic literature review to evaluate global trends in this domain. However, Chukwuemeka and Sarah (2021) and Parveen et al. (2022) studied the broad leadership styles of democratic, autocratic, and laissez-faire in Anambra State, Nigeria, and Faisalabad, Pakistan. Conversely, Birhasani (2022) analysed both direct and indirect relationships among the principal instructional leadership, achievement motivation, and teacher performance through job satisfaction, while Tshering (2022) explored the influence of instructional leadership on teacher performance in Thimphu, Bhutan.

The methodology employed in these studies vary, with most studies using quantitative designs and surveys to collect data. Wahab et al. (2020) and Parveen et al. (2022) employed simple random sample methods in sampling, whilst Chukwuemeka and Sarah (2021) adopted multistage sampling. However, to provide richer insights into teacher-principal dynamics, Tshering (2022) employed a mixed-method approach, combining surveys with in-depth interviews. On the other hand, a qualitative literature review method was used by Groenewald et al. (2024), offering a macro-level perspective on instructional leadership's impact. The Tshering (2022) study enriches the findings through the integration of qualitative and quantitative data while highlighting a need for methodological consistency across research to facilitate comparative analysis.

Major findings of these studies indicate a positive correlation between principals' leadership styles and teacher performance. Wahab et al. (2020) in Tamil schools found a robust correlation between elevated instructional leadership and enhanced teacher performance, while Parveen et al. (2022) assert that autocratic leadership substantially influences teacher performance, yielding inferior results for democratic and laissez-faire approaches. Birhasani (2022) identifies that the key aspects influencing teacher performance include the interrelationships of leadership, job satisfaction, and achievement motivation. Chukwuemeka and Sarah (2021) and Tshering (2022) underscore the importance of collaborative and democratic leadership

styles in improving teacher performance and satisfaction. The findings of these studies are generally comparable and indicate that principals' leadership fosters a supportive environment that promotes teacher growth and innovation.

While these studies enhance the subject of instructional leadership in education, they reveal significant limitations and research gaps. Many of these studies have focused on specific geographic areas or specific types of schools, which limits the generalizability of the findings. For example, Wahab et al. (2020) confined their study to Malaysian Tamil vernacular schools, whereas Parveen et al. (2022) focused exclusively on secondary schools in Faisalabad, Pakistan. Birhasani (2022) and Tshering (2022) observe that the lack of longitudinal studies to evaluate the sustained effects of leadership styles on performance is a glaring gap in the field. In addition, some studies, such as Chukwuemeka and Sarah (2021) and Groenewald et al. (2024), advocate for the investigation of external factors—such as community support and resource availability—that may influence the relationship between leadership and performance.

In summary, these studies strongly highlight the impact of principal leadership and the critical role it plays in enhancing teacher performance within the educational framework which will eventually contribute to student academic excellence. However, future research should address the limitations of these studies on a larger scale by including more diverse samples, conducting longitudinal studies, and examining leadership styles and external influences that have been understudied. Mixed-method approaches, such as those used by Tshering (2022), could provide deeper insights into the nuanced interactions between leadership practices and teacher outcomes. By broadening the scope and depth of these research investigations, scholars will be able to offer enhanced advancements and refined knowledge for educational leadership practices and policies globally.

2.5 LEADERSHIP RESEARCHES IN MALDIVIAN CONTEXT

A review of research on leadership within the Maldives' education sector indicates that each study analysed different aspects of leadership or leadership styles and their effects. These studies examine various aspects of leadership dimensions in the Maldives education sector, such as Waheeda and Nishan's (2024) investigation into the perception gap between deans' self-evaluations of their academic leadership styles and lecturers' ratings of those styles in Maldivian higher education institutions in the Maldives. Furthermore, the impact of principal leadership on teacher efficacy, retention, and students' academic performance was examined by Ali et al. (2023) and Samy et al. (2022). Moreover, the mediating effect of school culture and additional factors in leadership effectiveness in Maldivian schools was studied by Ismail et al. (2020, 2021). While insufficient attention has been paid to the leadership styles of other educational positions, these studies have focused on the roles of principals and deputy principals. As a result, studies, material resources and frameworks on leadership on different themes are limited.

The methodologies employed in these investigations also differed. Consequently, Ali et al. (2023) and Mohamed (2023) used large samples of quantitative studies to obtain a wide range of statistics. Moreover, the mixed-method approach increases the knowledge gained from the survey and the qualitative data to broaden the understanding of knowledge and increase the depth of knowledge in Waheeda and Nishan's (2024) study. Nonetheless, there is a conspicuous lack of longitudinal studies capable of clarifying the progressive impacts of leadership styles and cultural transformation over an extended period.

These studies repeatedly highlight the necessity and suggest the incorporation of private institutions and isolated islands beyond Malé or government schools for improved generalizability (Ismail et al., 2021). Also, it is essential to effectively address cultural and socio-economic factors that influence leadership attitudes and outcomes in the nation. Moreover, it seems that more intricate and beneficial outcomes may not be indicative, as opinions of teachers and students have seldom been investigated in leadership research. Moreover, it is essential to comprehend the influence of cultural and societal elements on the attitudes and outcomes of

educational leadership in the Maldives and to address these aspects accordingly. Moreover, it appears that more intricate and beneficial results in leadership studies may be attained by enhancing the examination of teachers' and students' perceptions.

Ismail et al. (2020) and Mohamed (2023) highlight the relationship between leadership and school efficacy, in addition to Ali et al. (2023) research involving the effect of servant leadership on teacher retention, such as the inclusion of the impact of servant leadership on teacher retention. These iterations and overlaps suggest the necessity for a more unified framework that integrates these persistent findings into comprehensive, actionable suggestions for policy and practice.

Furthermore, Waheeda and Nishan (2024) findings emphasize the significance of distributed leadership for promoting academic autonomy and institutional efficacy as an implication for practice. Similarly, Fikuree et al. (2024) highlighted the effectiveness of principal roles as a factor greatly influencing teacher and student success. Hence, these findings collectively underscore the importance of improving leadership development programs to align with cultural contexts and address the existing perception gaps.

The document's recommendations for future research are robust and critical enhancing mixed-method methodologies for a comprehensive understanding of leadership dynamics. It investigates cultural nuances and their influence on students' performance and teacher retention. Additionally, it highlights the importance of integrating viewpoints from other educational stakeholders beyond principals and vice principals.

These studies provide useful insights and scholarly investigation into leadership within the educational sector, particularly principals' leadership. The reported findings and research gaps should establish a solid foundation for future research that is more multifaceted, inventive, and impactful. Addressing these gaps will not only enhance educational understanding but also inform practical leadership practices in the Maldives and similar educational settings. Yet, this information demonstrates a lack of diverse understandings of leadership and the inclusion of broader contextual elements. These areas require further research. Exploring the desired effect of instructional leadership of principals on student learning in particular

is very useful for improving education in the Maldives, as such studies have not been done in the Maldives. In particular, the impact of instructional leadership on teachers' teaching and their commitment and performance will be studied, and measures will be taken to improve the quality of education of Maldivian children.

2.6 ISLAMIC PERSPECTIVES ON CONSTRUCTS OF THIS STUDY

Islam is a way of life; it is not understood just as a religion. It offers rules on how an individual should live on directing on all aspects of individual well-being such as social values and behaviours, family relations, and lifestyles (Qadri, 2014). Islam greatly values education and knowledge. The link between knowledge and leadership strengthens the position of educational leaders in Islamic societies. While the previous sections introduced leadership as a concept, hence, this section aims to discuss the Islamic view on the components of the current study. The comprehensive explanation of instructional leadership in Islam and their contribution to commitment and performance in the Islamic perspective will be deliberated.

Rosnani (2004) defined education in Islam as *adab* (proper way or virtue), that was gradually instilled in humans. Furthermore, she explained that *adab* refers to the discipline of body, mind, and spirit. It endows the owner with the knowledge of the proper places of things or objects (*hikmah*) in the scheme of creation and subsequently to act in a just manner (*`adl*). i.e being moderate and considerate in all dealings.

However, in the context of Islam, Salleh (2008) explained that education is the combination of the terms *Tarbiyyah*, *Ta'lim* and *Ta'dib*. The word *Tarbiyyah* means 'educate' (Salleh, 2008), *Tarbiyah*, from the root *raba* (to increase, to grow, to rear), indicates a state of spiritual and ethical nurturing in accordance with the Allah's will (Al-Hafiz & Salleh, 2010). Suhid et al. (2014) clarified that the word 'education' or *tarbiyyah* in the Arabic language is human behaviour in caring, nurturing, and educating a person until he becomes better than before. As for *Ta'lim*, it means 'knowledgeable' (Salleh, 2008), and *Ta'līm*, from the root 'Alima (to know, to be aware, to perceive, to learn) is used to represent knowledge being required or communicated through instruction and teaching (Al-Hafiz & Salleh, 2010). On the

other hand, *Ta'dib* which is derived from the word '*adaba*' means 'moral' (Salleh, 2008). *Ta'dib*, from the root *aduba* (to be cultured, refined, well-mannered), suggests a person's development of sound social activities (Al-Hafiz & Salleh, 2010). Finally, Salleh & Karnaen(2017) explained the meaning of the names of teachers in Arabic as *Mudarris* - Teacher, *Mu`addib* – Role-Model, *Murabbi`* - Educator, *Murshid* - Guidance, *Mu'allim* - Expert, *Mujtahid*- Decision Maker, and, *Mujaddid* – Transformational Leader.

As stated by Hatta(2014), education primarily aims to upbringing the God-fearing (*taqwa*)(pious) servant of Allah. According to Hatta(2014), the main objective of Islamic education is to produce the good human being to be the servant (*`abd*) and the vicegerent (*Khalifah*) of Allah who has taken on the *Amanah* (trust) of sustaining wealth on earth. Consequently, the key goals of education involve spiritual, moral, social, intellectual, and physical development with particular goals. To add, Shah (2006) explained that the objective of Islamic education is to develop humans through knowledge to meet the requirements of them to follow the path of righteousness, and to become beneficial members of the *Ummah* and the society.

The Qur'an and the Prophet (ﷺ) repeatedly emphasise the top importance of education. And, the education theory in Islam is derived from the Qur'anic concepts. The importance of education in Islam is understood as Allah Almighty has stressed education in the Qur'an in Surat Al-Alaq: 1-5. This emphasis on gaining knowledge has made education one of the basic creeds of Islam.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ * خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ * أَمْراً وَرَبُّكَ الْأَكْرَمُ * الَّذِي عَلَّمَ بِالْقَلَمِ * عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ*

“Read! In the name of your Lord who created: He created man from a clinging form. Read! Your Lord is the Most Bountiful One, who taught by [means of] the pen, who taught man what he did not know.” (Surat Al-Alaq 96:1-5)

In Surat Al-Mujadala 58: 11, Allah stated that Allah will raise to high ranks, by many degrees, those among believers who have been given knowledge. This is a promise from Allah for those who seek knowledge that Allah will grant them high ranks (Salleh, 2018). Moreover, in a hadith narrated by Abu Hurairah, the Prophet (ﷺ) revealed that Allah makes the way to Jannah easy for him who treads the path in search of knowledge.

To guide and educate the Muslim *Ummah* and the entire society with knowledge are a trust (*Amanah*) and a blessed duty from Allah the All-Mighty for the Muslim leaders, especially educational leaders. From an Islamic viewpoint, 'leading' means leading towards knowledge and 'righteousness', through 'words' and 'acts', involving a knowledge status for the teacher or the leader (S. Shah, 2006). As stated by Jamil(2015), the word lead means “to show the pathway”. In this regard, Salleh(2018) noted that the duty of an Islamic leader is to point the way forward for the organisation through developing and communicating. Furthermore, (S. Shah, 2006) pointed out that the concept of educational leadership in Islam arises from Islamic philosophy of education, and contextual variations of conceptualisation and repetition throughout Muslim societies, which comprise explanations informed by an understanding of religious texts, which reinforces the interplay between faith and concepts.

Leaders are a significant aspect of making an organisation successful. Leaders play the main role in establishing and motivating employees' performance (Trmal et al., 2015). In this regard Jamil(2015) stated that leaders are vital to driving people towards a vision of achieving the common goals. As described by Salleh(2018), leadership in Islam is a journey started by a leader with his staff in his entire organisation to obtain the blessings of Allah SWT and exact success in this world and the next. Furthermore, Trmal et al.(2015) explained leadership from an Islamic viewpoint, as it is considered as an obligation and faith, and cannot be forgotten. Advocates of this viewpoints often referred to the Al-Hadith cited in Sahih Muslim (Vol.3 No 1013) that Islam does not sanction to any Muslim living without a leader in any situation. Thus, leaders from an Islamic perspective should have good morals and spiritual values, intellect, and the essential skills to head organisations and leaders. There are some universal inevitable characteristics that an exact leader must have,

such as self-confidence, trustworthiness, communication skills, compassion, hopefulness, promising, farsightedness, passion/truthfulness, humility, emotional quotient, problem solver, delegating the authority, appraising, training, succession management, etc.

Accordingly, M. C. Brooks & Mutohar(2018) added the initial leadership values of *nasiha* (good council and sincere conduct), *shura* (discussion), *ikhtilaf* (dissent), *maslaha* (looking for the common good), *amr bi'lma'rufwa al nahi an al munkar* (enjoining rights and forbid-ding wrong), *his* (accountability), and *tafakkur* (reflection). Moreover, M. C. Brooks & Mutohar(2018) mentioned that Muslim leaders are expected to adopt four qualities attributed to Prophet Muhammad (ﷺ) in accordance with the Qur'an and ahadith, which are *shiddiq* (honesty), *amanah* (trustedness), *tabligh* (truthfulness), and *fathanah* (criticality).

Both the Qur'an and Sunnah stress the importance of leadership (Rahman & Al-Buraey, 1992). Consequently, Trmal et al.(2015) and Jamil(2015) affirmed that a large portion of the principles of Islamic leadership qualities is derivative from the Qur'an, the words of Allah the All Mighty, and Sunnah, the habit and sayings of Prophet Muhammad (ﷺ), the characters and conducts of the Caliphs and other great Muslim leaders. Furthermore, Trmal et al.(2015) believed that these principles are important for success and progress in all human societies. In the same way, the Prophet Muhammad (ﷺ) and the four Caliph and their heirs practiced their leadership styles and attained uppermost heights in the records of human history.

Researches have been done on leadership especially in the Islamic view of leadership and some models of leadership were formed. Supriyatno(2016) formulated a definition of leadership whereby for him, leadership is equal to *Akhlaq* (Morality) and the power. Hence, Supriyatno(2016) named this as moral leadership (*akhlaq* leadership) which, focuses on the aspects of high morale and motivation when the leaders carry out their duties. Supriyatno(2016) further detailed that, according to this framework, leaders are humane, fair, honest, and not to be emotional in making decisions and not be jealous of his success. Moreover Supriyatno(2016) clarified that *akhlaq* Leadership (the moral leadership) emphasises on developing themselves

together in a way that avoids selfishness and creates new values, attitudes and beliefs (in Islam) among leaders and followers.

2.6.1 Instructional Leadership Responsibilities from the Islamic Perspective

According to Ahmad Zabidi and Fathiah (2006 as cited in Hatta, 2014), there are five responsibilities in instructional leadership from the Islamic perspective:

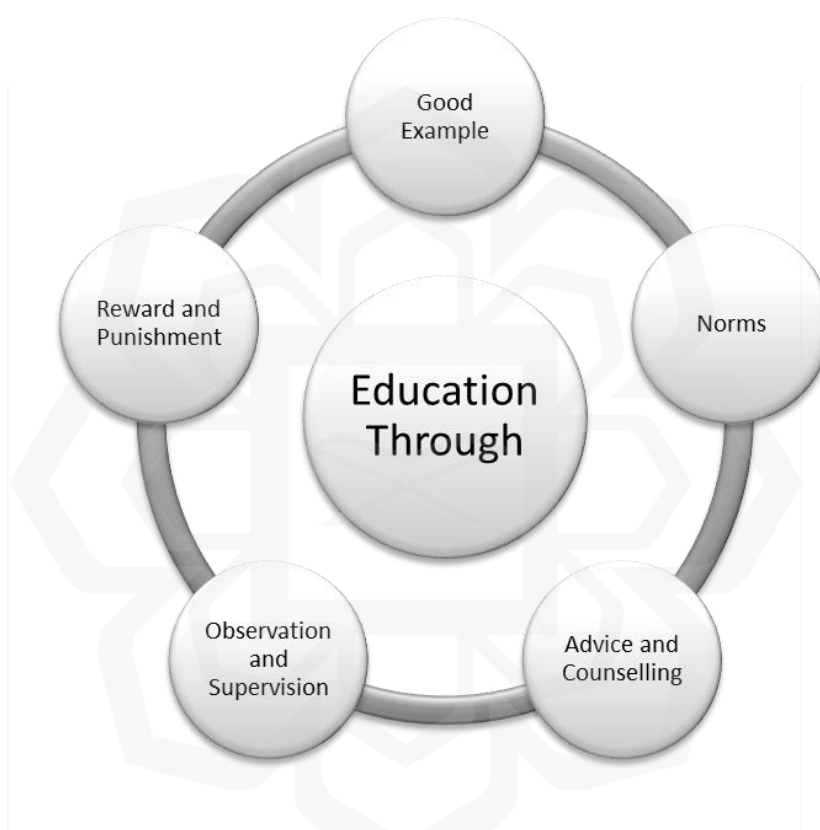


Figure 2.9 Five Responsibilities in Instructional Leadership from the Islamic Perspectives: by Ahmad Zabidi and Fathiah (2006 as cited in Hatta, 2014)

2.6.1.1 Education through a good example (*al-Qudwah*)

Exemplary leadership in schools is really important to the success of the school (Salleh & Khalid, 2018). According to the Islamic viewpoint, teaching children and teenagers a good examples will have a strong impact on education and moral development (Hatta, 2014). As young children imitate what teacher or principal does, Islam emphasizes education through demonstration of good example. The best virtue

used to described the Prophet of Islam is good conduct as a role model. Similarly, S. Shah(2006) said that the leader is seen as a role model in a holistic sense from an Islamic perspective. Moreover, Trmal et al.(2015) noted that the Muslim community and leaders in history had acquired behavioural examples from the Prophets (ﷺ) behaviour as the best model and example of how to integrate moral values, ethical principles and communicative behaviour by the teachings and ethics of Islam in the leadership portfolio. As reported by Ismail et al.(2019), Islamic principles or Islamic values manifest a positive impact on employees' organisational commitment, therefore leading to higher service quality and higher productivity because of their higher job satisfaction, an extra effort that improves their performance. Hence, the Muslims must take Prophet Muhammad (ﷺ) as their role model, who established a good example for his *Ummah*, in all scopes of life (Hatta, 2014) as Allah Almighty says in Surah al-Ahzab (33: 21)

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

“The Messenger of God is an excellent model for those of you who put your hope in God and the Last Day and remember Him often.”

From the verses of Qur'an and the Seera of Prophet Muhammad (ﷺ), it is understood that he is the spiritual leader and a good role model (best teacher) for humanity as a whole, the head of a new educational system particularly in terms of educational leadership (Hatta, 2014). Muslim leaders must have the ability to show a good example for their followers as it is not acceptable if one leads others to perform something that he himself is not doing it. Indeed, Allah the Almighty has mentioned in the Qur'an in Surat Al-Baqara (2:44)

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ ۚ أَفَلَا تَعْقِلُونَ

How can you tell people to do what is right and forget to do it yourselves, even though you recite the Scripture? Have you no sense?

2.6.1.2 Education through Norms

The ‘Islamization of Knowledge’ is scientific knowledge—the knowledge that originates from Divine norms and ideas (*Education - Oxford Islamic Studies Online*, n.d.). This means that the human gets educated or knowledgeable, or he is instilled good norms by the Allah the Almighty by *fitra* (nature).

Prophet Muhammad (ﷺ) said: There is none born but is created to his true nature (Islam). It is his parents who make him a Jew or a Christian or a Magian quite as beasts produce their young with their limbs perfect. Do you see anything deficient in them? Then he quoted the Qur'an., The nature made by Allah in which He has created men there is no altering of Allah's creation; that is the right religion" (ar-Rum:30) Sahih Muslim 2658b Book 46, Hadith 34.

The mentioned hadith emphasises the formation of human characters in accordance with Islamic directions. Simultaneously, this will raise students as a Perfect Man (al-Insan al-Kamil) who obeys all the instructions of Allah and evades all His exclusions, under the guidance of principals’ instructional leadership in Islamic perspectives which stresses the fundamentals of *Tawhid*, obedience to Allah and Prophet Muhammad (ﷺ) (Hatta, 2014).

2.6.1.3 Education through Advice and Counselling

Giving advice is a Quranic concept, which has been emphasized many times in the Quran and has a big influence on building human personality. Advising or giving caution to people is the main purpose of Allah sending prophets (peace and blessings be upon them) which is the nature of their mission. Allah the Almighty says in Qur'an:

وَذَكِّرْ فَإِنَّ الذِّكْرَ تَنْفَعُ الْمُؤْمِنِينَ

and go on reminding [people], it is good for those who believe to be reminded. Surat Adh-Dhariyat (51: 55)

In a hadith Prophet Muhammad (ﷺ) has stated: The religion is *nasihah*(advice)." The people asked, "To whom?" The Prophet Muhammad (ﷺ), replied, "To Allah and His Book and His Messenger and the leaders of the Muslims and the common folk." [Collected by Bukhari and Muslim]. In this hadith, the importance of remembrance and advice is mentioned. Thus, it is the duty and responsibility of the principal as an instructional leader to guide and advise teachers and students to teach and learn efficiently (Hatta, 2014).

2.6.1.4 Education through Observation and Supervision

Students get advantages of observation and supervision in relation to academic achievement and moral development (Hatta, 2014). Principals are followed by teachers in supervising and observing students' behaviour throughout the teaching and learning approach. Adjusting and modifying teaching methods with the capabilities of students' is the main aim of these observations by the teachers and principals.

2.6.1.5 Education through Reward and Punishment

Reward and punishment method is to be used in motivating teachers and students. Reward and punishment can be in the form of appreciation, non-materialistic, in order to increase motivation and the spirit of work or teaching and learning process. Reward should be provided to encourage gooddeeds and punishment as deterrence to discourage sinful acts.

Reward and punishment is equated with the provision for *Bashir* (the bringer of glad tidings) and *nadzir* (the warner) and these were exemplified by Prophet Muhammad (ﷺ) in his life (Hatta, 2014). Furthermore, Hatta(2014) illustrated that Allah Almighty has revealed in Qur'an about the mission of sending the Prophet Muhammad (ﷺ).

إِنَّا أَرْسَلْنَاكَ بِالْحَقِّ بَشِيرًا وَنَذِيرًا وَلَا تُسْأَلُ عَنْ أَصْحَابِ الْجَحِيمِ

We have sent you [Prophet] with the truth, bearing good news and warning. You will not be responsible for the inhabitants of the Blaze. Surat Al-Baqara (1:119)

In his research, Ismail et al. (2019) argued that the main purpose of a performance appraisal (PA) is to assess an employee's performance and make a decision based on these results whether the employee performs according to the employer's standards and expectations. This is in accordance with the Qur'an about reward and punishment for someone's work, and Muslims must base their decisions on this verse, where any good deed must be rewarded and vice versa:

قَالَ أَمَّا مَنْ ظَلَمَ فَسَوْفَ نُعَذِّبُهُ ثُمَّ يُرَدُّ إِلَىٰ رَبِّهِ فَيُعَذِّبُهُ عَذَابًا نُكْرًا * وَأَمَّا مَنْ ءَامَنَ وَعَمِلَ صَالِحًا فَلَهُ جَزَاءُ الْحُسْنَىٰ ۖ وَسَنَقُولُ لَهُ مِنْ أَمْرِنَا يُسْرًا *

“He answered, ‘We shall punish those who have done evil, and when they are returned to their Lord He will punish them [even more] severely, * while those who believed and did good deeds will have the best of rewards: we shall command them to do what is easy for them.” Surat Al-Kahf (18: 87-88).

Simultaneously, the employees should know their results and what they have to improve. And, this should be transparently done as Allah the Almighty revealed in Qur'an:

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ * وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ *

“whoever has done an atom's-weight of good will see it, but whoever has done an atom's-weight of evil will see that.” Surat Az-Zalzala (99:7-8).

بَلِ الْإِنْسَانُ عَلَىٰ نَفْسِهِ بَصِيرَةٌ

“Truly, man is a clear witness against himself” Surat Al-Qiyama (75:14).

2.6.2 Fundamentals Attributes of Islamic leader

In his research (Qadri, 2014) noted that approximately 1,500 years ago Prophet Muhammad (ﷺ) practiced a concept in which he showed the importance of morals, good values and a reasonable system of justice. Furthermore, Qadri(2014) added that Prophet (ﷺ) demonstrated his leadership through his words and actions, rightfully

stating that “the leader of the nation is their servant”. This was indeed practiced and thought by the Prophet.

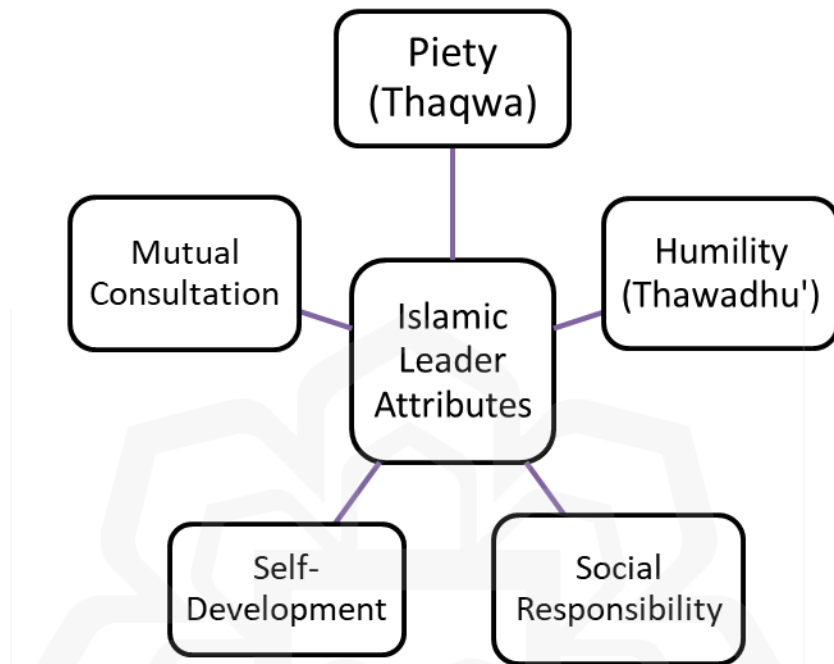


Figure 2.10 Attributes of Islamic leader by Mir (2010as cited in Qadri, 2014)

Moreover, Qadri (2014) shared the five basic attributes that serve as the fundamentals to becoming a leader on the basis of Islam which was taken from Mir (2010) which are:

1. Piety: Makes leaders to sustain high moral values while practicing the characters of humbleness, self-discipline, and integrity.
2. Humility: modest and humble leaders are sought out by followers.
3. Social responsibility: leaders must ensure the well-being of followers. As Prophet Muhammad (ﷺ) advised, “none of you (truly) believes, until he wishes for his brother what he wishes for himself”
4. Self-development: commands continuous devotion to spirituality and self-improvement including mastery of subject matter as a leader.

5. Mutual consultation: decisions must be taken independently; This should only happen after critical examination of all points of view and evidence. This fosters a culture of collegiality, facilitates division of responsibility, and builds team spirit which encourages team work.

Mohiuddin & Bulbul(2012) indicated that Umar (RadiAllahuAnhu) was proficient in the field of administration because of his education and wisdom, and because he was accompanying the Prophet (ﷺ) even though he did not attend any formal school. So, based on the management style practiced by Umar RadiAllahuAnhu, Mohiuddin & Bulbul(2012) summed up the control process of Umar according to Islamic faith.

1. The standards have to be well explained. Umar (RA) used to clearly explain a range of standards for nominating leaders.
2. The essential assistance input should be provided. This mean required resources and skills as well as the needed authority should be included in this input. Umar (RA) clearly defines the roles and responsibilities of his commanders and governors, even though he allows them operational autonomy and ensured that they followed his general commands.
3. Standards and incessant work for new ways of improving performance should be established. This should be done using a constructive culture. The culture should be that of: Commitment to quality, participation, and involvement. The programs in contemporary establishments can include quality circles, regular invitations of outside consultants, training, research and development, and customer's surveys. Umar (RA) would have understood the control process. Umar (RA) indicated that he would not have satisfied with his work if he had not made sure that he who appointed him had done what he had commanded. Umar's (RA) first task was to clarify to the assistant some of what he was expected to do. After that, he would check if the assistant is doing what he commanded. The performance of the appointees was verified by Umar (RA) through specific programs such as the annual Hajj conference. In addition, Umar (RA) as well as intelligence agents personally visited the agency of complaints which received public grievances from several rulers. It also happened

informally over the culture of the people in the prohibition of evil and the promotion of good.

4. Performance and the output are carefully monitored comparing to the given standards through the current culture of commitment, engagement and some tailored activities such as regular measurement, statistical quality control, and customer reviews.
5. If the performance and / or outputs do not imitate to the required standards, then corrective arrangements should be taken.
6. If the performance meets the standards, improvement is checked
7. If there is a way to improve the process, then corrective actions must be taken to implement it. These corrections should include ongoing performance and the same inputs and benchmarks. In the event that the appointees did not perform their duties properly, Umar (RA), did not hesitate to change them. The truth is that Umar (RA) did not take such measures to correct some errors, but he was extremely decisive in making any decision that would improve the already good performance. Umar (RA) was dedicated to incessant improvement, as mentioned. The improvement process has been facilitated through education or advice of Prophet Muhammad (ﷺ) as he said that “religion is advice” that Umar (RA) performed through participatory management programs.

2.6.3 Educational Leadership Model in Islamic Perspectives by Salleh (2018)

In his research, Salleh(2018) asserted that the leaders must be able to communicate clearly, build teams, motivate professionals, embrace diversity, and resolve conflicts in an organisation. Prophet Muhammad (ﷺ) through his legacy of word and deed, emphasized some of the key roles of a Muslim leader, including protecting his community from tyranny and injustice, spreading God's awareness (piety/*taqwa*), and promoting justice, honesty and inquiring about the well-being of his subjects, and guided them to good deeds.

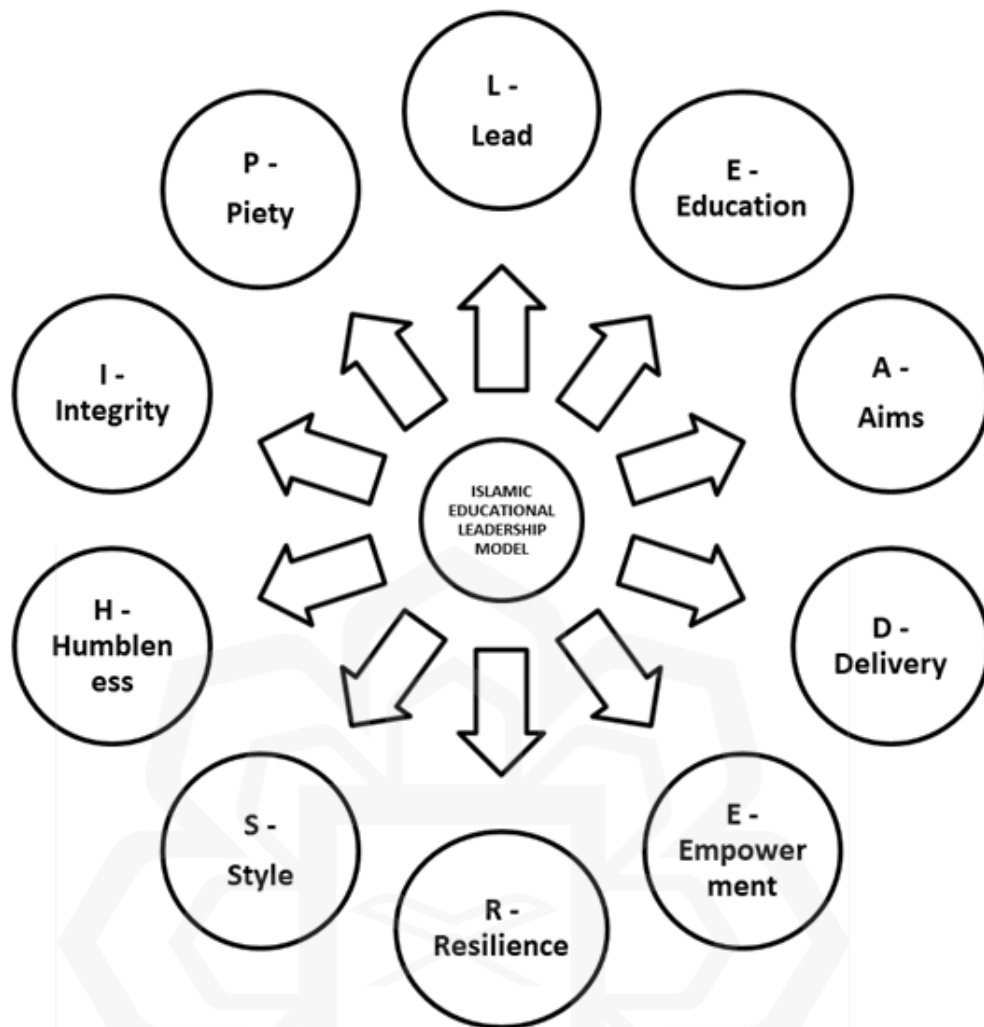


Figure 2.11 Educational Leadership Model in Islamic Perspectives by Salleh (2018)

Salleh (2018) proposed a model of educational leadership in an Islamic perspective, formulated using the acronym “LEADERSHIP”. This is as a solution for the Muslim unity to make progress in a more suitable mechanism especially for educational leadership. Salleh(2018) believed that by using an Islamic perspective, this model demonstrates effective, versatile, transformative and sustainable leadership that is applicable in the current era of globalization and industrial revolution.

Furthermore, this model can be summarised as L-E-A-D-E-R-S-H-I-P with every letter representing a behaviour that leaders are required to observe or show. These letters mean as following: L-Leading, E-Education, A-Aims, D- Delivery, E- Empowerment, R-Resilience, S-Style, H-Humbleness and humility, I-Integrity, and P-Piety.

2.6.3.1 Leading: Leader as Imam for the People and Organisation

A leader who carries the concept of an imam always respects and obeys his followers. The primary intention of a Muslim leader is to lead his followers and subordinates to what is good for themselves, for the system, for life and the hereafter. A Muslim leader should be rational, have high mental capacity, and the ability to solve problems and make wise decisions (Salleh, 2018). He pointed out that these are the predominant characteristics, as he is responsible for directing his followers and others in the organisation to goodness and becoming good Muslims or good citizens, as Allah the Almighty said:

وَجَعَلْنَاهُمْ أَئِمَّةً يَهْدُونَ بِأَمْرِنَا وَأَوْحَيْنَا إِلَيْهِمْ فِعْلَ الْخَيْرَاتِ وَإِقَامَ الصَّلَاةِ وَإِيتَاءَ الزَّكَاةِ وَكَانُوا لَنَا
عَبِيدِينَ

“We made all of them leaders, guiding others by Our command, and We inspired them to do good works, to keep up the prayer, and to give alms: they were Our true worshippers”. Surah Al-Anbiya (21:73)

2.6.3.2 Education: Seeking the Betterment of Self and Society through Knowledge

The nature of education or truth is sacred and multidisciplinary intersecting with reality and facts. The first revelation of Surat Al-Alaq, verses 1-5, is an encouragement to seek knowledge, as knowledge is the important part of education that determines the levels of individuals in the society. The surah emphasizes the importance and value of education in Islam (Salleh, 2018). Surah Al-Alaq reads:

“Read! In the name of your Lord, who created man, out of a mere clot of congealed blood. Read: And your Lord is Most Generous. He who taught the use of the pen, taught man that which he knew not.” Surat Al-Alaq (96:1-5)

The most fundamental principles of Islamic administration are knowledge, commanding good and forbidding bad, *amanah* (trust), justice, *shura* (consultation), brotherhood, moral and ethical behaviours, responsibility (trustworthiness), *muhاسباب* (accountability), and, motivation (Salleh & Mohamad, 2012).

Salleh & Mohamad(2012) explained the knowledge (*'Ilm*) as continuously looking for ways to improve the skills & capabilities of staff. Moreover, Salleh & Mohamad(2012) clarified that knowledge in Islamic management is understanding of the arousal of the physiological and psychological needs of the human being, with a deep knowledge of motives and the responsibility is to properly educate and update all employees with the latest information relevant to their specialty.

The principle *amanah* or known as trust, emphasizes the importance of obedience to Allah in all training sessions so that all duties and tasks of employees are considered as *ibadah* whose goal is attaining Allah's satisfaction. The administrative practice based on the model of tawhidic paradigm is the most important factor in directing, controlling and managing material and human resources in order to improve the entire humanity. It is because of such practice that Allah S.W.T will reward, and lead to eternal success (*al-falah*) in this world and the hereafter (Salleh & Mohamad, 2012). Salleh & Mohamad(2012) also added that *amanah* is the embodiment of a healthy and practicing Muslim who can motivate other employees to be an excellent example to other employees by possessing good leader behaviour, high ethical standards, values and behaviour. Moreover, Allah the Almighty has entrusted to the human to deal with such way as stated in Qur'an:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا لَا تَخُونُوا اللَّهَ وَالرَّسُولَ وَتَخُونُوا أَمْتِكُمْ وَأَنْتُمْ تَعْلَمُونَ

“Believers, do not betray God and the Messenger, or knowingly betray [other people's] trust in you.” Surat Al-Anfal (8:27)

Salleh & Mohamad (2012) stated that the principle of justice (*'Adalah*) refers to the method of not imposing any staff with training programs outside the scope of his job that take place outside working hours without paying them. Furthermore, Salleh & Mohamad (2012) insisted that a conducive work environment for employees and constant concern for the health and well-being of employees is greatly impactful for staffs as the friendly and supportive atmosphere helps them perform their duties well.

The principle consultation (*Shura*) refers to consulting with staff, whereby such initiative helps to boost their self- confidence & realize their potential as part of the administrative process (Salleh & Mohamad, 2012).

2.6.3.3 Aims: Defining, Communicating and Framing Institutional Aims

The aim of the organisation should be clearly defined. Defining and communicating the vision, mission, purpose, and goals is an important task for educational leaders. They should have a clear vision of what a particular organisation should achieve (Salleh, 2018). Furthermore, Ismail et al.(2019) noted one of the principles that leads the management of organisations based on Qur'an as *Niat* or intention, where every action must be guided by their intentions. There must be clear intended aims, objectives and strategies which guide the employees in each organisation to perform their duties. This is important in order to ensure that the employee's goals are aligned with the organisational goals and both are striving towards realizing the same success (A. Ismail et al., 2019). This is in line with the Qur'an verse:

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۚ

God does not change the condition of a people [for the worse] unless they change what is in themselves. Surat Ar-Rad (13:11)

We know the importance of the intention from the hadith reported by Umar ibn al-Khattab, in which he said that, he heard Prophet Mohamed (ﷺ) said: “Actions are to be judged only by intentions and a man will have only what he intended. When one’s emigration is to Allah and His Apostle, his emigration is to Allah and His Apostle but if his emigration is to a worldly end at which he aims or to a woman whom he marries, his emigration is to that for which he emigrated.” Sahih Al-Albani, Sunan Abi Dawud 2201.

2.6.3.4 Delivery: Effective Message Delivery through Principled and Righteous Interpersonal Communication

Effective leadership deals with finding appropriate and attractive methodology to use to present and impart knowledge to students as direct clients, then interpreting the strategy into actions by adapting it to the operational and practical situation (Salleh, 2018). Communication that raises good deeds among members of the organisation is better to gain love from Allah for his mercy and success. Allah the Almighty said in Qur'an:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۚ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

“Be a community that calls for what is good, urges what is right, and forbids what is wrong: those who do this are the successful ones.” Aal-Emran (3:104).

There are Quranic verses that encourage Muslims to use decent and respectful words in speech, conversations, or discussions, and forbid the use of potentially harmful words (Salleh, 2018).

وَقُولُوا لِلنَّاسِ حُسْنًا

“Speak good words to all people.” Al-Baqarah (2:83).

2.6.3.5 Empowerment: Leadership Intervention

Enabling rules, regulations and certificates must be considered in order to achieve the desired quality. Empowerment involves 'adaptive capacity' and 'intervention'. Adaptive capacity can be defined as the ability to change and adapt to the corresponding situation or environment. Strategic leaders must know how to identify the key moments of strategic change in organisations (Salleh, 2018).

Thus, as stated by Salleh(2018), strategic educational leaders have the power to identify not only what they need for strategic change, but also the time to make the changes. Furthermore, primarily they must know how and when to change strategies to effectively achieve the goals and objectives of the organisation or institution.

2.6.3.6 Resilience: Being Fit for Strategic Leadership

Management and employees at all levels to assume responsibilities with robust and resilient (Salleh, 2018). Furthermore, Salleh (2018) stated that the resilience is the ability to overcome the inevitable obstacles that come with change and the pressures of working with the unknown. Moreover, Salleh (2018) believed that resilient leaders are able to continue to meet the challenges of the future.

2.6.3.7 Styles of Leadership

Leadership style is the combination of traits, skills, and behaviour that leaders use while interacting with their followers (Salleh, 2018). The essential set of skills for the successful leaders is to use suitable leadership styles in accordance with the specific condition or tasks, in accordance with their leadership preferences. Crisis management skill is one of strategic leadership style a suitable leader must possess.

The success of the school depends desperately on the leadership style and role that the principal practices in the school (Salleh & Khalid, 2018). It is the choice of a leader to impose an effective style such as authoritarianism, democracy, laissez faire, dictatorship, charismatic, transformational, and instructional.

2.6.3.7.1 Autocratic Leadership Style

Authoritarian and autocratic are words that describe the type of leader who gives orders and expects instant obedience without argument (Salleh, 2018).

2.6.3.7.2 Democratic Leadership Style

The democratic leadership style includes the use of a consultative approach that encourages collective participation in decision-making and the maintenance of the master-master relationship with group members. The democratic leadership style is also called the participative style because it encourages employees to participate in decision-making. The Prophet (ﷺ) recommended that leaders impose no hardship on followers and their leadership style be relationship-oriented and supportive (Rahman & Al-Buraey, 1992).

2.6.3.7.3 Laissez-faire Leadership Style

Decision making is allowed to the employees by the leader even though the leader is taking the responsibility for the taken decisions. Under this style, both the leader and the led are given freedom to make independent decision.

2.6.3.8 Humbleness and Humility

Humble and humility are not widely used words in most cultures today (Salleh, 2018). As Salleh(2018) noted, humble or the practice of humility is the state of God's consciousness (*taqwa*). *Tawadu* and *khoshou* are two of many Arabic words, which were used by Allah the Almighty in the Qur'an to convey the meaning of humility. As Salleh(2018) mentioned, humble or *zuhud* creates successful leaders who would be respected and appreciated by their followers and colleagues.

The primary responsibility of a leader is to bring good and prevent the evils that make the individual become a pious person or *muttaqin* who will be absolutely assisted by Allah the Almighty towards achieving a true success in the world and *akhirat*(Salleh, 2018). Allah the Almighty says in the Qur'an:

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

“Do not turn your nose up at people, nor walk about the place arrogantly, for God does not love arrogant or boastful people.” Surat Luqman (31: 18).

Humility and modesty make the educational leader a corrective man, who wants submission and good servants, admits his mistakes, and tries to correct the mistakes he makes in his administrative duties.

2.6.3.9 Integrity: Concept of Integrity

Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations and outcomes (Salleh, 2018). Allah Almighty commands the human to practice integrity in the Qur'an:

وَيَقُومُوا أَوْفُوا الْمِكْيَالَ وَالْمِيزَانَ بِالْقِسْطِ وَلَا تَبْخَسُوا النَّاسَ أَشْيَاءَهُمْ وَلَا تَعْنُوا فِي الْأَرْضِ مُفْسِدِينَ

My people, in fairness, give full measure and weight. Do not withhold from people things that are rightly theirs, and do not spread corruption in the land. (Surat Hud (11): 85).

Furthermore, (A. Ismail et al., 2019) has given *Al-Adl*, or also called justice (fairness) as one of the Islamic principles that can guide the management. This means that there must be justice, respect, listening, humility, professionalism, and humbleness when dealing or interacting with others in the organisation. The Qur'an emphasises and advises that human beings, especially Muslims must be just. This is indicated in Surat Al-Maeda (5:8).

يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُونُوا قَوَّامِينَ لِلّٰهِ شُهَدَاءَ بِالْقِسْطِ ۚ وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ عَلَىٰ ءَلَّا تَعْدِلُوا ۚ
ءَعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ ۚ

“You who believe, be steadfast in your devotion to God and bear witness impartially: do not let hatred of others lead you away from justice, but adhere to justice, for that is closer to awareness of God.” Surat Al-Maeda (5:8).

In addition, in Surah Al-Hadid (57:25).

لَقَدْ أَرْسَلْنَا رُسُلَنَا بِالْبَيِّنَاتِ وَأَنزَلْنَا مَعَهُمُ الْكِتَابَ وَالْمِيزَانَ لِيَقُومَ النَّاسُ بِالْقِسْطِ ۚ

We sent Our messengers with clear signs, the Scripture and the Balance, so that people could uphold justice

Additionally, in Surat Al-Maeda (5:42) and Surat An-Nisa (4:58).

وَإِنْ حَكَمْتَ فَأَحْكُم بَيْنَهُم بِالْقِسْطِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ

if you do judge between them, judge justly: God loves the just. Surat Al-Maeda (5:42).

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا ءَلَا مُنْتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ ۚ إِنَّ اللَّهَ
نِعَمًا يَعِظُكُمْ بِهِ ۚ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

God commands you [people] to return things entrusted to you to their rightful owners, and, if you judge between people, to do so with justice: God’s instructions to you are excellent, for He hears and sees everything. Surat An-Nisa (4:58).

According to Sahih Muslim, Abu Hurayra said, "The Messenger of Allah, may Allah bless him and grant him peace, said, "There are seven whom Allah will shade in His shade on the day on which there is no shade except His shade:(One is) a just imam."

Integrity is also a key element in the education administration processes; with integrity, harmonious links between educational leaders, teachers and students are forged (Salleh, 2018).

Employment or work life has become a part of the main necessity of an individual life (Zahrah et al., 2016). With the aim of reaching and sustaining the quality of job performance of a Muslim, a different method is required, namely the awareness of Islamic religiosity (Suhid et al., 2014). From this perspective, Muslims' works are considered as acts of worship to Allah. As stated in the Qur'an Surat Adh-Dhariyat (51:56).

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

"I created jinn and mankind only to worship Me." Surat Adh-Dhariyat (51:56)

مَنْ عَمِلَ صَالِحًا مِّن ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوةً طَيِّبَةًۖ وَلَنَجْزِيَنَّهُمْ أَجْرَهُم بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

"To whoever, male or female, does good deeds and has faith, we shall give a good life and reward them according to the best of their actions." Surat An-Nahl (16:97)

This means that the goal of human creation is only to worship Allah the Almighty and who ever does a good deed or any tasks assigned for the sake of His Blessings, that Muslim is rewarded by Allah and such deed is counted as an act of worship or *ibādah* to Allah. All true Muslims know and believe that all of their actions are known, measured and rewarded by Allah, as He said in Qur'an in Surat Az-Zalzala:

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ * وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

whoever has done an atom's-weight of good will see it, but whoever has done an atom's-weight of evil will see that. Surat Az-Zalzala (99:7-8)

This is an extremely important aspect in motivating the individuals to perform his contractual duty to the best of his ability as stipulated in the Qur'an and Sunnah, as this eventually will be counted as '*ibādah*' (Rahman & Al-Buraey, 1992). Furthermore, Rahman & Al-Buraey(1992) clarified that when the organisation achieved any success, the individual is not only participating in an economic purposes in producing goods or service, but will also perform '*ibādah*' (worship) and enhance *taqwā* (purity and piety). This awareness will encourage every Muslim individual to perform his duties efficiently. In Addition to that, by promoting awareness of Islamic religiosity, a Muslim will always make an effort to behave well in his daily life and to avoid any unethical behaviour. This is due to their fear of Allah, and also because of their belief in Allah who will always watch them wherever and wherever they are (Zahrah et al., 2016) Hence, Muslims have both material and spiritual goals, and the driving force of Islamic organisation outweighs the economic outcomes. Therefore, a Muslim enjoys two types of reward for his good deeds: material and spiritual. Besides, Rahman & Al-Buraey(1992) stated that in Islamic organisations, performance has two dimensions: material and spiritual. In Addition, Allah the Almighty revealed this in Qur'an as He said:

وَمِنْهُمْ مَّنْ يَقُولُ رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ

others pray, 'Our Lord, give us good in this world and in the Hereafter, and protect us from the torment of the Fire.' Surat Al-Baqara (2:201).

Zahrah et al.(2016) stated that there are people seeking higher profits and higher job performance without following Islamic work ethics when working. Moreover Zahrah et al.(2016) believed that it is necessary to teach every Muslim to adhere to all Islamic work ethics and implement them when working in order to increase overall performance and productivity.

Real Muslims should always attempt to be committed as well as perform given tasks properly and sincerely in order to be blessed by Allah and get both worldly rewards and rewards in the Hereafter (Zahrah et al., 2016). Moreover Zahrah et al.(2016) believed that a Muslim will feel very satisfied when he puts great effort and total devotion in all the tasks assigned to him, as well as "confidence in" (*tawakal* on) any results or rewards.

Understanding the values and teachings of Islamic principles in performance appraisal will be beneficial for the employer and the employees. This is because their actions, decisions and the assessment are supposed to be done fairly and justly (A. Ismail et al., 2019), as Allah (SWT) said that everyone should be judged based on their actions, regardless of good and bad deeds.

وَلِكُلِّ دَرَجَةٌ مِّمَّا عَمِلُوا

“Everyone is assigned a rank according to their deeds” Surat Al-Anaam (6:132).

وَلِكُلِّ دَرَجَةٌ مِّمَّا عَمِلُوا ۖ وَلِيُوَفِّيَهُمْ أَعْمَالَهُمْ وَهُمْ لَا يُظْلَمُونَ

“Everyone will be ranked according to their deeds and God will repay them in full for what they have done: they will not be wronged.” Surat Al-Ahqaf (46:19).

Managers are also responsible for evaluating his subordinates as narrated by who Ibn ‘Umar said that he heard the Prophet (ﷺ) said “All of you are guardians and are responsible for your subjects.” Managers should not be bias in their judgement and be faithful in their trust. In a hadhith, Abu Hurairah reported that the Prophet (ﷺ) said: "The sign of a hypocrite is that whenever he speaks, he lies, and whenever he makes a promise, he does not fulfil it, and if he is entrusted, he betrays.” (Hadith Bukhari :33). Furthermore, Allah the Almighty said in Qur’an:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُونُوا قَوِّمِينَ بِٱلْقِسْطِ شُهَدَاءَ لِلّٰهِ وَلَوْ عَلَىٰ أَنْفُسِكُمْ ؕ أَوِ ٱلْوَلَدِينَ وَٱلْأَقْرَبِينَ ؕ
 إِن يَكُنْ غَنِيًّا أَوْ فَقِيرًا فَٱللَّهُ أُوْلَىٰ بِهِمَا ۖ فَلَا تَتَّبِعُوا ٱلْهَوَىٰ أَنْ تَعْدِلُوا ۚ وَإِن تَلَوْا أَوْ تَعْرِضُوا فَإِنَّ
 ٱللَّهَ كَانَ بِمَا تَعْمَلُونَ خَبِيرًا

“You who believe, uphold justice and bear witness to God, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, God can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, God is fully aware of what you do.” Surat An-Nisa (4:135).

يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُونُوا قَوِّمِينَ لِلّٰهِ شُهَدَاءَ بِٱلْقِسْطِ ۚ وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ عَلَىٰ ءَلَّا تَعْدِلُوا ۚ
 أَعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ ۖ وَاتَّقُوا ٱللَّهَ ۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ

“You who believe, be steadfast in your devotion to God and bear witness impartially: do not let hatred of others lead you away from justice, but adhere to justice, for that is closer to awareness of God. Be mindful of God: God is well aware of all that you do.” Surat Al-Maeda (5:8).

Leadership from the Islamic perspective is very important for the individual employee and the organisation itself. Hence, management of the organisation should caution each individual Muslim on Islamic religiosity and Islamic work ethics and it should be evaluated constantly. Accordingly, Zahrah et al.(2016)mentioned that if the management put Islamic religiosity as the basis for daily activities, it would lead to great success as well as long-term prosperity, both for the individual and for the organisation itself. In this way, the organisation should nurture the Islamic-minded

employees that would lead to an individual awareness of their basic work intent, which is to worship Allah and obtain His blessings. Moreover, Zahrah et al.(2016)asserted that with this awareness and believing that Allah helps and blesses His patient worshipers every employee will do their best to do their jobs well, even though they are facing problems. Thus, along with this Islamic religiosity awareness, each individual will be compelled to behave ethically, where the employees must show restraint, patience, resilience, tolerance and complete surrender to Allah’s will (Zahrah et al., 2016).

Managers are required to give feedback to employees on the strengths and weaknesses of their performance. And, this is very important for the employees to improve their performance (A. Ismail et al., 2019). This act is encouraged in Islam as Allah the Almighty said in Qur’an:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

“Respond to their Lord; keep up the prayer; conduct their affairs by mutual consultation; give to others out of what We have provided for them.” Surat Ash-Shura (42: 38)

2.6.3.10 Piety: *Taqwa* and Faithfulness

The word piety (*taqwa*) is often related to the concepts of trust, righteousness, and duty. Ismail et al.(2019) defined “*taqwa*” as forever mindful of the Almighty God. As Allah the Almighty said in Qur’an that, Allah has already guided the Muslims to do right things always.

فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا

“And inspired it [to know] its own rebellion and piety!” Surat Ash-Shams (91:8).

As Muslims, we are obligatory to have a firm belief in our religious teachings and its practice in the activities of our daily life; Then we can achieve piety. Allah said in Qur'an:

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ ۚ أَفَلَا تَعْقِلُونَ

How can you tell people to do what is right and forget to do it yourselves, even though you recite the Scripture? Have you no sense? Surat Al-Baqara (2:44).

In this *Aayah*, *al-Birr* mean piety and righteousness and every act of obedience to Allah as in the translation of Mohsin Khan in (*The Quranic Arabic Corpus - Translation*, n.d.). Accordingly, Salleh(2018) noted that, a leader should have God-consciousness, or piety (*taqwa*), strive to be a servant who fears Allah, and is constantly aware of his individual vertical relationship with Allah (*hablun min Allah*) and his horizontal social relations with his fellow human beings (*hablun min al-nas*).

All Muslims have to do their best effort and trust Allah in whatever they do, as everything happens is according to Allah's will. In this way, leaders have to define their goals and objectives for whatever they want to achieve in their leadership work and do their very best, rely on Allah, and trust Him for the result is based on Allah's will. Allah stated in Qur'an, Surat Aal-E-Imran (3): 159 that:

وَشَاوِرْهُمْ فِي الْأَمْرِ ۖ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Consult with them about matters, then, when you have decided on a course of action, put your trust in God: God loves those who put their trust in Him. Surat Aal-E-Imran (3:159).

Furthermore, Salleh(2018) stated that a person or leader does not need to worry about what others say or request because the leader's work should only be done for the benefit of the subordinates and the organisation in return for the reward from

Allah. Moreover, Salleh(2018) explained that a leader will face challenges and tests, but if he works towards his mission and goal with a sincere intention, his work can be accomplished with help of Allah's and it will be a success in this world and the hereafter.

M. C. Brooks & Mutohar(2018) enlightened that the term leadership is conceptualised in Qur'an and Ahaadhees as *ra'in* (leader), *khalifa* (steward), and *amir* (ruler). The term *ra'in* is mainly used for leadership as mentioned in the hadith narrated by al Bukhari (6719, Sahih Muslim 1829), 'All of you are leaders (in trust of something or someone) and are accountable for your flock.' Interpretation of core Islamic leadership values and beliefs emphasizes the importance of intercultural knowledge exchange in the field of educational leadership and emphasizes the importance of Islam in this area (M. C. Brooks & Mutohar, 2018).

2.6.4 Conceptual Framework for Leading Islamic Schools by M. C. Brooks & Mutohar (2018)

Brooks & Mutohar(2018) proposed and developed a conceptual framework (Figure 2.12) for leading Islamic schools with Qur'anic values and beliefs that can be used to develop educational leadership and illuminate leadership in Islamic schools. The framework decontextualised leadership values that connects Islamic ways of knowledge and presence with Western leadership. It contains four inner domains and an outer ring of the Islamic values, which are important to school leadership, namely: good counsel (*nasiha*) and sincere conduct (*ikhlas*), consultation (*shura*), dissent (*ikhtilaf*), public interest (*maslaha*), encouraging right and discouraging wrong (*amr bi'lma'rufwa al nahi an al munkar*), accountability (*hisba*), and reflection (*tafakkur*). The four internal domains are the leaders' beliefs about Islam, education, culture, and leadership. They believed that these domains also influence each other and influence surrounding values.

The four internal contextual domains influence how values are presented in a leader's day-to-day activities. School leadership based on Qur'anic values requires Muslim leaders to provide good advice and act sincerely, consult others, allow for disagreement, dialogue and consensus, strive for the common good, act ethically, be

accountable to society, and think to act as a leader (M. C. Brooks & Mutohar, 2018). Muslim leader's personal beliefs about Islam, education, culture, and leadership are modifying this process.

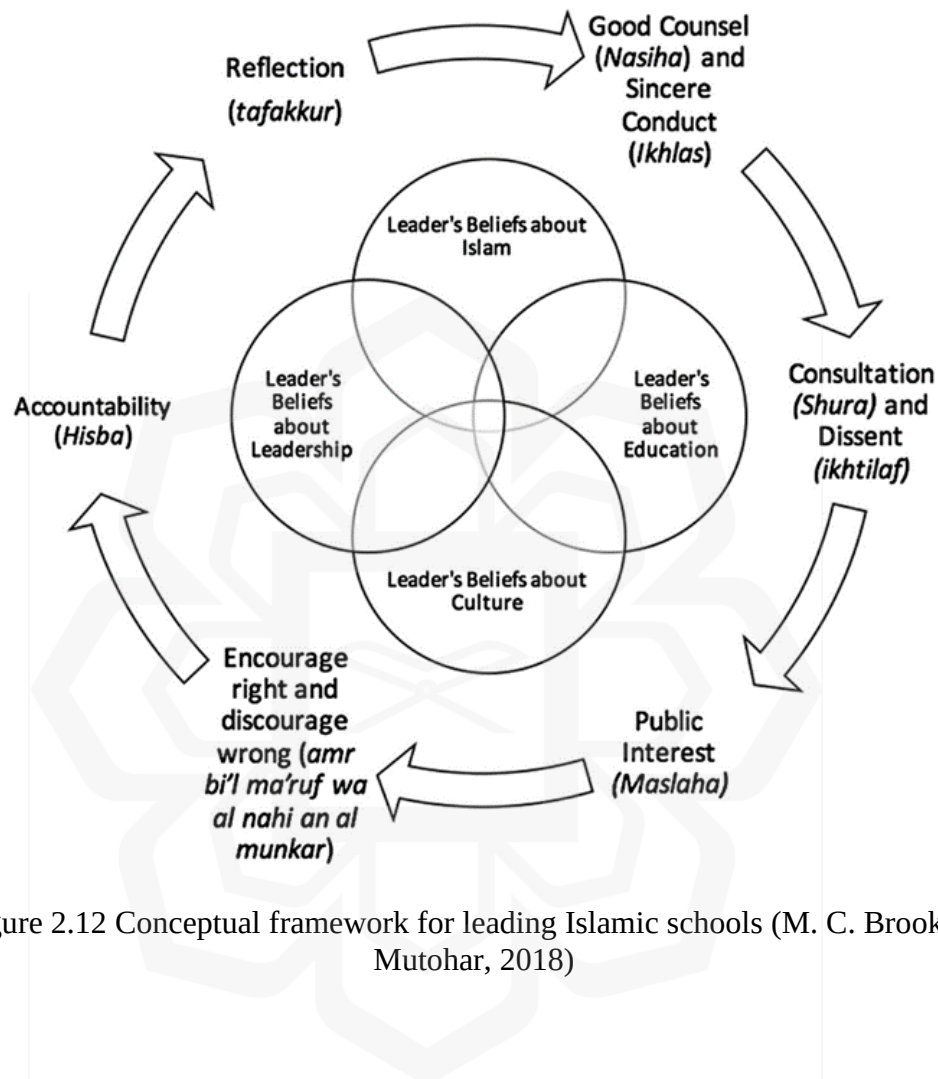


Figure 2.12 Conceptual framework for leading Islamic schools (M. C. Brooks & Mutohar, 2018)

2.6.4.1 Good Counsel and Sincere Conduct

Good counselling (*nasiha*) requires leaders to be knowledgeable, well informed, seek the best course of action, and act considerate of others (M. Brooks, 2018). Allah the Almighty said in Qur'an:

إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ * إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ

“Man is [deep] in loss, except for those who believe, do good deeds, urge one another to the truth, and urge one another to steadfastness.” Surat Al-Asr (103:2-3).

Brooks(2018) mentioned that sincere conduct (*ikhlas*) requires leaders to make decisions that will generate the best outcomes for individuals and communities, and serve their countrymen with fairness and justice. Furthermore, M. Brooks(2018) explained that leaders of Islamic schools should be ethical, principled, and fair according to the concepts of *nasiha* and *ikhlas*. Moreover, leaders are indebted to work hard for the good of others in accordance with Islamic perspectives. For this reason, ethical and honest school leaders make sure that they are well-versed in the issues before making a decision.

Ismail et al.(2019) similarly noted that *Ikhlas* which refers to sincerity in promises and doing job, is one of the Islamic principles in management based on Qur’anic teachings. Meanwhile, employees also must demonstrate their sincerity and dedication to the organisation in achieving the agreed and established standards. Hence, sincerity and devotion to the agreed work is evident in the Qur’an as per Allah Almighty said.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَوْفُوا بِالْعُقُودِ

“You who believe, fulfil your obligations.” Surat Al-Maeda (5:1).

The Arabic term ‘*uqud*’ known as "contract" which requires the employees to fulfil all of the obligations contained in the contract, as long as they are not morally wrong, and they are also reminded that according to the agreement, they must be committed to it (A. Ismail et al., 2019). In accordance with Qur’an, employees also must be loyal and sincere in performing their duties as they will be questioned about their duties in hereafter.

وَمَا أَسْأَلُكُمْ عَلَيْهِ مِنْ أَجْرٍ ۖ إِنِ أَجْرِي إِلَّا عَلَىٰ رَبِّ الْعَالَمِينَ

“I ask no reward of you, for my only reward is with the Lord of the Worlds.” Surat Ash-Shu'ara (26:127).

وَلْتُسْأَلُنَّ عَمَّا كُنْتُمْ تَعْمَلُونَ

“You will be questioned about your deeds.” Surat An-Nahl (16:93).

In fact, the duties and responsibilities of a teacher or educator when done faithfully are not only rewarding in this worldly life, but also in the Hereafter (Suhid et al., 2014). Furthermore Suhid et al.(2014) stated that teachers must understand and inculcate in their hearts and souls that their duties are a form of trust that must be performed with honesty and sincerity. This is due to the fact that teachers are not only *mu'allim*, but they are also *murabbi* and *muaddib* who emphasize the holistic development of the pupils in terms of intellect, spirituality, physical and moral, so it is assumed as an honourable responsibility (Suhid et al., 2014). Thus, teachers must not overlook this honour that Allah the Almighty bestowed upon them just for the sake of seeking worldly reward. Allah the Almighty commanded in Qur'an:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۚ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ

“Say, ‘How can those who know be equal to those who do not know?’ Only those who have understanding will take heed.” Surat Az-Zumar (39:9).

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

God will raise up, by many degrees, those of you who believe and those who have been given knowledge: He is fully aware of what you do. Surat Al-Mujadala (58:11).

Good leadership and good governance mean working to understand the world of subordinates and preparing them to take their place as valuable citizens of a global community (Salleh, 2018). This is very much influenced by the societies culture, values, norms, leaders and individuals. It can be said that the principles of Islamic management can give a great impact to the improvement of any organisation and its leader, managers and employees for life in this world and Hereafter (Salleh & Mohamad, 2012). Moreover, these principles are practiced by Muslim leaders fourteen centuries ago and now it is recognized by contemporary researchers in organisation management.

2.6.4.2 Consultation and Dissent

Consultations (*shura*) require leaders to commonly consult with others to reach consensus in finding solution (M. C. Brooks & Mutohar, 2018). It is based on the Qur'anic command to Prophet Muhammad to consult with his followers (3:159) as the best way to conduct affairs (42:38). *Shura* requires Islamic leaders to take a balanced position between individual needs and community. The Four Caliphs (*Khalifs*) of Islam were selected after conversation or authenticated by the general *bay'ah* and this measure was encouraged by the Qur'anic command of *shura* (Jamil, 2015).

Dissent (*ikhtilaf*) requires leaders to allow diversity in thought to express and flexibility in decision-making. M. C. Brooks & Mutohar (2018) noted that *ikhtilaf* requires leaders to be flexible in decision making. Moreover, *Ikhtilaf* usually happens in the middle of the decision-making process, where consensus and decisions are reached through participatory dialogue.

فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ
الْمُتَوَكِّلِينَ

By an act of mercy from God, you [Prophet] were gentle in your dealings with them- had you been harsh, or hard-hearted, they would have dispersed and left you- so pardon them and ask forgiveness for them. Consult with them about matters, then,

when you have decided on a course of action, put your trust in God: God loves those who put their trust in Him. Surat Aal-E-Imran (3:159).

Ismail et al.(2019) explained that Muslims should seek the opinions of others when making decisions and giving the impression of fairness to employees in accordance with the word of Allah the Almighty in Qur'an:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

“Respond to their Lord; keep up the prayer; conduct their affairs by mutual consultation; give to others out of what We have provided for them;” Surat Ash-Shura (42:38).

2.6.4.3 Public Interest

The leaders are required to make decisions based on the interest of the majority of the members of society which is called *maslaha* or the public interest (M. C. Brooks & Mutohar, 2018).

2.6.4.4 Encourage Right and Discourage Wrong

Encouraging right and discouraging wrong (*al-amr bi'l ma'ruf wa al nahi an al munkar*) refers to the duty of leaders to encourage righteous behaviour and discourage immorality that are recognised by reasons and the Islamic moral and legal system(M. C. Brooks & Mutohar, 2018). This concept is mentioned in the Qur'an nine times and reinforced for it:

وَلْتَكُن مِّنكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنكَرِ ؕ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

Be a community that calls for what is good, urges what is right, and forbids what is wrong: those who do this are the successful ones. Surat Aal-E-Imran (3:104).

Quranic verses of 9:71–72 refers to the essential role of encouraging honourable and respectful behaviour and discouraging corruption, depravity, and immorality (M. C. Brooks & Mutohar, 2018). Hence, according to M. C. Brooks & Mutohar(2018),*al-amr bi 'lma 'rufwa al nahi' an al-munkar* or encouraging honourable and respectful behaviour and discouraging corruption applies to the social, political and economic aspects of life and it is establish and maintain social justice.

2.6.4.5 Accountability

Accountability (*hisba*) means that every Muslim is accountable to Allah the Almighty, as mentioned in the Qur'an (M. C. Brooks & Mutohar, 2018). Consequently, leaders will feel more responsible to manage activities in fair and honest ways (M. C. Brooks & Mutohar, 2018).

2.6.4.6 Reflection

It is essential for Muslim leaders to perform *tafakkur* or reflect on his/her actions, Allah, and Allah's creation (M. Brooks, 2018). Allah the Almighty requires all the mankind, especially Muslims, in many parts of Qur'an to think or *tafakkur* about own actions, Allah and creation in Surat Al-Jathiya (45:13), Surat Aal-E-Imran (3:191) and Surat An-Nisa (4:82).

وَسَخَّرَ لَكُم مَّا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِّنْهُ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ

He has subjected all that is in the heavens and the earth for your benefit, as a gift from Him. There truly are signs in this for those who reflect. Surat Al-Jathiya (45:13).

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمُوتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَنَكَ فَقِنَا عَذَابَ النَّارِ

“Who remember God standing, sitting, and lying down, who reflect on the creation of the heavens and earth: ‘Our Lord! You have not created all this without purpose- You are far above that! - so protect us from the torment of the Fire.” Surat Aal-E-Imran (3:191).

أَفَلَا يَتَذَكَّرُونَ الْفُرْعَانَ ۖ وَلَوْ كَانَ مِنْ عِنْدِ غَيْرِ اللَّهِ لَوَجَدُوا فِيهِ اخْتِلَافًا كَثِيرًا

Will they not think about this Quran? If it had been from anyone other than God, they would have found much inconsistency in it. Surat An-Nisa (4:82).

2.6.4.7 Leader beliefs about Islam

Islamic leaders’ beliefs are mainly built on their relationship with their faith (Islam), where their beliefs and behaviours rely upon involvements of their individual life, viewpoint and influence of the community or culture (M. C. Brooks & Mutohar, 2018).

2.6.4.8 Leader beliefs about education

Islamic school leaders' beliefs about Islamic education is that education fundamentally shapes what is emphasized - or underscored by Islam (M. C. Brooks & Mutohar, 2018).

2.6.4.9 Leader beliefs about culture

Islamic leaders’ beliefs affect and manipulate the Islamic school according to their cultural understandings and experiences (M. C. Brooks & Mutohar, 2018).

2.6.4.10 Leader beliefs about leadership

Leaders of Islamic schools strive to be loyal or faithful to Allah, remain cantered around the needs of the *ummah* (society), are strong advocates of teaching and learning, participate in modelling the principles of Islam, and strive for the common good (M. C. Brooks & Mutohar, 2018).

2.7 DISCUSSION OF THE LITERATURE REVIEW

The literature shows that the instructional leadership of the principals' influences teachers' commitment and performance. Thus, the principals should show their instructional leadership to enhance teachers' commitment and performance in order to boost students learning. Hence, the instructional leadership is a significant aspect in school effectiveness as all the schools will do their best for the improvement and development of the school. Ahmed(2016) noted that the main task of an instructional leader is to find ways to improve student learning. Moreover, Mumphord, (2013)believed that effective instructional leadership is a vital for students to perform to their potential.

Principals as instructional leaders promote a positive learning atmosphere through his decisions and actions in the school community. There are many researches done to define the instructional leadership, and there are different features and models which identify the instructional leadership. Accordingly, instructional leadership is the authority and actions taken by principals, teachers and leading teachers which focuses more on the teaching and learning process in school in order to promote growth in student learning.

Researchers believe that according to instructional leadership, the principal is the pillar for school effectiveness since the it was first researched more than 30 years ago. Hence, several theoretical models were built so as to define the roles of principals in performing their day-to-day functions as an instructional leader, that brings direct reinforcement in the instructive result. Hereafter, Hallinger (2005) and Ponnusamy (2010) recognised that the instructional leadership model was the most frequently studied and most broadly recognised model of school leadership.

Three main conceptualizations of instructional leadership models were reviewed in this section. The models developed by Murphy(1990), Weber (1996) and Philip Hallinger & Murphy (1985) were discussed and elaborated in details.

Murphy's (1990) framework has four main dimensions: developing mission and goals for future, managing the educational production function, promoting academic learning culture, and developing a cooperative work environment. According to this model, there are sixteen different attitudes and styles which need to be practiced by an academic leader.

Weber's(1996) model shows that there are five essential dimensions or responsibilities performed by principals which are most evidently affects a school's instructional program. These domains are (1) defining the school mission; (2) managing the curriculum and teaching; (3) promoting a positive learning climate; (4) observing and enhancing teaching and learning by giving feedback to teachers; and (5) Evaluating and assessing the instructional program. This model also was not been tested empirically as said by Alig-Mielcarek(2003) and it also has some errors.

The third model discussed in this study was instructional management role of the principal developed by Philip Hallinger & Murphy (1985), which was the most commonly used framework in the principal instructional leadership research. In this framework, Hallinger & Murphy (1985) divided instructional management into three main dimensions that focus on teaching and learning. They are defining the school mission, managing the instructional program, and promoting a positive school learning climate. Later, these three dimensions were elaborated more into ten instructional leadership behaviours which were used to form an evaluation tool known as the Principal Instructional Management Rating Scale (PIMRS) to measure principals' instructional management performances.

When three models were studied together, many similarities can be seen. The key scopes of instructional leadership seen in all three models are: defining and communicating school goals; monitoring student learning and instruction; and promoting and emphasizing the importance of professional development.

Hence, Instructional leadership models developed by Philip Hallinger & Murphy (1985) is used for the current study for the following reasons:

1. The model was built on the basis of a questionnaire and observations towards 10 schools to assess the educational leadership behaviour of school leaders and data on 'behaviours' were collected from the research participants.
2. The model has been tested in many empirical researches and was the most broadly used practice in measuring a school leader's level of instructional leadership.
3. The “Principal Instructional Management Rating Scale” (PIMRS) instrument built on this model is a strong and stable tool that has become one of the most widely used research instrument in the field of leadership and education management for the past 30 years.

Hallinger & Murphy (1985) illustrated these three dimensions into 10 different leadership functions: (1) Frame the School Goals, (2) Communicate the School Goals, (3) Supervise & Evaluate Instruction, (4) Coordinate the Curriculum, (5) Monitor Student Progress, (6) Protect Instructional Time, (7) Promote Professional Development, (8) Maintain High Visibility, (9) Provide Incentives for Teachers, (10) Provide Incentives for Learning.

Organisational leadership significantly impacts employees' commitment. As demonstrated in many researches, employee commitment is vital to the strength of the professions and it is the most important work-related attitude. Hence, teachers' commitment affects the strength and excellence of teaching in schools. Briefly, commitment is the emotional bond of individuals and loyalty with the organisation and its goals, values, and activities that make him remain in the organisation and their willingness to make the effort on its behalf.

Quite a lot of models have built during the past several years to explain developments and dimensions of employee commitment. Accordingly, Schermerhorn et al.(2010) adopted two main dimensions which promotes commitment. They are: rational commitment and emotional commitment. Furthermore, Meyer & Allen (2004)proposed a model of commitment known as the Three Component Model (TCM), namely affective commitment (AC), normative commitment (NC), and continuance commitment (CC). Consequently, this model was selected for the purpose of this study as it is practiced broadly in workplace commitment and widely examined, therefore having the inherent measures and remains extensively accepted empirically. Ahluwalia & Preet (2018), Jaros, Jermier, Koehler, & Sincich, (1993) and Kanter (1968) also built models with similar features for organisational commitment, and these similarities are associated with the nature of mind-sets.

Organisational effectiveness, successes and achievements are indicated by employees' performance. Their performance is a big concern for schools as an organisation. Hence, improving teachers' performance is a vital for enhancing the quality of education. In improving teachers' performance, principals' instructional leadership role is essentially significant and there are many other factors that impact on teacher performance. Performance involves two fundamentals, which are the quality and the quantity. Likewise, teacher performance can be measured through tasks, standards and indicators. Atsebeha (2016) revealed that these indicators are teaching planning, classroom organisation, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership.

These perspectives were discussed from an Islamic viewpoint in the previous section. The Qur'an and Sunnah also emphasize the importance of leadership, and a large part of the qualities of Islamic leadership are derived from the Qur'an and Sunnah, highlighting the importance of leadership to show the right path to followers. Salleh(2018) mentioned that to direct the way forward for the organisation is the duty of an Islamic leader. It is also leaders' duty to drive people towards a vision in order to achieve the common goals. Moreover, Salleh(2018) described that in Islam the leadership is a journey to acquire the blessings of Allah SWT and true success in this world and the Hereafter.

2.8 CHAPTER SUMMARY

This chapter discussed literature relating to instructional leadership, teachers' commitment, and teachers' performance. The leadership of the principal is recognised to be a key factor in supporting teachers' performance in terms of their organisational commitment (Ponnusamy, 2010). Hence, instructional leadership has been presented and discussed in terms of definition, development and theories and models in this chapter.

Teacher commitment is a significant variable which should be of concerns to principals as school administrators since it influences behaviours and productivity in their schools. Consequently, the discussion puts forth definitions, models and factors which influence the commitments of teachers. When it comes to teachers' performance, there are many factors that enhance performance. It can be ascertained that teachers will extend effort to increase performance if they are committed. Organisational commitment has a significant effect on employee performance (Atmojo, 2012). For these reasons, the definition of performance, significant teacher performance indicators were elaborated. Moreover, models, causes and influencing factors of performance were discussed. Finally, the literature on relations of instructional leadership and teachers' commitment and teachers' performance were deliberated.

This literature review shows that there is extensive research worldwide on instructional leadership and teacher commitment, as well as studies examining the relationship between instructional leadership and teacher performance. However, there are no studies that have examined these issues in the Maldivian context. Furthermore, while studies have investigated the relationships between instructional leadership and teacher commitment and between instructional leadership and teacher performance, no study has integrated all three aspects.

This gap highlights the need for further research to explore how instructional leadership can influence both teacher commitment and performance specifically within the Maldivian educational system. By conducting such a study, we can gain valuable insights that could inform effective leadership practices and ultimately enhance educational outcomes in the region. Therefore, this study examines the

effects of principals' instructional leadership on teachers' commitment and performance, as they are closely related in the educational system. Given the unique context of the Maldives — a small, developing island nation with a dispersed geography, a unified language, and a common religious background, this research is particularly relevant. The particular educational setting provides an opportunity to examine leadership in the classroom. The particular educational setting provides an opportunity to examine how instructional leadership influences teacher outcomes in ways that may differ from other regions. By combining these three key components, this study contributes valuable insights to the field of education, particularly in the unique Maldivian context.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study aims to explore instructional leadership practices of principals and how these practices affect teachers' commitment and performance in Maldivian schools. In this study, quantitative methods were used to collect data through a survey questionnaire consisting of three components.

This chapter defines the design of the current research, describes the population, and details sampling techniques employed in this study. Additionally, specifics the research instruments along with their validity and reliability are reported. Moreover, an account of conducting and analysing data of the pilot study are also discussed. Finally, the data collection and data analysis procedure of the current research is deliberated.

3.2 RESEARCH DESIGN

The primary objective of this study is to investigate whether principals' instructional leadership can promote teachers' commitment and performance in the Maldives. This study is guided by the philosophy of a post positivist worldview, as such giving itself to the use of quantitative methodology. Worldviews are overall orientation about the world and the nature of study that a scholar retains. Quantitative study is a means for testing objective theories by examining the relationship between variables (Creswell, 2014). Moreover, he noted that these variables, sequentially, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.

This study employed a survey research design that includes collecting and analysing cross-sectional data at a specific point in time to describe the nature of current conditions, identify benchmarks for comparison, or determine the relationships between specific events (Cohen et al., 2017). According to Creswell (2014), a survey research design outlines a methodology for quantitatively describing trends, attitudes, or opinions within a population by analysing a sample of that group. Moreover, a survey possesses several qualities and purported advantages; it typically examines a wide range of issues, populations, programs, and individuals to quantify or delineate generalized attributes (Creswell, 2014).

The survey collects data on a one-shot basis, represents a wide target population, generates numerical data, offers descriptive, inferential, and explanatory insights, manipulates key factors and variables, gathers standardized information, establishes correlations, presents uncluttered content, collects data from multiple-choice questions, test scores, or observation schedules, supports or refutes hypotheses, creates accurate instruments, gathers data that can be processed statistically, and uses large-scale data to enable generalizations.

Data for this study was collected using a cross-sectional, one-shot (i.e., not longitudinal) survey method, which provides a snapshot of the current state of affairs in a given group or population (Janes, 2001). In quantitative research, data is collected using an instrument designed to measure variables. According to Creswell (2012), an instrument is a tool for measuring, observing, or documenting quantitative data that consists of particular questions and response possibilities that are developed ahead of the study, such as survey questionnaires. Researchers then distribute this tool to the participants and collect the data in the form of numerical and statistical data.

In this study, three questionnaires were adopted and combined to collect the quantitative data, focusing on three main variables: (1) principals' instructional leadership, (2) teacher commitment, and (3) teacher performance. A summary of the research design and data analysis methods is presented in Table 3.1.

3.2.1 Research Questions 1, 2 and 3

1. *What are the levels of the instructional leadership practices of Maldivian school principals?*
2. *What are the levels of the teachers' commitment in Maldivian schools?*
3. *What are the levels of the teachers' performance in Maldivian schools?*

The descriptive analysis of data for research variables encompasses the presentation of results via means, standard deviations, and score ranges (Creswell, 2014). Therefore, descriptive analysis techniques, including mean scores, standard deviations, and frequency counts, were used for responding to the first three research questions as they offer a clear and organized summary of the data. These methods enable the examination and comprehension of the fundamental characteristics of the dataset, providing insights into the overall trends and patterns.

3.2.2 Research Questions 4, 5 and 6

4. *Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers?*
(Gender, Age, Level of teaching, Teaching experience, Experience with the current principal)
5. *Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers?*
(Gender, Age, Level of teaching, Teaching experience, Experience with the current principal)
6. *Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers?*

(Gender, Age, Level of teaching, Teaching experience, Experience with the current principal)

Inferential statistics were employed to address research questions 4, 5, and 6. Independent sample t-tests were used to examine differences between the genders of the teachers (male or female). The t-test is particularly effective for analysing differences between two groups of respondents or within the same group across two variables or occasions. It relies on parametric data obtained from a random sample, assuming the independence of each data point (Cohen et al., 2017). As Ghazali (2016) states, the (partial) statistical t-test is useful to determine the extent to which a single independent or explanatory variable contributes to the variations in the dependent variable.

Additionally, a one-way ANOVA (analysis of variance) was utilized to assess differences among teachers based on factors such as age, teaching level, teaching experience, and experience with the current principal, with the significance level set at $\alpha = 0.05$. According to Cohen et al. (2017), although the t-test is suitable for comparing two groups, differences between three or more groups often need to be examined in educational research. In such cases, the t-test is insufficient, and analysis of variance (ANOVA) becomes necessary. ANOVA allows researchers to compare means between three or more groups using similar assumptions as the t-test, making it a suitable tool for more complex group comparisons.

3.2.3 Research Questions 7 and 8

The objective of these two research questions is to ascertain whether the instructional leadership practices of Maldivian school principals affect teachers' commitment and performance, as perceived by the teachers. Comprehensive structural equation modelling (SEM) was utilized as a data analysis technique to assess the hypotheses related to research questions 7 and 8. Structural Equation Modelling (SEM) is a robust statistical technique that facilitates the simultaneous examination of interactions among multiple independent and dependent latent variables (Byrne, 2013).

Table 3.1 Summary of Research Design, Data and Methods of Data Analysis

Research Question	Data	Statistical Analysis
1. What are the levels of the instructional leadership practices of Maldivian school principals?	Fieldwork data collected by using PIMRS modified by Hallinger& Wang, (2015)	Mean score Standard deviation Frequency count
2. What are the levels of the teachers' commitment in Maldivian schools?	Fieldwork data collected by using the Three Component Model (TCM), Meyer and Allen (2004), as modified by Mckeever et al. (2018).	Mean score Standard deviation Frequency count
3. What are the levels of the teachers' performance in Maldivian schools?	Fieldwork data collected by using the Teacher Job Performance Questionnaire (TJPQ), Atsebeha (2016), as modified by Saleem et al. (2020).	Mean score Standard deviation Frequency count
4. Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers? • Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	Fieldwork data	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and experience with the current principal: One-way ANOVA
5. Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers?	Fieldwork data	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and

	• Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	experience with the current principal: One-way ANOVA
6. Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers?	Fieldwork data	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and experience with the current principal: One-way ANOVA
	• Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	
7. Do Maldivian school principals' instructional leadership practices affect teachers' commitment?	1. Data collected using PIMRS 2. Data collected using the Three Component Model (TCM).	Structural Equation Modelling (SEM)
8. Do Maldivian school principals' instructional leadership practices affect teachers' performance?	1. Data collected using PIMRS 2. Data collected using the Teacher Job Performance Questionnaire (TJPQ).	Structural Equation Modelling (SEM)

This study employs a model of one independent and two dependent latent variables, rendering SEM the most suitable analytical approach. Structural Equation Modelling (SEM) is proficient in managing intricate models with numerous variables, as it facilitates the analysis of extensive latent constructs within a unified framework

(Byrne, 2013). This capacity tackles the complexities of assessing relationships among variables systematically.

The SEM process involves two essential components: the measurement model and the structural model. The measurement model validates the relationships between latent constructs and their observable indicator variables via Confirmatory Factor Analysis (CFA). Simultaneously, the structural model assesses the interrelations among the latent constructs themselves. This dual methodology ensures the measurement's reliability and the hypothesized relationships' robustness, rendering SEM a thorough instrument for fulfilling the research aims.

Overall, the design assisted the researcher in identifying the impact of principals' instructional leadership on teacher commitment and teacher performance. Nonetheless, owing to the limitations of the design, the researcher did not intend to claim causation.

3.3 POPULATION OF THE STUDY

A population refers to the entire group of elements that has some definite characteristics for which research is conducted. The researcher has to identify the target population, which is the group of entities about which the researcher hopes to generalize the results (Mills & Gay, 2015). However, it could be challenging to collect data from the entire population on a regular basis. Hence, it becomes necessary for the researcher to choose a sample that represents the entire population.

The population for this study consisted of teachers working in schools in Male', the capital city of the Maldives. According to the Maldives Ministry of Education (2019), there are 10,424 teachers in 342 schools in the Maldives. Of these, 2,791 teachers work in 38 schools in Male', which include preschools, primary, secondary, and higher secondary schools, including government, community, and private schools. The number of teachers in primary, secondary, and higher secondary schools in Male' is 2,290 (Table 3.2).

Table 3.2 Number of Teachers and Schools in the Maldives

	No. of Schools	No. of Teachers
Male'	38	2,791
	21 (primary, secondary and higher secondary)	2,290 (in primary, secondary and higher secondary)
Atolls	310	7,633
Total	348	10,424

Source: Maldives Ministry of Education (2019).

3.4 SAMPLE SIZE DETERMINATION

Determining the sample size is an essential phase in research to ensure meaningful conclusions about the population (A. L. Mohamed, 2021). This study employed structural equation modelling (SEM), a statistical method that requires a large sample size, as per Ahrens and Zaščerinska (2014), to guarantee accurate and precise empirical results. To determine the required sample size, Krejcie & Morgan (1970) provided a widely recognized formula and a corresponding table (Table 3.3) that defines the sample size based on a margin of error of 0.05.

The target population for this study included all the teachers working in primary, secondary, and higher secondary schools of Male', Maldives. Based on the Krejcie & Morgan (1970) proposed table, the required sample size for 2290, the total number of teachers working in primary, secondary, and higher secondary schools of Male', was determined to be 327 samples.

Formula for determining sample size

$$s = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2 P(1 - P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Figure 3.1 Formula for Determining Sample Size Krejcie & Morgan (1970)

3.5 SAMPLING PROCEDURE

Sampling is a process of selecting participants for a study in such a way that they represent the larger group from which they were selected. A sample is made of individuals, items, or events selected from a larger group referred to as a population (Mills & Gay, 2015).

The researcher collected data of this study from 8 schools out of the total 21 schools available in Male' city using a simple random sampling technique to select respondents, this sampling technique gives chance for better representation of the population. First, the 21 schools were assigned numbers from 1 to 21. Then Microsoft Excel was used to generate random numbers, and 8 schools corresponding to the selected numbers were chosen for the study. The instruments were administered to 500 teachers from these schools who voluntarily accepted to participate in the study. For administrative purposes, the researcher obtained a list of the schools with the number of teachers (Table 3.4) in the capital city, Male'.

Table 3.3 Table Determining Sample Size of a Known Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: N is population size; S is sample size; Krejcie & Morgan (1970).

Although the minimum required sample size is 327, the researcher intended to reach about 500 potential respondents to cater to possible non-responses. According to Bailey et al. (2000 as cited in Salum Ismaily Gawaza, 2016), a response rate of 50% is acceptable, while a response rate greater than 70% is very good. Similar to these rates, the survey conducted in Maldives by the Ministry of Health (2019) obtained a response rate of 69% from Male' and above 80% from atolls. Hence, targeting 500 samples is deemed reasonable.

Table 3.4 Selection of the sample for the study

School	Population	Sample	Percentage
1	165	50	15.3
2	163	50	15.3
3	99	30	9.2
4	121	37	11.3
5	144	44	13.5
6	120	36	11.0
7	140	42	12.8
8	125	38	11.6
	1077	327	100.0

Source: Maldives Ministry of Education (2019).

3.6 INSTRUMENTATION

The instrument used to collect data for this study was a modified questionnaire that was acquired from numerous recent reviews of research publications (Table 3.5). The survey questionnaire is divided into four sections. The first section (Section A) contains the demographic information such as school name, gender, age, teaching level, gender of principal, work experience duration with the current principal, and work experience duration. The second section (Section B) contains the Principal Instructional Management Rating Scale (PIMRS) used to measure the Principals' Instructional Leadership (PIL) developed by Hallinger and Murphy (1985) and modified by Hallinger & Wang (2015). The third section (Section C) comprises the

Three Component Model (TCM) of Employee Commitment Survey developed by Meyer and Allen (2004), which measures Teachers' Commitment (TC). The last section (Section D) is composed of the Teacher Job Performance Questionnaire (TJPQ), which deals with Teacher Performance (TP) as measured by Atsebeha(2016).

The Principal Instructional Management Rating Scale (PIMRS) was adopted for this research as it has a strong design and proven effectiveness in examining principals' instructional leadership practices in various educational contexts. The PIMRS, developed by Hallinger in 1983, has been validated and used in educational research for many years, establishing it as a reliable and standardized instrument for studying instructional leadership.

Table 3.5 Source of Questionnaire Items

Author	Construct	Article
Management Rating Scale (PIMRS), Hallinger & Wang, (2015)	Principals' Instructional Leadership (PIL)	Assessing Instructional Leadership with the Principal Instructional Management Rating Scale.
Three Component Model (TCM), Meyer and Allen (2004) as modified by Mckeever, et al (2018)	Teachers Commitment (TC)	TCM employee commitment survey academic users guide 2004
Teacher Job Performance Questionnaire (TJPQ), Atsebeha, (2016) as modified by Saleem et al. (2020)	Teacher Performance (TP)	Principals' Leadership Styles and Their Effects on Teachers' Performance in The Tigray Region of Ethiopia

One key justification for using the PIMRS is its extensive framework, which aligns effectively with the objectives of this study. The instrument is organized around three fundamental dimensions of instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school climate. These dimensions are crucial for comprehending the influence of Maldivian school

principals on teacher commitment and performance, which is the primary focus of this study.

Additionally, the PIMRS provides flexibility for adaptation, allowing researchers to customize the instrument for particular cultural and contextual requirements while maintaining its validity. For this study, minor modifications were made to the phrasing of items to guarantee compatibility with the language, cultural context, and professional experiences of teachers in the Maldives. This adaptability guarantees that the instrument remains relevant and reliable for the target population.

Another significant factor is the PIMRS's capacity to produce quantifiable data, making it appropriate for sophisticated statistical studies like Structural Equation Modelling (SEM), utilized in this study. The instrument's design enables the assessment of intricate constructs and their relationships, thus offering insights into the influence of instructional leadership on teacher-related outcomes.

In summary, the PIMRS's proven validity and reliability, alignment with the research objectives, adaptability to the Maldivian educational context—ensuring appropriateness for the country's homogeneous religious and cultural setting and compatibility with the analytical methods employed in the study justify its adoption. These characteristics render it an appropriate and efficient tool for investigating the instructional leadership practices of Maldivian school principals.

The adoption of the Three Component Model (TCM) by Meyer and Allen (2004), as revised by McKeever et al. (2018), to measure Teachers' Commitment (TC) in this study is justified because of its comprehensive and multidimensional framework for comprehending organisational commitment. The TCM differentiates between three essential dimensions: affective commitment, continuance commitment, and normative commitment, providing a comprehensive framework for examining teachers' emotional attachment, perceived costs of leaving, and sense of obligation to their schools.

The modification by McKeever et al. (2018) guarantees the instrument's relevance to modern educational settings, hence enhancing its applicability to the specific context of this research. Furthermore, the TCM's demonstrated validity and reliability across several contexts affirm its effectiveness in encapsulating the complexities of teacher commitment. This model facilitates a comprehensive and nuanced comprehension of teacher dedication within the unique cultural and professional context of Maldivian schools.

The adoption of the Teacher Job Performance Questionnaire (TJPQ) by Atsebeha (2016), as revised by Saleem et al. (2020), to assess Teacher Performance (TP) in this study is justified due to its thorough design and relevance to the evaluation of teacher performance in educational contexts. The TJPQ encompasses essential aspects of teacher performance, including teaching planning, classroom organisation, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership, which correspond with the aims of this research.

The alterations by Saleem et al. (2020) enhance the instrument's applicability across various contexts, guaranteeing its relevance and cultural suitability for Maldivian schools. Moreover, the documented validity and reliability of the TJPQ in previous investigations substantiate its efficacy in delivering precise and significant evaluations. These characteristics render the TJPQ an appropriate and resilient instrument for examining teacher performance in this research.

Prior to data collection, all instruments were adapted with minor modifications to the wording to ensure clarity while preserving their original meaning. The items were carefully revised to align with the language, cultural context, and experiences of teachers in the Maldives, ensuring their relevance and appropriateness for the study population.

3.6.1 The Principal Instructional Management Rating Scale

The Principal Instructional Management Rating Scale (PIMRS) was developed by Hallinger and Murphy (1985). Although Hallinger and Murphy (1985) used the terms ‘instructional management,’ the PIMRS is an essential tool for measuring a principal’s instructional leadership; hence, it is appropriate for use in the current study. The PIMRS was the first instrument developed explicitly for measuring instructional leadership practice of school principals, and as of March 2015, it has been used in more than 500 empirical studies of principal instructional leadership conducted in over 35 countries (Hallinger & Wang, 2015). This rating instrument is used to assess, from different perspectives, the instructional leadership of principals. It provides data on three dimensions (expanded to 10 leadership functions) of the instructional leadership construct: Defining the School Mission, Managing the Instructional Program, and Developing a Positive School Learning Climate (Hallinger and Murphy, 1987).

The original form of the PIMRS (Hallinger, 1982) contained 11 subscales and 72 “behaviourally anchored” items. Subsequent revision of the instrument reduced the instrument to 10 subscales and 50 items (Hallinger, 2012). In spite of the continued widespread use of PIMRS around the world, Hallinger & Wang (2015) developed a 22-item short version of the PIMRS Teacher Form (Table 3.6), as they believe that a shortened form brings more efficiency in data collection. This is evidently true when the scale is utilized in combination with other scales yielding a long survey instrument and when the scale is being distributed to a lot of teachers.

The PIMRS teacher short form 2.1, which has 22 behaviourally anchored items that are clearly linked to each of the 10 leadership functions. In turn, these leadership functions correspond to the three major dimensions of instructional leadership.

Table 3.6 List of Principals' Instructional Leadership (PIL) Items included in the Questionnaire (Hallinger& Wang, 2015)

No	Item Statement
DEFINING THE SCHOOL MISSION	
1.	Develop a focused set of annual school-wide goals
2.	Use data on student performance when developing the school's academic goals
3.	Develop goals that are easily understood and used by teachers in the school
4.	Communicate the school's mission effectively to members of the school community
5.	Refer to the school's academic goals when making curricular decisions with teachers
MANAGING THE INSTRUCTIONAL PROGRAM	
6.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school
7.	Review student work products when evaluating classroom instruction
8.	Make clear who is responsible for coordinating the curriculum across grade levels (e.g. the principal, vice principal, or teacher-leaders)
9.	Draw upon the results of school-wide testing when making curricular decisions
10.	Participate actively in the review of curricular materials
11.	Meet individually with teachers to discuss student progress
12.	Use tests and other performance measure to assess progress toward school goals
DEVELOPING A POSITIVE SCHOOL LEARNING CLIMATE	
13.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts
14.	Take time to talk informally with students and teachers during recess and breaks
15.	Attend/participate in extra- and co-curricular activities
16.	Compliment teachers privately for their efforts or performance
17.	Acknowledge teachers' exceptional performance by writing memos for their personnel files

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18. Create professional growth opportunities for teachers as a reward for special contributions to the school
 19. Lead or attend teacher in-service activities concerned with instruction
 20. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities
 21. Recognize superior student achievement or improvement by seeing in the office the students with their work
 22. Contact parents to communicate improved or exemplary student performance or contributions
-

Respondents were required to answer each survey question on a Likert scale scored on categories ranging from 1 (Almost Never) to 5 (Almost Always), representing the occurrence of the exact behaviour. Teachers' perception was collected from the teachers' answers for each question based on the extent of their principal performing the instructional practice using the teacher short form version 2.1 of this survey (Section B, Appendix E). Permission to use the PIMRS is sought from the author (Appendix A).

Hallinger and Murphy (1985) stated that behaviourally anchored leadership practices are clearly linked to the leadership roles. The use of behaviourally anchored items acknowledges the job-related practices and behaviours supposed to be required for instructional leaders. The data obtained from the PIMRS survey is intended to gain insight about principals' instructional leadership capacities, but it does not assess the quality of instructional leadership (Hallinger and Murphy, 1987).

Each of the 10 leadership functions (belonging to one of the three dimensions) in the PIMRS is regarded as a subscale (Peariso, 2011). Each subscale of the PIMRS contains items within three dimensions of instructional leadership (Hallinger & Wang, 2015). The average score for the subscale is obtained at the function level and shows the level of activity on a certain leadership dimension or role. These subscale functions and items on the PIMRS instrument classifications are listed (Table 3.7).

Table 3.7 PIMRS Dimension Subscale, Function Classification and Reliability

Dimension	Function	Items	Reliability Level
Defining the Mission	Framing the School Goals	1 - 3	.935
	Communicating the School Goals	4, 5	
Managing the Instructional Program	Supervising and Evaluating the Curriculum	6, 7	.901
	Coordinating the Curriculum	8 - 10	
	Monitoring Student Progress	11, 12	
Developing a Positive School Culture			.912
	Protecting Instructional Time	13	
	Maintaining High Visibility	14, 15	
	Providing Incentives for Teachers	16 - 18	
	Promoting Professional Development	19, 20	
	Providing Incentives for Learning	21, 22	

Source: (Hallinger & Wang, 2015)

As for the validity and reliability of PIRMS, Hallinger and Murphy (1985) conducted a validation study of the tool, and the result showed that items on each subscale of PIRMS were appropriate to measure the associated construct. In this regard, items in the subscales reached a minimum average agreement of .80, therefore confirming content validity. Furthermore, a reliability coefficient of a minimum of .75 was attained for all the subscales, thus providing evidence for the instrument's internal consistency.

In order to assess the validity and reliability of the twenty-two-item version of the "Principal Instructional Management Rating Scale" (PIMRS-22), the instrument was validated by experts, and Azni et al.(2014) conducted a study involving 60 teachers from 3 secondary schools. In their study, the instrument's overall reliability coefficient was found to be .94. A coefficient of 0.85 was associated with determining the school's mission, 0.88 with managing the instructional program, and 0.90 with fostering a positive learning environment. Based on the Cronbach alpha coefficient results of this study, Azni et al.(2014) concluded that this instrument has strong reliability and content validity for testing principals' instructional leadership skills quantitatively.

3.6.2 Three Component Model (TCM) Employee Commitment Survey

The Three Component Model (TCM) Employee Commitment Survey developed by Meyer and Allen (2004) and modified by Mckeever (2018), which intends to measure employee commitment to the organisation, was used to assess Teacher Commitment (TC) in this study (Section C, Appendix E). The TCM Employee Commitment Survey is grounded on the Three-Component Model (TCM) of commitment by Meyer and Allen (1991;1997). As stated by the authors, the TCM Employee Commitment Survey measures three forms of employees' commitment to an organisation: desire-based, obligation-based, and cost-based commitment.

The TCM original survey instrument consists of 18 items rated on a 7-point Likert scale, and the items were designed to study an individual in terms of three specific psychological dimensions that affect an individual's decision on whether they will remain with the organisation(Meyer & Allen, 1997). These three dimensions are (1) affective commitment, (2) continuance commitment, and (3) normative commitment. This means that TCM measures organisational commitment using three scales. The affective scale includes employee attitude or how connected an employee feels toward the organisation. The cost-benefit of commitment to the organisation as opposed to a voluntary separation is measured by the continuance scale. The feelings of obligation or duty to remain with the organisation are measured by a normative scale(Meyer et al., 1993).

The TCM Survey is a valid and reliable instrument (Allen & Meyer, 1990). For instance, with respect to discriminant validity, Allen and Meyer (1990;1996) studied the relationship between the three scales of affective, continuance, and normative commitment. The result showed that continuance commitment was distinct from affective commitment and normative commitment.

Furthermore, Allen and Meyer (1996) stated that the internal consistency reliability for affective commitment was 0.85, and that for continuance commitment was 0.79, and for normative commitment, it was 0.73. Later, Mugizi, Bakkabulindi, and Ssempebwa (2016) reported even higher reliability coefficients of 0.91 for affective commitment, 0.85 for continuance, and 0.75 for normative commitment. Moreover, Meyer and Allen (2005, as cited in Skelton, 2019)assessed the reliability

using data from research on TCM conducted over a 15-year period. The results were 0.82 for affective commitment, 0.73 for continuance commitment, and 0.86 for normative commitment, therefore providing evidence for the internal reliability of the TCM Scale.

Mugizi et al. (2016) conducted research to find the validity and reliability of each of the three constructs. When examined using the Exploratory Factor Analysis (EFA), the result revealed that except for one item of the Continuance Commitment construct, all the items loaded highest on the associated factor/component. Also, when analysed using Confirmatory Factor Analysis (CFA) and Cronbach's alpha, the authors found that the items on each of the three constructs converged to assumed constructs. However, when examined for the discriminant validity of the three constructs, the result revealed somewhat high correlations among certain constructs. These results show that all three Cronbach's alpha values, 0.910 for AC, 0.850 for CC, and 0.745 for NC, were higher than the acceptable values of alpha of 0.7 (Tavakol & Dennick, 2011) confirming that the items for the particular constructs were reliable. This result is similar to that of Allen and Meyer (1990), who found that Affective Commitment and Normative Commitment were highly correlated. These results provide evidence for the internal reliability of the TCM Scale.

Table 3.8 Reliability Levels for TCM Survey Instrument by Subscales

TCM Subscale	Items	Reliability Level
Affective Commitment	Questions 1-5	0.90
Continuance Commitment	Questions 6-10	0.76
Normative Commitment	Questions 11-15	0.83

Source: (McKeever, 2018)

McKeever et al. (2018) made several adjustments to the TCM Survey and discovered similar kinds of correlations among the constructions. Cronbach's Alpha was computed to check the internal consistency reliability of three TCM Survey scales after the adjustments, and the results in Table 3.8 show good internal consistency. In

their study, McKeever et al. (2018) removed three items, one item from each scale, from the TCM Survey as proposed by Meyer & Allen (2004). It was found that the scales can be reduced in terms of the number of items to as few as three or four items in each scale, but the reduction will not give a major impact on reliability.

Table 3.9 List of Teachers Commitment (TC) Items included in the Questionnaire

No	Item Statement
1. Affective Commitment Scale	
1.	I would be very happy to spend the rest of my career with this organisation.
2.	I feel a strong sense of "belonging" to my organisation.
3.	I feel "emotionally attached" to this organisation.
4.	I feel like "part of the family" at my organisation.
5.	This organisation has a great deal of personal meaning for me.
2. Continuance Commitment Scale	
1.	Right now, staying with my organization is a matter of necessity as much as desire.
2.	It would be very hard for me to leave my organization right now, even if I wanted to.
3.	Too much of my life would be disrupted if I decided I wanted to leave my organization now.
4.	I feel that I have too few employment options to consider leaving this organization.
5.	One of the few negative consequences of leaving this organization would be the scarcity of available employment alternatives.
3. Normative Commitment Scale	
1.	I would be very happy to spend the rest of my career with this organisation.
2.	I feel a strong sense of "belonging" to my organisation.
3.	I feel "emotionally attached" to this organisation.
4.	I feel like "part of the family" at my organisation.
5.	This organisation has a great deal of personal meaning for me.

Moreover, changes were made to some items to address issues of negative wordings and confusions. For the purpose of current research, the TCM Survey containing 15 items (Table 3.9) and the adjusted version by McKeever et al. (2018) were used, and the items were scaled using a five-point Likert scale from a minimum of 1 for the worst-case scenario (strongly disagree) and 2 (disagree), 3 (undecided), 4 (agree), and a maximum of 5, which was the best-case scenario (strongly agree), as Meyer & Allen (2004) found that a five-point scale also works effectively. Moreover, for the purpose of this study, “undecided” was replaced with “neutral.”

Nevertheless, before collecting the data, preliminary validation of the instrument was carried out using face validity. Furthermore, authorisation to use the Three Component Model (TCM) Employee Commitment Survey was granted by the developers (see Appendix B).

3.6.3 Teacher Job Performance Questionnaire (TJPQ)

Teacher Performance (TP) will be measured using the Teacher Job Performance Questionnaire (TJPQ) developed by Atsebeha (2016) and modified by Saleem et al. (2020), which contains 22 items (Table 3.10). Further details on the questionnaire can be seen in Section D, Appendix E. The instrument was designed to evaluate five components of teacher job performance. The original TJPQ consists of 34 items: teaching planning (7 items), classroom organisation (6 items), monitoring and evaluation (7 items), classroom atmosphere and discipline (7 items), and teacher leadership (7 items). All the items on the TJPQ are measured using the following rating scale: 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree). For the purpose of this study, “undecided” was replaced with “neutral.”

Nevertheless, in their study, Saleem et al. (2020) found that some of the items need to be removed to achieve acceptable levels of construct validity and reliability, consequently leaving only 22 items to remain. Hence, after confirmatory factor analysis, items with chi-square/df over 0.5 were eliminated to become five items for teaching planning, four for classroom organisation, monitoring and evaluation,

classroom atmosphere and discipline, and five for teacher leadership. Moreover, many items in TJPQ were modified to some degree, such as “Teachers organize their assessment according to the school assessment policy”, to “I organize my assessment according to the school assessment policy” to show the act is done by the respondent teacher himself/herself.

Table 3.10 List of Teachers Performance (TP) Items included in the Questionnaire

No	Item Statement
1. Teaching Planning	
4.	I prepare well for lessons.
14.	I teach at the level of my students’ competence and understanding.
16.	The use of teaching media is well planned.
20.	I create the right opportunities for students to become competent students.
21.	I plan effectively to engage students in my classes.
2. Classroom Organization	
1.	I organize my assessment according to the school assessment policy.
5.	Seating arrangements are organized according to the purpose of the lesson.
9.	Students’ work is assessed regularly according to a planned schedule.
22.	I use teaching time effectively.
3. Monitoring and evaluation	
2.	I mark the workbooks of students regularly.
6.	Students workbooks are regularly signed by both me and parents.
15.	I keep record of marks obtained by students and monitor their progress carefully
18.	I check the school attendance of students and assist that no student falls behind.
4. Classroom Atmosphere and discipline	
7.	I manage my classes in a disciplined way.
10.	Classroom is clean and appropriately decorated.
17.	I communicate in an appropriate way.
19.	I create a non-threatening classroom atmosphere conducive to optimal learning.

5. Teacher Leadership

- 3. I have a positive influence on students.
 - 8. I know and support the vision and mission of the school.
 - 11. I motivate students to learn.
 - 12. I utilize student leaders in my classroom management.
 - 13. I model values that promote a healthy classroom culture.
-

As for construct validity and reliability of the TJPQ questionnaire, Saleem et al. (2020) reported adequate levels of validity and reliability for the 22 items that were retained. Table 3.11 shows the 22 items and their respective dimensions, with validity and reliability results, that will be used to measure teacher job performance in this study.

In this regard, the Cronbach's alpha values were in the range between 0.72 and 0.83 for all five dimensions. Thus, the constructs were found to be reliable. Furthermore, composite reliability (CR) values ranged from 0.84 to 0.91, thus surpassing the threshold of 0.7. Additionally, convergent validity was determined using average variance extracted (AVE) and factor loading (FL), which revealed that all AVE values ranged between 0.70 and 0.79 while FL values ranged between 0.65 and 0.88. Hence, these values were within the acceptable range for convergent validity.

Table 3.11 Items and Dimensions of the Teacher Job Performance Questionnaire

Teacher Job Performance Subscale	Items	Reliability Level
Teaching planning	Q4, 14, 16, 20, 21	0.78
Classroom organization	Q1, 5, 9, 22	0.82
Monitoring and evaluation	Q2, 6, 15, 18	0.79
Classroom atmosphere and discipline	Q7, 10, 17, 19	0.83
Teacher leadership	Q3, 8, 11, 12, 13	0.72

Source: Saleem et al. (2020)

3.7 VALIDITY AND RELIABILITY OF THE SCALES

There are several methods to study the accuracy of the instrument used for conducting research, including validity and reliability. Validity and the reliability of the instrument are two of the important factors that are usually tested in order to gather high-quality data.

3.7.1 Validity

Kember & Leung (2008) explained that the validity is met when the instrument offers a measure of what it aims to measure, and depending on how accurate the research results are (Golafshani, 2003). Mugenda and Mugenda (2003) defined validity as the accuracy and relevancy of the conclusions that are based on research results. This means that validity is the degree to which results obtained after data analysis accurately depict the phenomenon being studied. Regularly, most surveys have: (1) face validity; (2) content validity; (3) internal validity; (4) external validity; and (5) construct validity (Saidova, 2018).

Face validity assesses if the questions are formulated in a reasonable way to elicit the data that the researcher is looking for. On the other hand, content validity, which is believed to be the most critical aspect of validity, can be ensured at the design phase of the questionnaire items (Atsebeha, 2016). In order to ensure the content validity, it is important to consult a sufficient amount of relevant literature. Content validity reflects the researcher's ability to form the questions to measure the issue that the researcher is studying and make sure that key related subjects are not left out.

Internal validity is carried out using reliability testing, which shows the instrument's empirical evidence. Internal validity shows whether the questions asked by the researcher can really explain the outcome he wants to search for. As for external validity, it refers to the degree of generalizability of the results to the target population represented in the survey sample. Lastly, measures of construct validity provide an assessment of the extent to which the underlying principles being evaluated already have the quality that is reflected in the instrument (Lyons, 2010).

To check the face validity and content validity of the instrument for this study, the researcher sent the questionnaire to a panel of three expert lecturers at the International Islamic University Malaysia, and they were asked to evaluate the relevance of each item in the questionnaire. The panel was asked to check if the questions match the construct, clarity of the questions, and importance of the questions. As a result, construct validity was tested to ensure that the items measured exactly what they seemed to measure in terms of being relevant and practical, as well as to determine the clarity and accuracy of the grammar and language used in the questionnaire.

3.7.2 Reliability

According to Schermerhorn et al. (2010), reliability means an instrument measure gives consistent results. Likewise, reliability means that a test's results from an instrument are internally stable and consistent (Creswell, 2012). Jia et al. (2010) clarified that reliability is the degree to which a measurement procedure produces similar outcomes when it is repeated.

When the researchers run the instrument multiple times, the results should be nearly the same at different times. This means that the scores need to be consistent. When an individual answers specific questions in one way, he must constantly respond to closely related questions in the same way. Researchers can use one or more of five ways to evaluate an instrument's reliability: test-retest, split-half, alternate form, and internal consistency, depending on the type of data being used, whether it is nominal, ordinal, or interval.

The most important test of survey instruments is their internal consistency, which indicates items on the instrument are measuring the same subject matter. Thus, Cronbach(1951)concluded that the alpha coefficient is a reliability indicator used to test internal consistency, as it quantifies the dominant component among the items. Typically, Cronbach's alpha falls between 0 and 1. The highest coefficient value of 1.0, or values very close to 1.0, shows higher instrument reliability or greater internal consistency of the variables with less measurement error. The instrument is full of

errors and lacks consistency in measurement when the lowest coefficient value, or an alpha value of 0.0, is present. In contrast, the lowest coefficient value, or an alpha value of 0.0, indicates that no true score or the instrument is full of errors and has no consistency in measurement. When establishing if a scale has internal consistency, a reliability coefficient (alpha) of 0.6 is considered acceptable; with a reliability value of 0.72, the scores' reliability is satisfactory (Creswell, 2012).

Hence, validity and reliability were met because all the instruments used in this study have been validated in earlier research. Consequently, the instrumentation (Section 3.4) addressed the 3 questionnaires' validity and reliability results. Despite this, a pilot study was conducted, and Section 3.6 presents the findings.

3.8 PILOT STUDY

The pilot test will provide opportunities to determine if the instrument is constructed appropriately for the study context (McKeever, 2018). Moreover, the results and feedback received from the pilot study are important to verify the appropriateness of the questionnaire. A pilot study examines the face validity and internal consistency reliability of the instrument, and the comments provided by the participants in the pilot study direct minor changes to the instrument (McKeever, 2018). Based on the obtained alpha, modifications will be brought to the scales; some items might require deletion in this regard. As Atsebeha (2016) explained, the results of the pilot study can determine if the items as well as the instructions given on the questionnaire are clear. It could also identify if there are repetitive items and whether the time used to collect data is appropriate for respondents. Hence, before conducting the actual survey, a pilot study is carried out to ascertain the appropriateness and reliability of the instrument. Piloting the instrument helps to refine constructs and items, and in the meantime assess the validity and stability of constructs in the Maldivian context.

The pilot study for the current study was conducted from 19 September 2022 to 26 November 2022 in schools in Male' City, Maldives. In order to conduct the pilot study, an online survey questionnaire was administered. A total number of 131 samples were collected and were used for the reliability analysis. The SPSS software

was utilized to analyse the pilot data. Cronbach's alpha was calculated to test the reliability of the scales. According to Reynaldo and Santos (1999), the higher the score, the more reliable the generated scale is, and an alpha value of 0.7 is an acceptable reliability coefficient.

3.8.1 Respondents

Table 3.12 presents the demographic characteristics of the respondents. 131 teachers working in Male' City schools, ranging in age from under 25 to 55 years and above, provided the pilot data. Among the respondents, 39.7% were aged between 30-39 years, and 25% were aged between 40-49 years. The sample comprised 94 female teachers (71.8%) and 37 male teachers (28.2%).

In terms of working experience with the current principal, 26.7% of respondents have 5 to 9 years of experience with the current principal, while 22.9% have 0 to 1 year and 2 to 4 years of experience, and 16.8% have 10 to 15 years of experience. Only 10.7% of the respondents have more than 15 years of working experience with the current principal.

In terms of teaching experience, 32.1% of the respondents have more than 15 years of teaching experience, 26.7% have 10 to 15 years of teaching experience, 19.8% have 5 to 9 years of teaching experience, 9.9% have 2 to 4 years of teaching experience, and 11.5% have 0 to 1 year of teaching experience.

Table 3.12 Demographic Characteristics of the respondents (n = 131)

Demographic Characteristics		Frequency	Percentage
Gender	Male	37	28.2
	Female	94	71.8
Age	Under 25 Years	15	11.5
	25-29 Years	16	12.2
	30-39 Years	52	39.7
	40-49 Years	33	25.2
	55 Years and above	15	11.5
Years of Experience with the current principal	0-1 Year	30	22.9
	2 – 4 Years	30	22.9
	5 – 9 Years	35	26.7
	10 – 15 Years	22	16.8
	More than 15 Years	14	10.7
Teaching Experience	0-1 Year	15	11.5
	2 – 4 Years	13	9.9
	5 – 9 Years	26	19.8
	10 – 15 Years	35	26.7
	More than 15 Years	42	32.1

3.8.2 Reliability Analysis

The reliability of the instrument in this study was established by employing the method of internal consistency to indicate how well the items reflected a common underlying construct. The internal consistency of the instrument was found using Cronbach's Alpha values. Hence, the pilot study confirmed the validity and reliability of PIRMS, and the result showed that items on each subscale were fit to measure the construct.

The Cronbach Alpha internal consistency for the instruments (Table 3.13) showed the average of 0.971 for the Instructional Leadership (PIL) scale, 0.927 for the Teacher Commitment (TC) scale, and 0.978 for the Teacher Performance (TP) scale. The results for the internal consistency reliability for the subscales of the Instructional Leadership (PIL) scale were 0.920 for Defining the Mission, 0.917 for Managing the Instructional Program, and 0.946 for Developing a Positive School Climate.

Table 3.13 Cronbach Alpha Internal Consistency for the instruments

Variable	Source Adopted	Sub variables	No. of Items	α value Original Instrument	Pilot Study α
Instructional Leadership	Principal Instructional Management Rating Scale (PIMRS) by Hallinger & Wang (2015)	Defining the Mission	6	.935	.920
		Managing the Instructional Program	7	.901	.917
		Developing a positive school climate	10	.912	.946
		Full Scale (PIL)	22	.943	.971
Teacher Commitment	Meyer & Allen's (2004) TCM questionnaire as adapted by Mckeever (2018)	Affective Commitment	5	.90	.941
		Continuance Commitment	5	.76	.834
		Normative Commitment	5	.83	.804
		Full Scale (TC)	15	-	.927
Teacher Performance	Atsebeha's (2016) TJPQ questionnaire as adapted by Saleem et al., (2020)	Teaching planning	5	.78	.944
		Classroom organization	4	.82	.886
		Monitoring and evaluation	4	.79	.777
		Classroom atmosphere and discipline	4	.83	.930
		Teacher leadership	5	.84	.938
		Full Scale (TP)	22	-	.978

Moreover, the internal consistency reliability for subscales of the Teacher Commitment (TC) scale showed the score of 0.941 for Affective Commitment, 0.834 for Continuance Commitment, and 0.804 for the Normative Commitment subscale. Furthermore, as for construct validity and reliability of the Teacher Performance (TP), the Cronbach's alpha values were 0.944 for planning, 0.886 for organizing, 0.777 for monitoring and evaluation, 0.930 for classroom atmosphere and discipline, and 0.938 for leadership. Hence, all the values were in the acceptable range (i.e., above 0.7). Thus, the constructs were found to be reliable.

3.8.3 Findings

The aggregate scores (Table 3.14) for the three study domains, Principals' Instructional Leadership (PIL), Teacher Commitment (TC), and Teacher Performance (TP), were "High" with 3.9794, 3.6875, and 4.2193, respectively. Furthermore, every sub construct in these three dimensions was scored as "high," with the exception of Continuance Commitment, which received an average score.

Additionally, a one-sample t-test was conducted to ensure that the mean for the examined one-sample t-test was also performed to check that the mean for the studied sample is statistically significant, and the results (Table 3.15) showed that there is little variance from the mean's tested value of 3.67 and that it is statistically significant.

Table 3.14 Overall Pilot Study Mean Score of PIL, TC and TP

	Skewness	Kurtosis	Std. Deviation	Mean	Level
Defining Mission	-1.030	0.916	0.82135	4.0916	High
Managing Instructional Program	-0.842	0.456	0.81975	3.9597	High
Developing School Learning	-0.741	-0.029	0.87762	3.8870	High
PIL	-0.916	0.542	0.79402	3.9794	High
Affective Commitment	-0.985	0.598	0.96508	4.0351	High
Continuance Commitment	-0.157	-0.484	0.97754	3.3466	Average
Normative Commitment	-0.280	-0.303	0.85134	3.6809	High
TC	-0.427	0.132	0.81457	3.6875	High
Planning	-1.522	3.128	0.79825	4.2763	High
Organizing	-1.392	1.945	0.83207	4.2290	High
Monitoring evaluation	-1.069	1.574	0.77126	3.9714	High
Classroom atmosphere	-1.609	3.027	0.80165	4.3130	High
Leadership	-1.665	3.723	0.80967	4.3069	High
TP	-1.602	3.215	0.76499	4.2193	High

Note: 1.00 – 2.33: Low, 2.34 – 3.67: Average, 3.68 – 5.00: High

Table 3.15 One-Sample T-Test (Test Value = 3.67)

	Mean	Std. Dev.	T	df	P	Mean Difference
PIL	3.9794	0.79402	4.460	130	0.000	0.30943
TC	3.6875	0.81457	0.246	130	0.806	0.01753
TP	4.2193	0.76499	8.219	130	0.000	0.54931

3.9 DATA COLLECTION PROCEDURES

Primary data were collected for this study using a questionnaire. A survey or questionnaire offers a quick overview of the situation in a particular group or population (Janes, 2001). The researcher obtained the approval letter from the Kulliyah of Education (International Islamic University Malaysia, IIUM) for the current study (Appendix C). The letter and a request were submitted to the Maldives Ministry of Education, Maldives, to get approval to collect information from schools (Appendix D). Following approval from the Ministry of Education, the link to the Google Forms survey and a letter of consent were mailed to the principals of the eight selected schools, asking for their assistance in conducting the study. The study's goals and significance were explained to school principals by the researcher.

The main study was carried out from December 1, 2022, to January 31, 2023, in the selected schools in Male' City, Maldives. A focal person was chosen from each school, and the researcher met them in person or spoke with them over the phone each week to remind them and discuss the status of the data collection procedure. In addition, 387 paper copies of the survey were sent to the designated school focal point to be distributed to the teachers. The teachers were requested to complete the questionnaire within three weeks. Although the survey was optional participation, the researcher urged the administrators and the focal to motivate and inspire teachers to complete it. Consequently, 113 teachers were reached online, and a total of 407 samples, including 294 paper copies and 113 online, forms were returned.

3.10 METHOD OF DATA ANALYSIS

The units of analysis for the current research are teachers who are the respondents of the survey. The survey provides quantitative data on Principals' Instructional Leadership (PIL), Teacher Commitment (TC), and Teacher Performance (TP). The data was analysed using the Statistical Package for Social Science (SPSS) version 26.0, the most widely used statistical software package in the social sciences, and AMOS 20.0. SPSS was employed for the preliminary and descriptive analysis of the study's data, whereas AMOS was utilised to examine the measurement model, the

structural model, and the proposed relationships among the elements. This section outlines the steps in the data analysis, while Figure 3.2 shows the data analysis procedure.

3.10.1 Preliminary Data Analysis

Upon entering data into SPSS, the initial step of data analysis involved data screening, wherein the researcher verified that the data was accurate and prepared for subsequent statistical analysis. The data were examined for missing data, outliers, and normality. Descriptive data analysis methods, including frequency tables, were employed to detect errors and missing data. Hair et al. (2019) assert that missing data will limit the capacity of statistical tests to suggest relationships within the dataset and result in skewed parameter estimates. If questionable and erroneous data were detected, it was corrected using the raw scores from the responses to the original items in the spreadsheets.

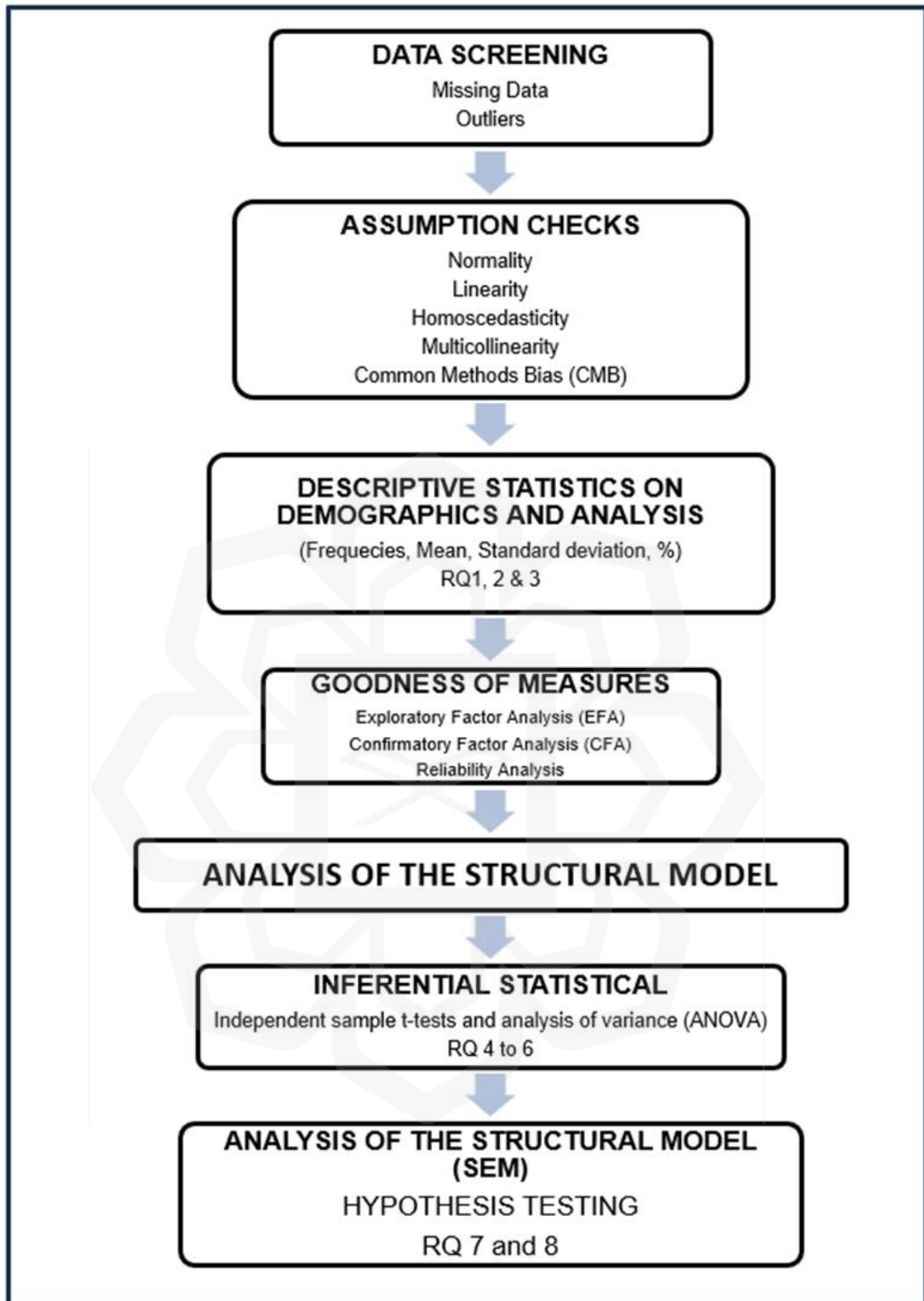


Figure 3.2 Data Analysis Procedure

The first step was screening data for any missing data. Missing data denotes information that is absent from the database due to respondents' failure to answer survey items (Creswell, 2012). Cohen et al. (1983) proposed that if a variable displays missing data in no more than 10% of cases, the extent of the missing data is minimal; therefore, the variable should be retained and the missing data addressed. Furthermore, Hair et al. (2019) indicated that instances with up to 10% missing data are typically acceptable and suitable for any imputation method. Hair et al. (2019) recommended eliminating cases with 50% or greater missing data. Consequently, valid mean substitution (VMS) was employed to replace missing values in replies with fewer than 10% of data missing.

The next step of this initial analysis involved identifying any outliers within the data set. Outliers, or exceptional cases, are extreme scores that markedly deviate from the norm (L. Cohen et al., 2017), and a single outlier can substantially influence the results of a regression analysis, especially in small sample sizes (Cohen et al., 1983). This means that, outliers must be addressed as they negatively impact regression coefficient estimations, leading to incorrect results. Analysis was conducted using SPSS 26.0 to identify outliers in this study. Boxplots were analyzed to verify the existence of outliers, defined as values exceeding three box lengths from the box's edge. Consequently, these cases were omitted from the data set to ensure the absence of any outliers.

The third step of the data screening process was checking the normality of the data. According to Hair et al. (2019), the four essential assumption checks are the normality, linearity, homoscedasticity, and multicollinearity of the data. Hair et al. (2019) defined normality as the degree to which the distribution of the sample data conforms to a normal distribution. This refers to the shape of a data distribution for a single variable that conforms to a normal distribution, which is the norm for statistical approaches. The normality of the variables in this study was assessed using both empirical measures of the shape characteristics of a distribution, skewness and kurtosis, and two statistical tests for normality: the Shapiro-Wilkes and Kolmogorov-Smirnov tests. According to George & Mallery (2010), values for kurtosis between -2 and +2 are considered acceptable to demonstrate a normal univariate distribution and are in line with Hair et al. (2019), according to which the data are considered normal if

the values are ± 2.58 (0.1 significance level) and ± 1.96 (0.05 significance level). For this study, a significance level of 0.05 was used, with a ± 1.96 range serving as the criterion for the statistical values (Z) of skewness and kurtosis.

The fourth step in pre-analysis was to assess the data for linearity. The concept of linearity refers to the characteristics of additivity and homogeneity in a model (Hair et al., 2019). Linearity denotes the uniform slope of variation that illustrates the link between the independent variable and the dependent variable (L. Mohamed, 2021). Linear models forecast values that align along a straight line, exhibiting a consistent unit change (slope) in the dependent variable corresponding to a constant unit change in the independent variable. The linear relationship between the independent and dependent variables will be evaluated for deviations from linearity using a linear ANOVA test in SPSS with the "Test for Linearity" option. If the significance value for deviation from linearity is below 0.05, the link between the independent variable and dependent variable is non-linear and hence problematic.

The fifth step in the data screening procedure was assessing the homoscedasticity of the data. The scatter plot of normalized residuals indicates this assumption, and the data are considered homoscedastic when the variance of the error terms (e) appears constant across various predictor factors. Simple linear regression will be conducted using SPSS, with the dependent variables on the y-axis and the residuals on the x-axis to produce these graphs. Shapes like cones and diamonds display variations from uniform dispersion (Hair et al., 2019); however, if a consistent spread in the residuals is seen across all values of X , homoscedasticity is present.

The sixth step of initial analysis was identifying multicollinearity of the data set. Multicollinearity denotes the extent to which a variable can be explained by other factors in the analysis (Hair et al., 2019). The tolerance and Variance Inflation Factor (VIF) values are essential diagnostic methods for identifying multicollinearity assumptions (Hair et al., 2019). To verify this, the Variable Inflation Factor (VIF) for each independent variable will be calculated subsequent to conducting a multivariate regression. The guidelines for the Variance Inflation Factor (VIF) are as follows: If the VIF is less than 3, there may not be a problem; if it exceeds 3, there may be a potential problem; if it exceeds 5, there is a high likelihood of a problem; and if it

exceeds 10, there is definitely a problem. In SPSS, the VIF directly influences the tolerance value. To prove that there is no multicollinearity, L. Cohen et al. (2017), Landau & Everitt (2004), and Pallant (2016) recommended that the tolerance should be greater than 0.10 and the variance inflation factor (VIF) should be less than 10.

Finally, the data was tested for common methods bias (CMB) or common methods variance (CMV). Common methods bias (CMB), also known as common methods variance (CMV), constant methods bias, or monomethod bias, arises when the data-collecting method (such as the same collection method, questionnaire format, or even scale type) affects the relationships between variables and/or constructs (Hair et al., 2019). Moreover, Harman's (1967) stated that a single-factor test, which uses exploratory factor analysis to evaluate each item in a study, can detect the presence of common method bias. To check the data for common method bias (CMB), an exploratory factor analysis (EFA) is conducted in this study using all items with a single extracted component. If the analysis shows that the single factor explains less than 50% of the total variance—and is therefore below the threshold recommended by Podsakoff et al. (2003)—it can be concluded that CMB is not a problem in the current data set.

3.10.2 Analysis of Data

This section outlines the data analysis methods employed to evaluate the eight questions posited in this study. Descriptive statistics such as mean score, standard deviation, and frequency count were used to examine the demographic factors of the study's respondents. The descriptive data included (a) gender, (b) age, (c) level of teaching (primary, secondary, higher secondary), (d) years of teaching under the current principal, (e) years of teaching experience, and (f) the gender of the principal.

Descriptive analytic methods, such as mean scores, standard deviations, and frequency counts, were used to address the initial three research questions, providing a clear and systematic overview of the data. Inferential statistics were utilised to address research questions 4, 5, and 6. Independent sample t-tests were conducted to analyse gender differences among teachers (male and female), while one-way ANOVA was

used to assess differences based on age, teaching level, teaching experience, and experience with the current principal. A significance level of $\alpha = 0.05$ was employed for these analyses.

Table 3.16 Respective Statistical Analyses for the Research Questions

Research Objective	Research Question	Statistical Analysis
1. To examine the level of instructional leadership practices of Maldivian school principals.	1. What are the levels of the instructional leadership practices of Maldivian school principals?	Descriptive statistics
2. To examine the level of the teachers' commitment in Maldivian schools.	2. What are the levels of the teachers' commitment in Maldivian schools?	Descriptive statistics
3. To identify the level of the teachers' performance in Maldivian schools.	3. What are the levels of the teachers' performance in Maldivian schools?	Descriptive statistics
3. To examine the instructional leadership practices of Maldivian school principals and the individual characteristics of teachers as perceived by teachers. • Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	4. Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers? • Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and experience with the current principal: One-way ANOVA
4. To determine the level of teachers' commitment with regard to the individual characteristics of	5. Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers?	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and experience with

teachers as perceived by teachers.	• Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	the current principal: One-way ANOVA
5. To determine the level of teachers' performance with regard to the individual characteristics of teachers as perceived by teachers.	6. Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers? • Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	Gender: Independent Sample t-Test Age, level of teaching, teaching experience, and experience with the current principal: One-way ANOVA
6. To determine the effects of the instructional leadership practices of the Maldivian school principals on teachers' commitment.	7. Do Maldivian school principals' instructional leadership practices affect teachers' commitment?	Structural Equation Modelling (SEM)
8. To determine the effects of instructional leadership practices of the Maldivian school principals on teachers' performance.	8. Do Maldivian school principals' instructional leadership practices affect teachers' performance?	Structural Equation Modelling (SEM)

Structural Equation Modelling (SEM) was employed as a complete data analysis method for research questions 7 and 8. SEM comprises two fundamental components: the measurement model and the structural model. The measurement model, evaluated by Confirmatory Factor Analysis (CFA), confirms the relationships between latent components and their observable indicator variables. The structural model assesses the relationships among the latent constructs. This dual methodology guarantees measurement reliability and the strength of hypothesised correlations, making SEM a rigorous instrument for fulfilling research objectives.

3.11 CHAPTER SUMMARY

This chapter provided information about the methodology of the present study. It was a quantitative study, and it covered every significant aspect of the paradigm. Following the presentation of the research design, the study's population and sampling procedures were described.

To address the study's hypothesis stated in Chapter One, data were collected using three validated instruments previously employed in related studies. This chapter included detailed descriptions of the instruments, together with evidence supporting their reliability and content validity. Additionally, the chapter elaborated on the techniques and procedures used in the pilot study. Finally, the specific technique used for analysing the quantitative data was discussed.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

The goal of this study is to examine principals' instructional leadership strategies and how they affect teachers' commitment and performance in the Maldives schools. Throughout the past thirty years, discussions concerning the instructional leadership practice have dominated research. However, the impact of principals' instructional leadership on teachers' commitment and performance in the Maldives schools, if any, has received little attention up to this moment. The current study looks at the evolving function of principals' instructional leadership and its influence on teachers' commitment and performance in the Maldives schools in order to fill in the research gap.

This chapter firstly presents a summary of demographic information of the respondent. It then shows procedure for data screening where missing data and outliers are reported. This is followed by data preparation for multivariant assumptions where issue related to normality, linearity, homoscedasticity, multicollinearity, and common methods bias are reported. Conducting multivariant assumptions makes the data ready and qualified for final analysis. The chapter then presents answers to the research questions set for this study.

Descriptive analytical techniques were employed to address the first three research questions. Inferential statistics were used to answer research questions 4, 5, and 6. Independent samples t-tests were performed to examine gender differences among teachers (male and female), while one-way ANOVA was utilized to evaluate differences based on age, teacher level, teaching experience, and experience with the current principal. A significance level of $\alpha = 0.05$ was set for these analyses. Prior to running the final analysis, an exploratory factor analysis (EFA) was performed to ensure the validity and reliability of the measurement model, followed by a confirmatory factor analysis (CFA) and finally a reliability analysis. Finally, a comprehensive SEM analysis addressed research questions 7 and 8. The research

hypothesis and research questions were developed using the study's literature and theoretical framework. To streamline the findings of this study, Table 4.1 restates the hypothesis and research questions of the study.

Table 4.1 The Research Questions and Hypothesis for the study

Research Questions	Hypotheses
1. What are the levels of the instructional leadership practices of Maldivian school principals?	Nil
2. What are the levels of the teachers' commitment in the Maldivian schools?	Nil
3. What are the levels of the teachers' performance in the Maldivian schools?	Nil
4. Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?	H1: There is a significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
5. Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?	H2: There is a significant difference in teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
6. Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?	H3: There is a significant difference in teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).
7. Do Maldivian school principals' instructional leadership practices affect teachers' commitment?	H4: The Maldivian school principals' instructional leadership practices have an effect on teachers' commitment.
8. Do Maldivian school principals' instructional leadership practices affect teachers' performance?	H5: The Maldivian school principals' instructional leadership practices have an effect on teachers' performance.

4.2 DATA SCREENING

The questionnaire for the current study was distributed in two formats, Google Form and hard copies, to the selected schools. While the target population consisted of all 2,290 teachers working in primary, secondary, and higher secondary schools in Male', Maldives, the intended sample size for the study was 327. To ensure an adequate response rate, the researcher distributed 500 self-administered surveys.

A total of 407 (Table 4.2) responses were received, comprising 294 paper copies and 113 online submissions. After screening the data and excluding 11 incomplete responses, the final sample size included 396 completed forms. The remaining data will be used for further analysis. Hence the response rate for the current study was 81.4%. A response rate, or response return rate, is the percentage of questionnaires that participants return to the researcher, and a high response rate strengthens the case in generalizing sample results to the entire population (Creswell, 2012). The questionnaire response rate is often expressed in percentage, and it is calculated as the total number of respondents divided by the total number of selected samples.

Table 4.2 The Survey Response Rate

Questionnaires	Frequency	%
Distributed to respondents	500	100
Returned	407	81.4
No. incomplete survey forms	11	2.2
Complete and captured for further analysis	396	79.2

A response rate of 50% is considered satisfactory, and a response rate greater than 70% is considered very good (Bailey et al., 2000, as cited in Salum Ismaily Gawaza, 2016). As a result, the response rate was not an issue in this study.

4.2.1 Missing Data

Missing data refers to information that is unavailable in the database because respondents did not answer survey items or did not answer them correctly (Creswell, 2012). Cohen et al.(1983) proposed that when a variable has missing data in up to 10% of cases, the amount of the missing data is not great; thus, the variable should be kept, and the missing data should be treated. Moreover, Hair et al.(2019) also suggested that cases with up to 10% missing data are generally acceptable and amenable to any imputation approach. However, Hair et al.(2019) recommended that the cases with 50% or more missing data should be deleted.

Consequently, 11 responses with more than 50% of questions missing were eliminated out of 407 questionnaires returned to the researcher. Correspondingly, valid mean substitution (VMS) was used to replace missing values in the responses with less than 10% of missing data. Hence, a total number of 396 responses remained to be used in the final study.

4.2.2 Screening for Outliers

Outliers, or exceptional cases, are extreme scores that differ significantly from the norm (Cohen et al., 2017), and a single outlier can have a significant impact on the outcomes of a regression analysis, particularly when the sample size is small (Cohen et al., 1983). This means that outliers must be handled carefully since they have a negative effect on regression coefficient estimates, leading to an unreliable result.

This study used SPSS 26.0 for analysis to identify outliers. To confirm the presence of outliers, boxplots (Figure 4.1) were examined for values more than three box lengths from the box's edge, and four cases, cases 24, 149, 251, and 253, were identified as extreme outliers. Hence, these four cases were excluded from the data set to guarantee that there are no potential outliers. As a result, the dataset used in the final analysis maintained 392 records.

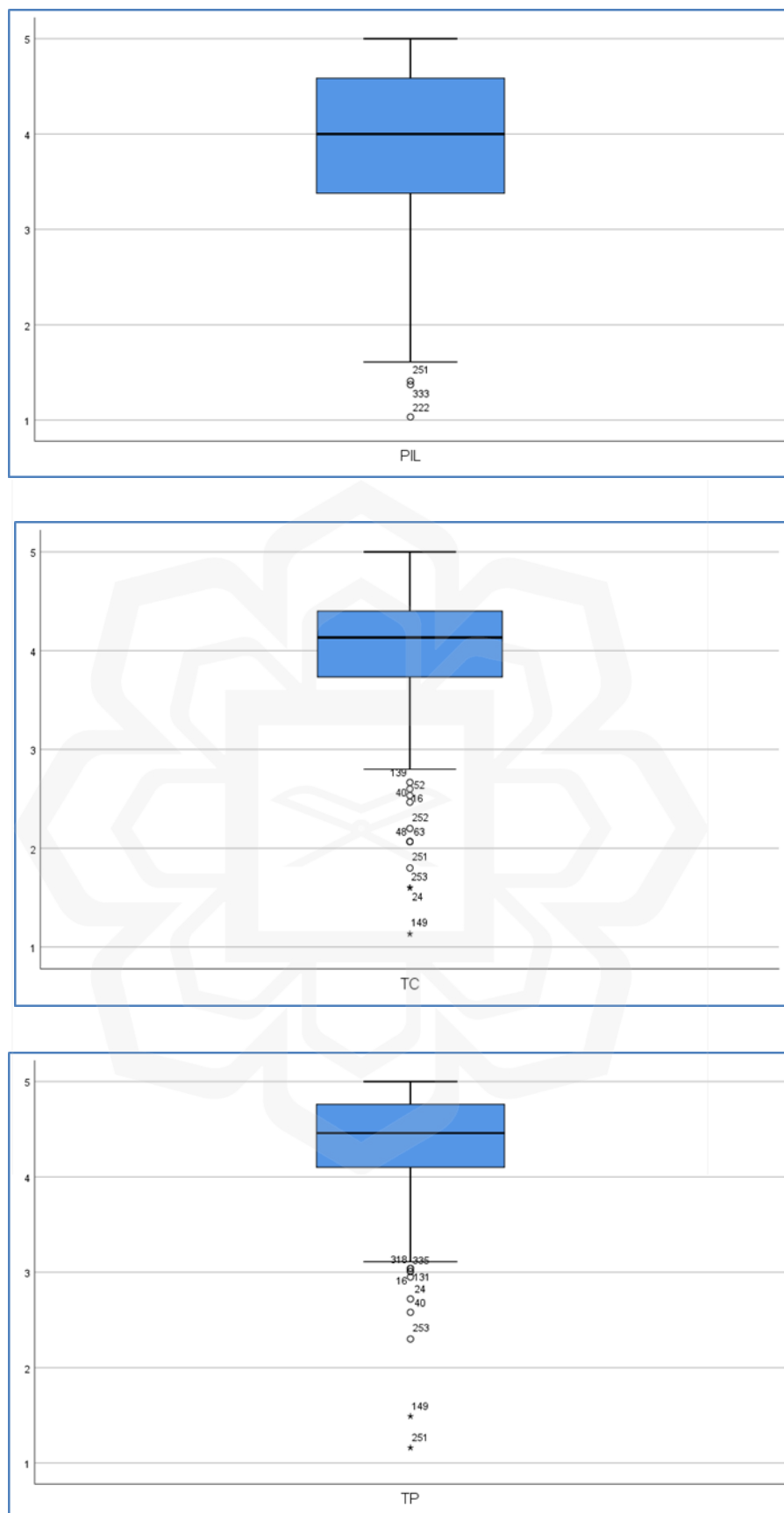


Figure 4.1 Boxplots for PIL, TC and TP

4.2.3 Assessing Normality

Hair et al.(2019)defined normality as the degree to which the sample data distribution adheres to a normal distribution. This refers to the shape of a data distribution for a single variable that corresponds to a normal distribution, which is the norm for statistical approaches. The normality of variables in this study was assessed using both empirical measures of a distribution's shape characteristics, skewness and kurtosis, as well as two statistical tests of normality: the Shapiro-Wilkes and Kolmogorov-Smirnov tests. According to George & Mallery(2010),the values for kurtosis between -2 and +2 are regarded as acceptable for proving a normal univariate distribution, and this is in line with Hair et al.(2019), whereby the data is deemed normal if the values are ± 2.58 (0.1 significance level) and ± 1.96 (0.05 significance level).

The 0.05 significance level was employed for this investigation, and as indicated in Table 4.3, the statistical values (Z) for skewness and kurtosis were in the ± 1.96 range, demonstrating that the data is normally distributed. Furthermore, the Shapiro-Wilks and Kolmogorov-Smirnov tests yielded significant results for all values, indicating that there is no significant deviation from normality for any item used in this study.

Table 4.3 Mean, SD, Normality Statistics Values of Data (N=392)

Construct/Subconstruct	Mean	SD	Skewness	Kurtosis	Shapiro-Wilks	Kolmogorov-Smirnov
PIL	3.91	0.82	-0.73	-0.02	0.00	0.00
TC	4.05	0.54	-0.84	0.64	0.00	0.00
TP	4.38	0.47	-0.86	0.34	0.00	0.00

4.2.4 Assessing Linearity

The term linearity is used to describe the idea that the model has additivity and homogeneity(Hair et al., 2019). This means that linear models predict values that fall in a straight line by a constant unit change (slope) of the dependent variable for a constant unit change of the independent variable.

Table 4.4 ANOVA Results for Linearity

		Sig.
TC*PIL	Linearity	0.00
	Deviation from Linearity	0.01
TP*PIL	Linearity	0.00
	Deviation from Linearity	0.00

The linearity of the relationship between the independent variable, Principals Instructional Leadership (PIL), and the dependent variables, Teachers Commitment (TC) and Teachers Performance (TP), was tested for deviation from linearity using a linear ANOVA test. The ANOVA findings (Table 4.4) demonstrate that the relationship between TC*PIL and TP*PIL is significant for linearity and deviation from linearity, indicating that the variables in this study have reasonably strong linear relationships.

4.2.5 Assessing Homoscedasticity

The scatter plot of normalized residuals revealed this assumption, and the data are said to be homoscedastic when the variance of the error terms (e) seems constant across a range of predictor factors. Many multivariate techniques rely on the assumption of equal variance of the population error E (where E is estimated from e)(Hair et al., 2019).

Simple linear regression was run using SPSS with the dependent variables on the y-axis and the residual on the x-axis to generate these graphs. Shapes such as cones and diamonds exhibit deviations from equal dispersion (Hair et al., 2019), but as illustrated in the results in Figures 4.2 and 4.3, the remaining values exhibited a consistent spread over all X values. As a result, homeopathy is presumed to exist for all variants.

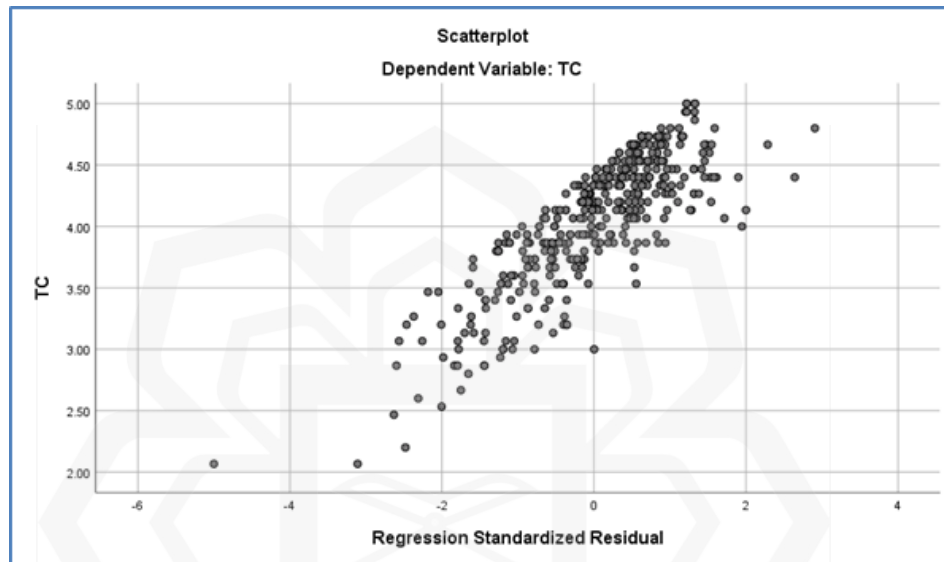


Figure 4.2 Homoscedasticity Scatterplot for TC Residuals

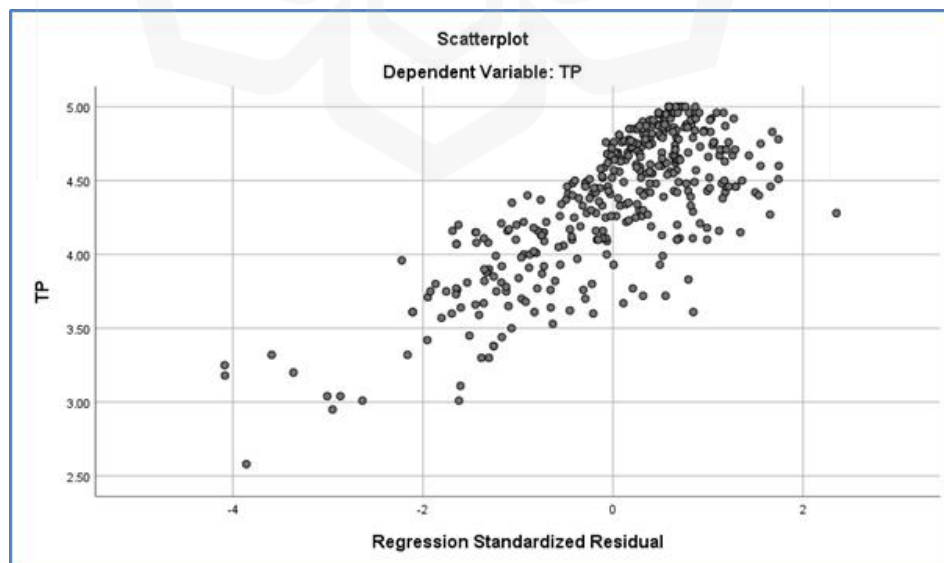


Figure 4.3 Homoscedasticity Scatterplot for TP Residuals

4.2.6 Assessing Multicollinearity

Multicollinearity is referred to as the amount to which a variable may be explained by the other variables in the study (Hair et al., 2019). Multicollinearity is a statistical concept that describes the presence of two or more highly correlated variables in a multiple regression model. To detect multicollinearity assumption, the tolerance and Variance Inflation Factor (VIF) values are significant diagnostic techniques (Hair et al., 2019).

The result of the analysis demonstrates that the data set confirmed the absence of multicollinearity because the permissible range of VIF values was 1.0 (< 10). Tolerance values of 1.0 (> 0.10) are also acceptable. To prove that there is no multicollinearity, L. Cohen et al. (2017), Landau & Everitt (2004), and Pallant (2016) recommended that the tolerance should be greater than 0.10 and the variance inflation factor (VIF) should be less than 10. As a result, the current study found no evidence of multicollinearity, showing that the variables are independent of one another.

Eventually, the data met the requirements for preparing multivariate assumptions due to its linearity and data standardization. Hence, the data set is eligible and fulfilled the response's adequacy for the final statistical analysis.

4.2.7 Common Methods Bias (CMB)

Common methods bias (CMB), also known as common methods variance (CMV), constant methods bias, or mono-methods bias, arises when the data collection method (such as the same collection method, questionnaire format, or even scale type) affects the relationships between variables and/or constructs (Hair et al., 2019). When dependent and independent data are collected from the same person in the same measurement context utilizing the same item context and similar item structure, this may result in common method bias in the data. Harman's (1967) single-factor test, which uses exploratory factor analysis to evaluate each item in a study, can detect the presence of common method bias. The development of a single factor or a general

factor that explains the bulk of covariances between the measurements is thought to be a sign of the presence of CMB.

Another factor to keep in mind is that the data for this study were gathered using both a physical copy of the questionnaire and an online version. Therefore, it is improbable that such a bias would occur. Consequently, instead of employing eigenvalues, an exploratory factor analysis was performed in the current study with all of the items and a single extracted component. The findings showed that when loaded in one factor, it only explained 33.786% of the variation, falling short of the cut-off point recommended by Podsakoff et al. (2003). This result confirms that there is no common method bias in the current data set.

4.3 SAMPLE DEMOGRAPHICS

After the screening process, the sample was decreased from 396 to 392 teachers from selected 8 schools in Male', the capital city of the Maldives. The descriptive statistics were obtained on 392 teachers using SPSS, and Table 4.5 displays their demographic characteristics.

Table 4.5 Demographic Characteristics of the Respondents (N=392)

	Demographic Characteristics	Frequency	Percentage
Gender	Male	91	23.2
	Female	301	76.8
Age	Under 25	25	6.4
	25-29	82	20.9
	30-39	130	33.2
	40-49	111	28.3
	50 and above	44	11.2
Level of Teaching	Primary (KS 1 & 2) Grades 1 to 6	231	58.9
	Secondary (KS 3 & 4) Grades 7 to 10	141	36.0
	Higher Secondary (KS 5) Grades 11 and 12	20	5.1

Years of Experience with the current principal	0-1 Year	78	19.9
	2 – 4 Years	118	30.1
	5 – 9 Years	133	33.9
	10 – 15 Years	38	9.7
	More than 15 Years	25	6.4
Teaching Experience	0-1 Year	29	7.4
	2 – 4 Years	56	14.3
	5 – 9 Years	111	28.3
	10 – 15 Years	92	23.5
	More than 15 Years	104	26.5

392 teachers participated in this study, with 91 (23.2%) males and 301 (76.8%) females aged between under 25 to 50 years old and older. 6.4% of them are under 25 years old, 20.9% are between the ages of 25 and 29 years old, 33.2% are between the ages of 30 and 39 years old, 28.3% are between the ages of 40 and 49 years old, and 11.2% are over 50 years old.

58.9% of respondents (231) are teaching in primary (KS 1 and 2) Grade 1 to 6, 36% (141) are teaching in secondary (KS 3 and 4) Grade 7 to 10, and only 5.1% (20) are teaching in higher secondary (KS 5) Grade 11 and 12.

In terms of working experience with the current principal, 33.9% of respondents have 5 to 9 years of experience, while 30.1% have 2 to 4 years. 19.9% have 0 to 1 year, 9.7% have 10 to 15 years, and only 6.4% have more than 15 years of working experience with the current principal.

The majority of respondents (28.3%) have 5 to 9 years of teaching experience, and 26.5% have more than 15 years of experience. Only 7.4% have 0 to 1 year of teaching experience, and 14.3% have 2 to 4 years of teaching experience, while 23.5% have 10 to 15 years of experience.

4.4 LEVELS OF THE INSTRUCTIONAL LEADERSHIP PRACTICES

The researcher used descriptive statistics (such as frequency, percentage, standard deviation, and mean) to analyse the first three research questions. These questions examined the levels of instructional leadership practices among Maldivian school principals, as well as teachers' commitment and performance in Maldivian schools.

The average scores (Table 4.6) were analysed using the framework established by Salleh and Abu Bakar (2018), which classifies teachers' levels of agreement for principals' practices, teachers' commitment, and performance statements derived from the study instruments. The ranges of mean scores and their respective interpretations are as follows: 1.00–1.99 Very Low; 2.00–2.99 Low; 3.00–3.99 High; 4.00–5.00 Very High.

Table 4.6 Interpretation of Mean Score

Mean Score	Level
1.00 – 1.99	Very Low
2.00 – 2.99	Low
3.00 – 3.99	High
4.00 – 5.00	Very High

Source: Salleh and Abu Bakar (2018)

RQ1: What are the levels of the instructional leadership practices of Maldivian school principals?

The survey used in this study (Section B, Appendix E) was the Principal Instructional Management Rating Scale (PIMRS) teachers form developed by Hallinger and Murphy (1985). Hallinger & Wang (2015) modified and shortened it with 22 items because they believed it improved data collection efficiency. The following results demonstrate the level of agreement among respondent teachers regarding the dimensions of principals' instructional leadership practices in their schools. Based on teachers' evaluations of the study's provided items, the classification of the answers is as follows: The responses "Almost Never" and "Seldom" are classified as "disagree" by the teachers with the claims, or they think that principals are not following these

practices. On the other hand, the responses "Sometimes," "Frequently," and "Almost Always" are categorised as teachers "agree" with the claims or believe that principals are engaging in these practices.

4.4.1 Dimension: Defining the School Mission

The distribution of teachers' responses to five questions evaluating principals' instructional leadership practices in defining the school mission is shown in Table 4.7. The findings from 392 teachers revealed that principals' practices in this domain were rated "very high" across all five items, with values ranging from a mean of 4.01 and a standard deviation of 1.02 to a mean of 4.12 and a standard deviation of 0.99. The practice of "effectively communicating the school's mission to members of the school community" received the highest mean score of 4.12, with a standard deviation of 0.99 and an agreement level of 91.8% among respondents.

The statement that "use data on student performance when developing the school's academic goals" had the second-highest score, with a mean of 4.12, a standard deviation of 0.99, and 93.1% of the 392 teachers agreeing with it. With a mean score of 4.03, a standard deviation of 1.06, and a level of agreement of 91.1% among the 392 respondents, "referring to the school's academic goals when making curricular decisions with teachers" came in third place.

As shown in the results, the other two statements, "Develop a focused set of annual school-wide goals" and "Develop goals that are easily understood and used by teachers in the school," both received "very high" ratings and ranked fourth. These two statements received mean scores of 4.01, with standard deviations of 1.02 and 0.96, and support from 91.6% and 93.1% of the 392 respondents, respectively.

According to Table 4.7, the dimension "defining the school mission" of the principals' instructional leadership practices got the highest average mean score of 4.05, with a standard deviation of 0.87. This was compared to the other two dimensions. The data indicates that all statements on this dimension received more than 90.0% agreement from the 392 teacher respondents. These findings emphasise that principals are actively involved in practices related to defining the school's

mission. The mean score of 4.05, with a standard deviation of 0.87, indicates a "very high" level of competence. Furthermore, an average of 92.1% of teachers concurred that their principals exemplify this aspect of instructional leadership.

Table 4.7 Level of Principals' Practices in Defining the School Mission (N=392)

No.	Statements	Level of Agreement						Mean	Std. Dev.	Level
		Disagree			Agree					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always	%			
PIL_1	Develop a focused set of annual school-wide goals.	N	7	26	81	122	156	91.6	4.01 1.02	Very High
		%	1.8	6.6	20.7	31.1	39.8			
PIL_2	Use data on student performance when developing the school's academic goals.	N	6	21	73	119	173	93.1	4.10 0.99	Very High
		%	1.5	5.4	18.6	30.4	44.1			
PIL_3	Develop goals that are easily understood and used by teachers in the school.	N	6	21	80	141	144	93.1	4.01 0.96	Very High
		%	1.5	5.4	20.4	36.0	36.7			
PIL_4	Communicate the school's mission effectively to members of the school community.	N	7	25	52	138	170	91.8	4.12 0.99	Very High
		%	1.8	6.4	13.3	35.2	43.4			
PIL_5	Refer to the school's academic goals when making curricular decisions with teachers.	N	13	22	72	120	165	91.1	4.03 1.06	Very High
		%	3.3	5.6	18.4	30.6	42.1			
Average Mean & Average Standard Deviation								92.1	4.05 0.87	Very High

4.4.2 Dimension: Managing the Instructional Program

Table 4.8 presents views from 392 teacher respondents concerning the degree to which Maldivian school principals practice the instructional leadership aspect of "managing the instructional program." This dimension includes seven essential practices, of which three received "very high" mean scores and four garnered "high" mean scores. The results underscore the crucial role of principals in effectively directing instructional programs.

The best practice was "make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)." This practice got a mean score of 4.29, a standard deviation of 0.95, and 93.4% of respondents agreed with it. This signifies that principals are exceptionally proficient in guaranteeing clarity in curricular coordinating. The second most esteemed practice was "Draw upon the results of school-wide testing when making curricular decisions," with a mean score of 4.08, a standard deviation of 0.91, and consensus from 94.9% of participants. This illustrates the priority that principals assign to data-driven decision-making in directing instructional programs. The third practice, "Use tests and other performance measures to assess progress towards school goals," garnered a "very high" rating, with a mean score of 4.07, a standard deviation of 0.97, and endorsement from 93.4% of participants.

Table 4.8 Level of Principals' Practices in Managing the Instructional Program
(N=392)

No	Statements	Level of Agreement						Mean	Level	
		Disagree			Agree					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always	%			
PIL_6	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	N	14	19	67	160	132	91.6	3.96 1.01	High
		%	3.6	4.8	17.1	40.8	33.7			
PIL_7	Review student work products when evaluating classroom instruction	N	16	27	82	140	127	89.0	3.85 1.08	High
		%	4.1	6.9	20.9	35.7	32.4			
PIL_8	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	N	7	19	35	122	209	93.4	4.29 0.95	Very High
		%	1.8	4.8	8.9	31.1	53.3			
PIL_9	Draw upon the results of school-wide testing when making curricular decisions	N	5	15	72	153	147	94.9	4.08 0.91	Very High
		%	1.3	3.8	18.4	39.0	37.5			
PIL_10	Participate actively in the review of curricular materials	N	23	28	76	132	133	87.0	3.83 1.15	High
		%	5.9	7.1	19.4	33.7	33.9			
PIL_11	Meet individually with teachers to discuss student progress	N	35	48	82	130	97	78.8	3.53 1.24	High
		%	8.9	12.2	20.9	33.2	24.7			
PIL_12	Use tests and other performance measure to assess progress toward school goals	N	7	19	72	134	160	93.4	4.07 0.97	Very High
		%	1.8	4.8	18.4	34.2	40.8			
Average Mean & Average Standard Deviation							89.7	3.94 0.84	High	

Within the "high" ranked practices, "ensuring the classroom priorities of teachers are consistent with the goals and direction of the school" had a rating of fourth place, with a mean score of 3.96, a standard deviation of 1.01, and 91.6% consensus. The fifth-ranked practice, "reviewing student work products when evaluating classroom instruction," obtained a mean score of 3.85, a standard deviation of 1.08, and consensus from 89.0% of respondents. "Active participation in the evaluation of instructional materials" was ranked sixth, with a mean score of 3.83, a standard deviation of 1.15, and consensus from 87.0% of respondents. The practice with the lowest rating was "meeting individually with teachers to discuss student progress," which had a mean score of 3.53, a standard deviation of 1.24, and gained support from 78.8% of respondents.

The data shows that more than 75% of respondents agreed with all seven practices in the "managing the instructional program" dimension. This shows that principals are always involved in this area. The mean score for the dimension was 3.94, with a standard deviation of 0.84, indicating a "high" level of competence. On average, 89.7% of respondents concurred that their principals actively engage in this aspect of instructional leadership. These findings highlight the considerable efforts of principals in overseeing and improving instructional programs in Maldivian schools.

4.4.3 Dimension: Developing a Positive School Learning Climate

Table 4.9 presents the responses of 392 teachers to 10 statements designed to evaluate principals' practices in developing a positive school learning climate. The results show that two of the practices received a "very high" rating, with mean scores ranging from 4.10 (SD = 0.99) to 4.04 (SD = 1.04). The remaining eight practices were rated as "high," with mean scores ranging from 3.83 (SD = 1.10) to 3.27 (SD = 1.25). These findings highlight that principals generally exhibit strong practices in fostering a positive school climate.

Table 4.9 Level of Principals' Practices in Developing a Positive School Learning Climate (N=392)

No	Statements	Level of Agreement						Mean	Std. Dev.	Level
		Disagree			Agree					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always	%			
PIL_13	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	N	10	19	57	140	166	92.6	4.1 0.99	Very High
		%	2.6	4.8	14.5	35.7	42.3			
PIL_14	Take time to talk informally with students and teachers during recess and breaks	N	33	42	81	121	115	80.9	3.62 1.24	High
		%	8.4	10.7	20.7	30.9	29.3			
PIL_15	Attend participate in extra- and co-curricular activities	N	8	32	61	128	163	89.8	4.04 1.04	Very High
		%	2.0	8.2	15.6	32.7	41.6			
PIL_16	Compliment teachers privately for their efforts or performance	N	28	54	98	100	112	79.1	3.55 1.24	High
		%	7.1	13.8	25.0	25.5	28.6			
PIL_17	Acknowledge teachers' exceptional performance by writing memos for their personnel files	N	47	53	114	105	73	74.5	3.27 1.25	High
		%	12.0	13.5	29.1	26.8	18.6			
PIL_18	Create professional growth opportunities for teachers as a reward for special contributions to the school	N	27	38	92	144	91	83.4	3.6 1.15	High
		%	6.9	9.7	23.5	36.7	23.2			
PIL_19	Lead or attend teacher in-service activities concerned with instruction	N	17	41	94	145	95	85.2	3.66 1.09	High
		%	4.3	10.5	24.0	37.0	24.2			

PIL_20	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	N	22	35	75	147	113	85.5	3.75 1.13	High
		%	5.6	8.9	19.1	37.5	28.8			
PIL_21	Recognize superior student achievement or improvement by seeing in the office the students with their work	N	20	29	70	152	121	87.5	3.83 1.10	High
		%	5.1	7.4	17.9	38.8	30.9			
PIL_22	Contact parents to communicate improved or exemplary student performance or contributions	N	19	32	75	146	120	87.0	3.81 1.11	High
		%	4.8	8.2	19.1	37.2	30.6			
Average Mean & Average Standard Deviation								84.5	3.72 0.92	High

The highest-rated practice was "encouraging teachers to use instructional time for teaching and practicing new skills and concepts," which received a "very high" rating with a mean score of 4.10, a standard deviation of 0.99, and support from 92.6% of respondents. This suggests that principals prioritise instruction time to promote effective teaching. The second-highest-rated practice, "attend and participate in extra- and co-curricular activities," was also rated "very high," with a mean score of 4.04, a standard deviation of 1.04, and agreement from 89.8% of respondents.

The third highest-rated statement, "recognise superior student achievement or improvement by seeing the students in the office with their work," received a "high" rating with a mean score of 3.83, a standard deviation of 1.10, and support from 87.5% of respondents. Following closely, the practice of "contacting parents to communicate improved or exemplary student performance or contributions" was rated fourth, with a "high" ranking, a mean score of 3.81, a standard deviation of 1.11, and support from 87.0% of respondents.

The practice of "setting aside time at faculty meetings for teachers to share ideas or information from in-service activities" ranked fifth with a mean score of 3.75, a standard deviation of 1.13, and agreement from 85.5% of respondents. "Leading or attending teacher in-service activities concerned with instruction" came in sixth, receiving a mean score of 3.66, a standard deviation of 1.09, and support from 85.2% of respondents. The seventh item, "taking time to talk informally with students and teachers during playtime and breaks," also received a "high" rating, with a mean score of 3.62, a standard deviation of 1.24, and support from 80.9% of respondents.

The practice of "creating professional growth opportunities for teachers as a reward for special contributions to the school" was rated eighth, with a mean score of 3.60, a standard deviation of 1.15, and support from 83.4% of respondents. Finally, the lowest-rated practice was "acknowledging teachers' exceptional performance by writing memos for their personnel files," which received a "high" rating with a mean score of 3.27, a standard deviation of 1.25, and support from 74.5% of respondents.

Overall, the results show that over 70% of respondents agreed with all 10 practices in the "developing a positive school learning climate" dimension. This shows that principals do actually do these things. The average mean score for this dimension was 3.72, with a standard deviation of 0.92, reflecting a "high" level of performance. On average, 84.5% of the surveyed teachers agreed that their principals effectively practice strategies to foster a positive school learning climate. These findings underscore the important role of school leaders in cultivating a supportive and productive learning environment.

4.4.4 Summary

Table 4.10 illustrates the degree to which principals in Maldivian schools engage in the three dimensions of instructional leadership, as perceived by 392 teachers. The results indicate different levels of performance across various categories. Overall, 88.77% of participants believed that principals exhibited instructional leadership at a "high" level, yielding an average mean score of 3.91 and an average standard deviation of 0.82.

The dimension of "Defining the School Mission" obtained the highest ranking among the three dimensions, with a mean score of 4.05 and a standard deviation of 0.87. A "very high" level of practice received endorsement from 92.1% of respondents, indicating principals' significant focus on establishing clear and purposeful objectives for their schools.

Table 4.10 Levels of the Instructional Leadership Practices of Maldivian School Principals (N=392)

No	Dimensions	Av. Ag%	Std. Dev.	Mean	Level	Rank
1	Defining the school mission	92.1	0.87	4.05	Very High	1
2	Managing the instructional program	89.7	0.84	3.94	High	2
3	Developing a positive school learning climate	84.5	0.92	3.72	High	3
Average Mean & Average Standard Deviation		88.77	0.82102	3.9063	High	

"Managing the Instructional Program" ranked second highest, achieving a mean score of 3.94 and a standard deviation of 0.84. This dimension received a "high" practice rating, with 89.7% of respondents affirming that principals are actively engaged in supervising and organising educational activities that correspond with school objectives.

The third factor, "Developing a Positive School Learning Climate," scored the lowest at 3.72, with a standard deviation of 0.92. Despite being placed at the bottom, this dimension attained a "high" level of practice, with 84.5% of respondents affirming that their principals endeavoured to cultivate a supportive and conducive learning atmosphere.

The statistics indicate that Maldivian school principals exhibit a robust commitment to the three facets of instructional leadership, with their practices receiving excellent evaluations from teachers. Still, the results show that there are things that can be improved, especially when it comes to "Developing a Positive School Learning Climate," in order to make leadership stronger and fairer.

4.5 LEVELS OF THE TEACHERS' COMMITMENT

RQ2: What Are the Levels of the Teachers' Commitment in the Maldivian Schools?

The Three Component Model (TCM) Employee Commitment Survey (Section C, Appendix E), created by Meyer and Allen (2004) and modified by Mckeever (2018), was used to measure the levels of teachers' commitment (TC) in Maldivian schools. Affective Commitment, Continuance Commitment, and Normative Commitment are the three dimensions of the TCM model. The modified version by Mckeever et al. (2018) contains 15 items, which are scaled using a five-point Likert scale, with 1 representing the worst case (strongly disagree), 2 representing the middle case (disagree), 3 representing the best case (strongly agree), and 5 representing the worst case (strongly agree). For the purposes of this study, "undecided" was replaced with "neutral." However, the responses "strongly agree" and "agree" were counted as "agree" with the statements, whereas "strongly disagree" and "disagree" were regarded as "disagree."

4.5.1 Dimension: Affective Commitment

Table 4.11 presents the viewpoints of 392 Maldivian teachers regarding their affective commitment, as assessed through five specific statements. The results indicate that the teachers rated a "very high" across all five items of affective commitment, with mean scores ranging from a mean of 4.21 (SD = 0.90) to 4.03 (SD = 1.01).

The highest-rated statement was "I feel a strong sense of "belonging" to my organisation," which received a mean score of 4.21, a standard deviation of 0.90. Among the respondents, 83.4% agreed with this statement, while 6.63% disagreed,

and 9.95% remained neutral. With a mean of 4.20 and a standard deviation of 0.95, the statement "I feel like 'part of the family' at my organisation" received the second-highest score. While 82.7% of respondents agreed with this statement, 6.89% disagreed, and 10.5% remained neutral.

Table 4.11 Level of the Teachers Affective Commitment (N=392)

No	Statements	Level of Agreement							Mean Std. Dev.	Level
		Disagree			Neutral	Agree		%Ag %DA		
		Strongly disagree	Disagree	Agree		Strongly agree				
TC_1	I would be very happy to spend the rest of my career with this organisation.	N	10	19	79	127	157	72.4	4.03 1.01	Very High
		%	2.6	4.8	20.2	32.4	40.1	7.40		
TC_2	I feel a strong sense of "belonging" to my organisation.	N	3	23	39	151	176	83.4	4.21 0.90	Very High
		%	0.8	5.9	9.95	38.5	44.9	6.63		
TC_3	I feel "emotionally attached" to this organisation.	N	9	18	51	138	176	80.1	4.16 0.97	Very High
		%	2.3	4.6	13.0	35.2	44.9	6.89		
TC_4	I feel like "part of the family" at my organisation.	N	8	19	41	143	181	82.7	4.20 0.95	Very High
		%	2.0	4.8	10.5	36.5	46.2	6.89		
TC_5	This organisation has a great deal of personal meaning for me.	N	5	19	64	127	177	77.6	4.15 0.95	Very High
		%	1.3	4.8	16.3	32.4	45.2	6.12		
Average Mean & Average Standard Deviation			6.79%		13.98%		79.23%		4.15 0.84	Very High

The statement "I feel 'emotionally attached' to this organisation" scored third, with a mean score of 4.16 and a standard deviation of 0.97. 80.1% of respondents supported this statement, whilst 6.89% disagreed, and 13.0% remained neutral. The statement "This organisation has a great deal of personal meaning for me" attained a mean score

of 4.15 (SD = 0.95), with 77.6% of respondents in agreement. Simultaneously, 6.12% of participants expressed disagreement, while 16.3% were neutral.

Finally, the statement, "I would be very happy to spend the rest of my career with this organisation," received the lowest score among the five items, with a mean of 4.03 and a standard deviation of 1.01. Although it was the lowest, this statement received agreement from 72.4% of respondents, while 7.40% expressed disagreement and 20.2% remained neutral.

Overall, the data indicate that teachers perceived their affective commitment as "very high," with a mean score of 4.15 and a standard deviation of 0.84. On average, 79.23% of respondents concurred with the measures assessing affective commitment, while 13.98% remained neutral, and 6.79% expressed disagreement. These findings underscore the profound emotional attachment that Maldivian teachers possess towards their schools.

4.5.2 Dimension: Continuance Commitment

The responses from 392 Maldivian teachers regarding their level of continuance commitment, as measured by five different statements, are presented in Table 4.12. The findings reveal that teachers assessed their continuous commitment as "high" for three out of five criteria; however, two items were regarded as "low." The mean scores varied from 3.95 (SD = 1.15) to 2.86 (SD = 1.28).

The statement "It would be very hard for me to leave my organisation right now, even if I wanted to" had the highest score among the items, with a mean score of 3.95 and a standard deviation of 1.15, attaining a "high" rating. The statement was endorsed by 75.2% of the 392 respondents, whereas 12.2% disagreed, and 12.8% were neutral. The second-highest score was assigned to the statement, "Right now, staying with my organisation is a matter of necessity as much as desire," which also received a "high" rating with a mean of 3.92 and a standard deviation of 1.03. The statement was supported by 75.8% of respondents, while 11.0% disagreed, and 13.3% remained neutral. The statement, "Too much of my life would be disrupted if I decided I wanted to leave my organisation now," was ranked third, receiving a "high" rating, a mean of

3.59, and a standard deviation of 1.24. Agreement with this statement was reported by 59.7% of respondents, whereas 21.2% disagreed and 19.1% remained neutral.

Table 4.12 Level of the Teachers Continuance Commitment (N=392)

No	Statements	Level of Agreement							Mean	Level
		Disagree		Neutral	Agree		%Ag %DA			
		Strongly disagree	Disagree		Agree	Strongly agree				
TC_6	Right now, staying with my organisation is a matter of necessity as much as desire.	N	15	28	52	175	122	75.8	3.92	High
		%	3.8	7.1	13.3	44.6	31.1	11.0	1.03	
TC_7	It would be very hard for me to leave my organisation right now, even if I wanted to.	N	24	24	50	142	152	75.0	3.95	High
		%	6.1	6.1	12.8	36.2	38.8	12.2	1.15	
TC_8	Too much of my life would be disrupted if I decided I wanted to leave my organisation now.	N	30	53	75	125	109	59.7	3.59	High
		%	7.7	13.5	19.1	31.9	27.8	21.2	1.24	
TC_9	I feel that I have too few employment options to consider leaving this organisation.	N	74	89	85	85	59	36.7	2.91	Low
		%	18.9	22.7	21.7	21.7	15.1	41.6	1.34	
TC_10	One of the few negative consequences of leaving this organisation would be the scarcity of available employment alternatives.	N	73	89	96	89	45	34.2	2.86	Low
		%	18.6	22.7	24.5	22.7	11.5	41.3	1.28	
Average Mean & Average Standard Deviation			25.5%		18.3%	56.28%		4.32 0.58	Very High	

The last two statements received "low" scores. The statement "I feel that I have too few employment options to consider leaving this organisation" was rated fourth, with a mean score of 2.91 (SD = 1.34). Only 36.7% of respondents agreed with this statement, whereas 41.6% opposed it and 21.7% remained neutral. Similarly, the statement "One of the few negative consequences of leaving this organisation would be the scarcity of available employment alternatives" was rated fifth, with a mean score of 2.86 (SD = 1.28). 34.2% of respondents expressed agreement, whilst 41.3% expressed disagreement, and 24.5% maintained a neutral stance.

On average, the teachers assessed their continued commitment as "very high." Despite only 56.28% of respondents endorsing the items assessing continuing commitment, this dimension achieved the greatest overall average mean score of 4.32, accompanied by an average standard deviation of 0.58, in comparison to other dimensions of teachers' commitment. On average, 18.3% of respondents expressed neutrality, whilst 25.5% disagreed with the statements.

4.5.3 Dimension: Normative Commitment

Table 4.13 displays the responses from 392 Maldivian teachers to the five questions evaluating their normative commitment. The findings reveal that teachers assessed their normative commitment as "very high" in one item, "high" across three out of five items and "low" for one item. The scores varied from a mean of 4.22 (SD = 0.90) to a mean of 2.53 (SD = 1.25).

The statement "This organisation deserves my loyalty" earned the highest score, with a mean of 4.22 and a standard deviation of 0.90, resulting in a "very high" classification. A total of 84.7% of respondents agreed with the statement, 5.4% disagreed it, and 9.9% remained neutral. The second-highest score was assigned to the statement "I would not leave my organisation right now because I have a sense of obligation to the people in it," which recorded a mean of 3.97 (SD = 1.02) and was classified as "high." This statement was supported by 72.7% of respondents, whereas 8.2% disagreed it, and 19.1% were neutral.

Table 4.13 Level of the Teachers Normative Commitment (N=392)

No	Statements	Level of Agreement							Mean	Level
		Disagree		Neutral	Agree		%Ag			
		Strongly disagree	Disagree		Agree	Strongly agree		%DA		
TC_11	I feel an obligation to remain with my current employer.	N	83	149	70	49	41	23.0	2.53 1.25	Low
		%	21.2	38.0	17.9	12.5	10.5	59.2		
TC_12	Even if it were to my advantage, I feel it would not be right to leave my organisation now.	N	17	39	68	162	106	68.4	3.77 1.09	High
		%	4.3	9.9	17.3	41.3	27.0	14.3		
TC_13	This organisation deserves my loyalty.	N	7	14	39	156	176	84.7	4.22 0.90	Very High
		%	1.8	3.6	9.9	39.8	44.9	5.40		
TC_14	I would not leave my organisation right now because I have a sense of obligation to the people in it.	N	13	19	75	146	139	72.7	3.97 1.02	High
		%	3.3	4.8	19.1	37.2	35.5	8.20		
TC_15	I owe a great deal to my organisation.	N	17	28	68	137	142	71.2	3.92 1.10	High
		%	4.3	7.1	17.3	34.9	36.2	11.5		
Average Mean & Average Standard Deviation			19.7%		16.3%		63.98%		3.68 0.62	High

The statement "I owe a great deal to my organisation" was positioned third, with a mean score of 3.92 and a standard deviation of 1.10, receiving a "high" rating. This statement was supported by 71.2% of respondents, while 11.5% disagreed, and 17.3% remained neutral. The fourth-ranked statement, "Even if it were to my advantage, I believe it would be inappropriate to depart from my organisation at this time," garnered a "high" rating with a mean score of 3.77 (SD = 1.09). It was supported by 68.4% of respondents, 14.3% disagreed, and 17.3% remained neutral.

The statement "I feel obligated to remain with my current employer" had the lowest score, with a mean of 2.53 (SD = 1.25), categorised as "low." Only 23.0% of participants agreed with this statement, whilst 59.2% disagreed, and 17.9% remained neutral.

Overall, 63.98% of respondents rated their normative commitment as "high," yielding an average mean score of 3.68 and an average standard deviation of 0.62. On average, 19.7% of respondents expressed disagreement with the statements pertaining to this dimension, while 16.3% maintained a neutral stance.

4.5.4 Summary

Table 4.14 summarizes the levels of teacher commitment in Maldivian schools as perceived by 392 teachers. The findings reveal that respondents reported "very high" levels of commitment in two dimensions—Continuance Commitment and Affective Commitment—and a "high" level of commitment in the Normative Commitment dimension. The overall average mean score was 4.0503, with a standard deviation of 0.54112. On average, 66.5% of respondents agreed with the statements pertaining to the three dimensions of commitment, while 16.19% remained neutral, and 17.31% expressed disagreement.

Table 4.14 Levels of Teachers' Commitment in the Maldivian Schools (N=392)

No	Dimensions	Average			Std. Dev.	Mean	Level	Rank
		Disagree	Neutral	Agree				
1	Affective Commitment	6.79	13.98	79.23	0.83849	4.1490	Very High	2
2	Continuance Commitment	25.5	18.3	56.28	0.57676	4.3209	Very High	1
3	Normative Commitment	19.7	16.3	63.98	0.62485	3.6811	High	3
	Average	17.31	16.19	66.5	0.54112	4.0503	Very High	

The Continuance Commitment dimension, which achieved a "very high" level of agreement, with the highest mean score of 4.3209 (SD = 0.57676). This dimension was supported by 56.28% of respondents, while 18.3% were neutral, and 25.5% disagreed.

The Affective Commitment dimension achieved a "very high" level of agreement, earning the second-highest score. It had a mean score of 4.1490 (SD = 0.83849), with 79.23% of respondents agreeing, 13.98% neutral, and 6.79% disagreeing.

The Normative Commitment dimension received the lowest score but still attained a "high" level of agreement. Its mean score was 3.6811 (SD = 0.62485), with 63.98% of respondents agreeing, 16.3% neutral, and 19.7% disagreeing.

In summary, Maldivian teachers generally demonstrated a high level of commitment across all dimensions, with the highest levels observed in continuance and affective commitment.

4.6 LEVELS OF THE TEACHERS' PERFORMANCE

RQ3: What are the Levels of the Teachers' Performance in the Maldivian Schools?

The Teacher Job Performance Questionnaire (TJPQ), created by Atsebeha (2016) and modified by Saleem et al. (2020), was used to measure the level of teachers' performance (TP) in Maldivian schools. The test comprises 22 items (Section D, Appendix E), and a descriptive analysis reveals the results in the following sections.

The Teacher Job Performance Questionnaire (TJPQ) has five dimensions: teaching planning, classroom organisation, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership. All the items on the TJPQ are measured using a five-point Likert scale: 1 (Strongly disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), and 5 (Strongly agree). Furthermore, this study replaced "undecided" with "neutral." However, in this study, the responses "strongly agree" and

"agree" were counted as "agree" with the statements, whereas "strongly disagree" and "disagree" were regarded as "disagree."

4.6.1 Dimension: Teaching Planning

Table 4.15 displays the viewpoints of 392 Maldivian teachers regarding their performance in the "Teaching Planning" dimension of job performance. The findings reveal that teachers rated their performance as "very high" in all five areas, with an average agreement of 94.8%. The average scores varied from 4.62 (SD = 0.57) to 4.46 (SD = 0.67).

The statement with the highest score, "I plan effectively to engage students in my classes," received a "very high" rating, with a mean of 4.62 (SD = 0.57). It was supported by 96.2% of participants, while 0.26% disagreed, and 3.57% were neutral.

Table 4.15 Level of the Teachers Performance in Teaching Planning (N=392)

No	Statements	Level of Agreement							Mean	Level
		Disagree		Neutral	Agree		%Ag			
		Strongly disagree	Disagree		Agree	Strongly agree				
								%DA	Std. Dev.	
TP_4	I prepare well for lessons.	N	0.0	3	23	153	213	93.4	4.47	Very High
		%	0.0	0.8	5.87	39.0	54.3	0.77	0.64	
TP_14	I teach at the level of my students' competence and understanding.	N	1	0.0	18	135	238	95.2	4.55	Very High
		%	0.3	0.0	4.59	34.4	60.7	0.26	0.61	
TP_16	The use of teaching media is well planned.	N	2	1	23	155	211	93.4	4.46	Very High
		%	0.5	0.3	5.87	39.5	53.8	0.77	0.67	
TP_20	I create the right opportunities for students to become competent students.	N	1	0.0	15	127	249	95.9	4.59	Very High
		%	0.3	0.0	3.83	32.4	63.5	0.26	0.59	

TP_21	I plan effectively to engage students in my classes.	N	0.0	1	14	117	260	96.2	4.62	Very
		%	0.0	0.3	3.57	29.8	66.3	0.26	0.57	High
Average Mean & Average Standard Deviation			0.46%		4.74%	94.80%			4.54	Very High
									0.49	

The second-highest-rated statement, "I create the right opportunities for students to become competent students," also received a "very high" rating, with a mean of 4.59 (SD = 0.59). This statement was agreed upon by 95.9% of respondents, with 0.26% disagreeing and 3.83% remaining neutral.

The statement, "I instruct according to my students' competence and comprehension," ranked third, also earning a "very high" rating. The mean score was 4.55 (SD = 0.61), with 95.2% of respondents in agreement, 0.26% in disagreement, and 4.59% neutral.

The statement "I prepare well for lessons" was ranked fourth, with a mean score of 4.47 (SD = 0.64) and classified as "very high." This remark was endorsed by 93.4% of respondents, 0.77% opposed it, and 5.87% remained neutral.

Finally, the statement "The use of teaching media is well planned," received the fifth-highest score, categorised as "very high." The mean score was 4.46 (SD = 0.67), with 93.4% agreement, 0.77% disagreement, and 5.87% neutrality.

In all, 94.8% of respondents assessed their performance in the "Teaching Planning" dimension as "very high," yielding an average mean score of 4.54 and an average standard deviation of 0.49. Conversely, merely 0.46% of respondents expressed general disagreement with the claims in this dimension, and 4.74% remained neutral.

4.6.2 Dimension: Classroom Organisation

The results presented in Table 4.16 displays uniformly "very high" ratings for all items evaluating teachers' performance in the "classroom organisation" dimension. On average, teachers assessed the four elements of classroom organisation as "very high," achieving an overall agreement of 91.96%. The mean scores varied from 4.31 (SD = 0.86) to 4.64 (SD = 0.57).

The statement "I use teaching time effectively" earned the highest score, with a mean of 4.64 (SD = 0.57). It was supported by 96.9% of the 392 respondents, while 0.51% disagreed, and 2.5% were neutral.

Table 4.16 Level of the Teachers Performance in Classroom Organisation (N=392)

No	Statements	Level of Agreement								Mean	Level
		Disagree			Neutral	Agree		%Ag			
		Strongly disagree	Disagree	Agree		Strongly agree					
								%DA	Std. Dev.		
TP_1	I organize my assessment according to the school assessment policy.	N	2	2	23	126	239	93.1	4.53 0.68	Very High	
		%	0.5	0.5	5.87	32.1	61.0	1.02			
TP_5	Seating arrangements are organized according to the purpose of the lesson.	N	3	16	38	135	200	85.5	4.31 0.86	Very High	
		%	0.8	4.1	9.69	34.4	51.0	4.85			
TP_9	Students' work is assessed regularly according to a planned schedule.	N	0.0	1	29	137	225	92.3	4.49 0.64	Very High	
		%	0.0	0.3	7.40	34.9	57.4	0.26			
TP_22	I use teaching time effectively.	N	1	1	10	114	266	96.9	4.64 0.57	Very High	
		%	0.3	0.3	2.55	29.1	67.9	0.51			
Average Mean & Average Standard Deviation			1.66%		6.38%		91.96%		4.49 0.55	Very High	

The second-highest-rated statement, "I organise my assessment according to the school assessment policy," received a mean of 4.53 (SD = 0.68). A total of 93.1% of respondents concurred with this statement, whereas 1.02% expressed disagreement, and 5.87% remained neutral.

The findings further revealed that, the statement "Students' work is assessed regularly according to a planned schedule," received a mean score of 4.49 (SD = 0.64). This statement was agreed upon by 92.3% of participants, while 0.26% disagreed, and 7.40% were neutral.

The statement "Seating arrangements are organised according to the purpose of the lesson" earned the fourth-highest rating, with a mean of 4.31 (SD = 0.86). Among the 392 respondents, 85.5% concurred with the statement, 4.85% disagreed, and 9.69% remained neutral.

Overall, 91.96% of the 392 Maldivian teacher respondents rated their performance in the "Classroom Organisation" dimension as "very high," yielding an average mean score of 4.49 and an average standard deviation of 0.55. Furthermore, 6.38% of respondents expressed neutrality towards the statements in this dimension, while 1.66% generally disagreed.

4.6.3 Dimension: Monitoring and Evaluation

The results in Table 4.17, reflecting the opinions of 392 Maldivian teachers, revealed an overall "very high" rating for the items evaluating teachers' performance in the "Monitoring and Evaluation" dimension. Teachers, on average, assigned a "very high" rating to three out of four items, whereas one item received a "high" rating. The responses demonstrated an 84.5% agreement, with mean scores varying from 4.60 (SD = 0.60) to 3.63 (SD = 1.14).

The statement, "I keep records of marks obtained by students and monitor their progress carefully," achieved a "very high" rating with a mean score of 4.60 (SD = 0.60). This was supported by 95.2% of respondents, while 0.5% expressed disagreement, and 4.3% remained neutral.

The second-highest-rated statement, "I check the attendance of students at school and help ensure that no student falls behind," got a "very high" ranking with a mean score of 4.56 (SD = 0.64). This statement was agreed upon by 92.6% of participants, while 0.26% disagreed, and 7.14% were neutral.

Table 4.17 Level of the Teachers Performance in Monitoring and Evaluation (N=392)

No	Statements	Level of Agreement									Mean	Level
		Disagree		Neutral	Agree		%Ag	%DA				
		Strongly disagree	Disagree		Agree	Strongly agree						
TP_2	I mark the workbooks of students regularly.	N	1	9	31	142	209	89.5	4.40 0.75	Very High		
		%	0.3	2.3	7.91	36.2	53.3	2.55				
TP_6	Students' workbooks are regularly signed by both me and parents.	N	20	49	85	139	99	60.7	3.63 1.14	High		
		%	5.1	12.5	21.68	35.5	25.3	17.6				
TP_15	I keep record of marks obtained by students and monitor their progress carefully	N	0.0	2	17	115	258	95.2	4.60 0.60	Very High		
		%	0.0	0.5	4.34	29.3	65.8	0.51				
TP_18	I check the school attendance of students and assist that no student falls behind.	N	0.0	1	28	114	249	92.6	4.56 0.64	Very High		
		%	0.0	0.3	7.14	29.1	63.5	0.26				
Average Mean & Average Standard Deviation			5.23%		10.27%		84.50%		4.30 0.58		Very High	

The statement "I mark the workbooks of students regularly" received a "very high" rating, with a mean score of 4.40 (SD = 0.75). It received endorsement from 89.5% of respondents, whereas 2.55% disagreed, and 7.91% maintained neutrality.

The statement with the lowest rating, "Students' workbooks are regularly signed by both me and parents," obtained a "high" ranking, with a mean score of 3.63 (SD = 1.14). While 60.7% of respondents agreed, 17.6% disagreed, and 21.68% were neutral toward the statement.

In summary, 84.5% of the 392 Maldivian teacher respondents rated their performance in the "Monitoring and Evaluation" dimension as "very high," with an average mean score of 4.30 and an average standard deviation of 0.58. Furthermore, 10.27% of respondents expressed mixed feelings about the statements, and 5.23% generally disagreed.

4.6.4 Dimension: Classroom Atmosphere and Discipline

According to the opinions of 392 Maldivian teachers, shown in Table 4.18, most of them thought their performance was "very high" with the "Classroom Atmosphere and Discipline" dimension. All four items in this dimension got a "very high" rating, with an average agreement of 94.0%. The evaluations varied from a mean of 4.66 (SD = 0.55) to a mean of 4.45 (SD = 0.73).

Table 4.18 Level of the Teachers Performance in Classroom Atmosphere and Discipline (N=392)

No	Statements	Level of Agreement							Mean	Level
		Disagree		Neutral	Agree		%Ag %DA			
		Strongly disagree	Disagree		Agree	Strongly agree				
TP_7	I manage my classes in a disciplined way.	N	0.0	7	21	132	232	92.9	4.50 0.68	Very High
		%	0.0	1.8	5.36	33.7	59.2	1.79		
TP_10	Classroom is clean and appropriately decorated.	N	2	5	28	136	221	91.1	4.45 0.73	Very High
		%	0.5	1.3	7.14	34.7	56.4	1.79		
TP_17	I communicate in an appropriate way.	N	0.0	1	11	110	270	96.9	4.66 0.55	Very High
		%	0.0	0.3	2.81	28.1	68.9	0.26		

TP_19	I create a non-threatening classroom atmosphere conducive to optimal learning.	N	0.0	1	18	105	268	95.2	4.63 0.58	Very High
		%	0.0	0.3	4.59	26.8	68.4	0.26		
Average Mean & Average Standard Deviation			1.02%		4.97%	94.01%			4.56 0.50	Very High

The statement with the highest rating, "I communicate in an appropriate way," got a mean score of 4.66 (SD = 0.55). This statement was supported by 96.9% of respondents, while 0.26% disagreed, and 2.8% remained neutral.

The statement, "I create a non-threatening classroom environment conducive to optimal learning," received the second-highest score, with a mean of 4.63 (SD = 0.58). This was agreed upon by 95.2% of participants, while 0.26% disagreed, and 4.59% were neutral.

The statement "I manage my classes in a disciplined way" garnered a mean score of 4.50 (SD = 0.68). It was supported by 92.9% of respondents, while 1.79% disagreed, and 5.36% expressed neutrality.

The statement with the lowest rating, "classroom is clean and appropriately decorated," received a mean score of 4.45 (SD = 0.73). This statement was agreed upon by 91.1% of respondents, while 1.79% expressed disagreement, and 7.14% remained neutral.

In summary, 94.01% of the 392 Maldivian teachers rated their performance in "Classroom Atmosphere and Discipline" as "very high," with an average mean score of 4.56 and an average standard deviation of 0.50. Furthermore, 1.02% of respondents disagreed with the statements in this category, and 4.97% expressed mixed opinions.

4.6.5 Dimension: Teacher Leadership

The results in Table 4.19, derived from the responses of 392 Maldivian educators, demonstrate that all questions evaluating the "Teacher Leadership" dimension received a "very high" rating. Teachers gave "very high" ratings on average across the five statements of teacher leadership, achieving an overall agreement rate of 94.34%. The scores varied from a mean of 4.67 (SD = 0.53) to a mean of 4.44 (SD = 0.70).

The highest-rated statement, "I motivate students to learn," received a mean score of 4.67 (SD = 0.53). This statement received support from 96.9% of respondents, with no disagreements and 3.06% remaining neutral.

The statement, "I have a positive influence on students," received the second-highest score, with a mean of 4.55 (SD = 0.63). Among the respondents, 93.9% agreed with the statement, 0.77% disagreed, and 5.36% remained neutral.

The third-ranked statement, "I model values that promote a healthy classroom culture," attained a mean score of 4.54 (SD = 0.61). It was supported by 95.2% of participants, 0.51% opposed, and 4.34% remained neutral.

Table 4.19 Level of the Teachers Performance in Teacher Leadership (N=392)

No	Statements	Level of Agreement							Mean Std. Dev.	Level
		Disagree		Neutral	Agree		%Ag %DA			
		Strongly disagree	Disagree		Agree	Strongly agree				
TP_3	I have a positive influence on students.	N	0.0	3	21	127	241	93.9	4.55 0.63	Very High
		%	0.0	0.8	5.36	32.4	61.5	0.77		
TP_8	I know and support the vision and mission of the school.	N	1	4	19	133	235	93.9	4.52 0.66	Very High
		%	0.3	1.0	4.85	33.9	59.9	1.28		
TP_11	I motivate students to learn.	N	0.0	0.0	12	104	276	96.9	4.67 0.53	Very High
		%	0.0	0.0	3.06	26.5	70.4	0.00		

TP_12	I utilize student leaders in my classroom management.	N	2	3	27	149	211	91.8	4.44 0.70	Very High
		%	0.5	0.8	6.89	38.0	53.8	1.28		
TP_13	I model values that promote a healthy classroom culture.	N	0.0	2	17	139	234	95.2	4.54 0.61	Very High
		%	0.0	0.5	4.34	35.5	59.7	0.51		
Average Mean & Average Standard Deviation			0.77%	4.90%	94.34%				4.00 0.82	Very High

The statement "I know and support the vision and mission of the school" was ranked fourth, with a mean score of 4.52 (SD = 0.66). Supported by 93.9% of respondents, while 1.28% expressed disagreement and 4.85% remained neutral.

Finally, the statement "I utilise student leaders in my classroom management" was ranked fifth, with a mean score of 4.44 (SD = 0.70). A total of 91.8% of respondents concurred with this statement, whilst 1.28% expressed disagreement, and 6.89% remained neutral.

In summary, 94.34% of the 392 Maldivian teachers rated their performance in the "Teacher Leadership" dimension as "very high," with an average mean score of 4.00 and an average standard deviation of 0.82. Furthermore, 0.77% of respondents disagreed with the statements in this dimension, and 4.90% expressed neutrality.

4.6.6 Summary

Table 4.20 displays teachers' self-evaluations of their performance in Maldivian schools, derived from data gathered from 392 teachers. Teachers assessed their performance in all five dimensions as "very high." The overall mean was 4.3785, accompanied with a standard deviation of 0.47329. On average, 91.92% of respondents agreed with the statements related to the five dimensions of teacher performance, whilst 2.65% expressed disagreement and 5.43% remained neutral.

Table 4.20 Levels of Teachers' Performance in the Maldivian Schools (N=392)

No	Dimensions	Average			Std. Dev.	Mean	Level	Rank
		Disagree	Neutral	Agree				
1	Teaching Planning	0.46	4.74	94.80	0.49024	4.5388	Very High	2
2	Classroom Organisation	1.66	6.38	91.96	0.54609	4.4923	Very High	3
3	Monitoring and evaluation	5.23	10.27	84.50	0.58156	4.2991	Very High	4
4	Classroom Atmosphere and discipline	1.02	4.97	94.01	0.49807	4.5606	Very High	1
5	Teacher Leadership	4.90	0.77	94.34	0.82313	4.0015	Very High	5
Average		2.65	5.43	91.92	0.47329	4.3785	Very High	

The "Classroom Atmosphere and Discipline" dimension got the highest mean score on the teacher performance scale. This dimension received a mean rating of 4.5606 and a standard deviation of 0.49807, with 94.01% of respondents agreeing with it, 4.97% remaining neutral, and 1.02% expressing disagreement.

The "Teaching Planning" dimension was ranked second, with a mean score of 4.5388 (SD = 0.49024). It was supported by 94.80% of respondents, while neutral responses accounted for 4.74%, and 0.46% disagreed.

The "Classroom Organisation" dimension ranked third, attaining a mean score of 4.4923 (SD = 0.54609). It was supported by 91.96% of respondents, while 6.38% provided neutral views and 1.66% expressed disagreement.

The "Monitoring and Evaluation" dimension was ranked fourth with a mean score of 4.2991 (SD = 0.58156), and 84.50% of respondents were in support. Simultaneously, 10.27% expressed neutrality, while 5.23% voiced disagreement.

Ultimately, the "Teacher Leadership" dimension ranked fifth, with a mean score of 4.0015 (SD = 0.82313). It was supported by 94.34% of respondents, while 0.77% were neutral and 4.90% disagreed.

Overall, the findings reveal that teachers in Maldivian schools assess their performance in all five areas as "very high," with an average agreement of 91.92%. The dimensions of "Classroom Atmosphere and Discipline" and "Teaching Planning" obtained the highest evaluations, whilst "Teacher Leadership" attained the lowest mean yet still exhibited a "very high" performance level.

4.7 SUMMARY: LEVELS OF PIL, TC, AND TP

The aggregate scores (Table 4.21) for the three constructs examined in the current study—Principals' Instructional Leadership (PIL), Teachers' Commitment (TC), and Teachers' Performance (TP)—were rated as "high" for PIL (M=3.906) and "very high" for both TC (M = 4.0503) and TP (M = 4.3785).

Table 4.21 Overall Score of PIL, TC, and TP

	Min.	Max.	Std. Dev.	Mean	Agreed %	Level
Principals' Instructional Leadership (PIL)	1.03	5.00	0.82102	3.9063	88.77	High
Teachers Commitment (TC)	2.07	5.00	0.54112	4.0503	66.5	Very High
Teachers Performance (TP)	2.58	5.00	0.47329	4.3785	91.92	Very High

Furthermore, a one-sample t-test was conducted to confirm that the mean for the sample was statistically significant. The findings (Table 4.22) indicated that minimal deviation from the deviation mean value of 3.67, confirming that the differences were statistically significant.

Table 4.22 One-Sample T-Test (Test Value = 3.67)

	Mean	Std. Dev.	T	df	P	Mean Difference
PIL	3.9063	0.821	5.698	391	0.000	0.236
TC	4.0503	0.541	13.916	391	0.000	0.380
TP	4.3785	0.473	29.637	391	0.000	0.708

4.8 ASSESSMENT OF THE MEASUREMENT MODELS

An Exploratory Factor Analysis (EFA) was performed prior to running the final analysis to check the validity and reliability of the measurement model, followed by a Confirmatory Factor Analysis (CFA) and then a reliability analysis.

The data collection instrument for the current study was adopted from three research publications. The evaluation employed the Principal Instructional Management Rating Scale (PIMRS) questionnaire, as revised by Hallinger and Wang (2015), to examine principals' instructional leadership practices. The Three-Component Model (TCM) of Employee Commitment Survey, created by Meyer and Allen (2004), was utilised to evaluate teachers' commitment (TC). Finally, the Teacher Job Performance Questionnaire (TJPQ), based on Atsebeha's (2016) work, was employed to measure teacher performance (TP).

Despite the items being adopted from established scales with a recognised factor structure, these scales and items had not been studied together. Thus, performing exploratory factor analysis (EFA) was essential for several reasons. Initially, exploratory factor analysis (EFA) is essential for verifying the reliability and validity of the instrument employed in a new context. Cultural, linguistic, or demographic differences may result in divergent behaviours of items from a standardised scale within a new group. These inequalities may modify the relationships among items, potentially resulting in a factor structure that deviates from the original. Exploratory Factor Analysis (EFA) allows researchers to ascertain whether the scale maintains its original structure or requires modifications for the new environment (Fabrigar et al., 1999; Worthington & Whittaker, 2006).

Another rationale is that the EFA is valuable for validation within a new population. Although the items exhibit a validated factor structure in previous research, utilising the scale with a different group may produce a different factor solution due to unique characteristics of the target sample. Executing Exploratory Factor Analysis (EFA) guarantees that the scale is suitable and valid for the particular population under investigation (Henson & Roberts, 2006).

Moreover, exploratory factor analysis (EFA) serves as an initial phase prior to executing confirmatory factor analysis (CFA). It identifies the essential factor structure without imposing stringent theoretical constraints, which can subsequently be subjected to rigorous testing via CFA. This sequential method is especially useful when there are uncertainties about the appropriateness of the original factor structure in the new context (Fabrigar et al., 1999).

Moreover, given that the selected scales and items had not been comprehensively verified or collectively evaluated in previous research, exploratory factor analysis (EFA) can offer preliminary evidence of construct validity. It offers insights into the effectiveness of the instruments in assessing the intended constructs (Worthington & Whittaker, 2006).

The amalgamation of things from different scales may lead to redundancy or considerable cross-loadings. Exploratory Factor Analysis (EFA) detects problematic items that exhibit anomalous behaviour, have elevated cross-loadings, or are redundant within a factor. Enhancing these components augments the overall measuring properties of the scale (Costello & Osborne, 2005). By considering these characteristics, EFA guarantees that the instrument is both resilient and suitable for the study's particular environment and population.

4.8.1 Exploratory Factor Analysis (EFA)

The assumption testing stage of EFA examines whether the basic assumptions meet the criteria for further analysis. The Kaiser-Meyer-Olkin (KMO) measure of adequacy, which was 0.951 and greater than the often recommended value of 0.6 (Kaiser, 1974), indicates that there were sufficient items for each factor. The sphericity test by Bartlett was significant ($\chi^2 (1485) = 17329.17, p < 0.05$), showing that correlations between items were substantial enough for an EFA. The communalities were all more than 0.3, as shown in Tables 4.23, 4.24, and 4.25, demonstrating that each item shared some common variance with other items. Three factors with a structure of 55 items explained 56.801% of the variance in the pattern of connection between items.

Table 4.23 Loadings and Communalities for the Items for PIL

	Items	Loadings	Communality
PIL_1	Develop a focused set of annual school-wide goals	0.742	0.64
PIL_2	Use data on student performance when developing the school's academic goals	0.758	0.546
PIL_3	Develop goals that are easily understood and used by teachers in the school	0.772	0.633
PIL_4	Communicate the school's mission effectively to members of the school community	0.753	0.595
PIL_5	Refer to the school's academic goals when making curricular decisions with teachers	0.788	0.627
PIL_6	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	0.767	0.632
PIL_7	Review student work products when evaluating classroom instruction	0.803	0.619
PIL_8	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	0.562	0.387
PIL_9	Draw upon the results of school-wide testing when making curricular decisions	0.785	0.65
PIL_10	Participate actively in the review of curricular materials	0.818	0.672
PIL_11	Meet individually with teachers to discuss student progress	0.764	0.556
PIL_12	Use tests and other performance measure to assess progress toward school goals	0.709	0.535
PIL_13	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.742	0.614
PIL_14	Take time to talk informally with students and teachers during recess and breaks	0.761	0.557
PIL_15	Attend participate in extra- and co-curricular activities	0.713	0.513
PIL_16	Compliment teachers privately for their efforts or performance	0.794	0.577
PIL_17	Acknowledge teachers' exceptional performance by writing memos for their personnel files	0.697	0.463
PIL_18	Create professional growth opportunities for teachers as a reward for special contributions to the school	0.782	0.627

PIL_19	Lead or attend teacher in-service activities concerned with instruction	0.851	0.653
PIL_20	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	0.768	0.622
PIL_21	Recognize superior student achievement or improvement by seeing in the office the students with their work	0.742	0.537
PIL_22	Contact parents to communicate improved or exemplary student performance or contributions	0.764	0.566

Table 4.24 Loadings and Communalities for the Items for TC

	Items	Loadings	Communality
TC_1	I would be very happy to spend the rest of my career with this organisation.	0.734	0.582
TC_2	I feel a strong sense of "belonging" to my organisation.	0.786	0.618
TC_3	I feel "emotionally attached" to this organisation.	0.802	0.595
TC_4	I feel like "part of the family" at my organisation.	0.783	0.650
TC_5	This organisation has a great deal of personal meaning for me.	0.802	0.652
TC_6	Right now, staying with my organisation is a matter of necessity as much as desire.	0.551	0.314
TC_7	It would be very hard for me to leave my organisation right now, even if I wanted to.	0.680	0.446
TC_8	Too much of my life would be disrupted if I decided I wanted to leave my organisation now.	0.646	0.378
TC_12	Even if it were to my advantage, I feel it would not be right to leave my organisation now.	0.643	0.364
TC_13	This organisation deserves my loyalty.	0.503	0.400
TC_14	I would not leave my organisation right now because I have a sense of obligation to the people in it.	0.610	0.378
TC_15	I owe a great deal to my organisation.	0.557	0.420

Table 4.25 Loadings and Communalities for the Items for TP

	Items	Loadings	Communality
TP_1	I organize my assessment according to the school assessment policy.	0.698	0.556
TP_2	I mark the workbooks of students regularly.	0.598	0.437
TP_3	I have a positive influence on students.	0.754	0.612
TP_4	I prepare well for lessons.	0.614	0.411
TP_5	Seating arrangements are organized according to the purpose of the lesson.	0.598	0.419
TP_7	I manage my classes in a disciplined way.	0.763	0.605
TP_8	I know and support the vision and mission of the school.	0.647	0.573
TP_9	Students' work is assessed regularly according to a planned schedule.	0.632	0.481
TP_10	Classroom is clean and appropriately decorated.	0.605	0.419
TP_11	I motivate students to learn.	0.758	0.572
TP_12	I utilize student leaders in my classroom management.	0.710	0.458
TP_13	I model values that promote a healthy classroom culture.	0.790	0.618
TP_14	I teach at the level of my students' competence and understanding.	0.813	0.637
TP_15	I keep record of marks obtained by students and monitor their progress carefully	0.772	0.594
TP_16	The use of teaching media is well planned.	0.670	0.481
TP_17	I communicate in an appropriate way.	0.783	0.561
TP_18	I check the school attendance of students and assist that no student falls behind.	0.709	0.475
TP_19	I create a non-threatening classroom atmosphere conducive to optimal learning.	0.727	0.472
TP_20	I create the right opportunities for students to become competent students.	0.797	0.566
TP_21	I plan effectively to engage students in my classes.	0.859	0.672
TP_22	I use teaching time effectively.	0.843	0.654

Four items were removed due to the inability to contribute to a fundamental factor structure and the failure to get a primary factor loading of 0.5 or higher, along with cross-loadings of 0.5 or greater. Three items under the Teachers Commitment (TC) construct were eliminated, including item TC_9, which states, "I feel that I have too few employment options to consider leaving this organization." Item TC_10 states, "One of the few negative consequences of leaving this organisation would be the scarcity of available employment alternatives." Item TC_11, "I feel an obligation to remain with my current employer," and item TP_6, "Students workbooks are regularly signed by both me and parents," failed to meet this requirement and were consequently removed from the item pool.

Table 4.26 Factor Correlation Matrix

Factor	1	2	3
1 Principals' Instructional Leadership (PIL)	1	0.362	0.521
2 Teachers Commitment (TC)		1	0.456
3 Teachers Performance (TP)			1

The factor correlation matrix, Table 4.26, shows that the correlation between the factors was moderate, with the highest correlation between factors 1 (Principals' Instructional Leadership) and 3 (Teachers Performance), which was 0.521; the correlation between the three factors varied from 0.362 to 0.521.

4.8.2 Confirmatory Factor Analysis (CFA)

The measurement model of the current study consisted of three dimensions: Principals Instructional Leadership (PIL), Teachers Commitment (TC), and Teachers Performance (TP). To evaluate whether the hypothesised measurement model represents meaningful and understandable dimensions and fits the data collected from the sample, a confirmatory factor analysis (CFA) was performed using AMOS 2.0, as previously mentioned. The 55-item structure derived from the exploratory factor

analysis (EFA) was used for the initial (first run) CFA model. Before running the full CFA, separate CFAs were conducted for the factors under each construct.

As recommended by experts (Byrne, 2013; Hair et al., 2019; Kline, 2011), "fit measures" were utilized in this study to evaluate the measurement model's adequacy. Hair et al. (2019) highlighted the importance of reporting chi-square statistics (χ^2) along with degrees of freedom (df), one incremental index, and one absolute index. Furthermore, Hair et al. suggested prioritizing the reporting of the comparative fit index (CFI) and the root mean square error of approximation (RMSEA), as indices provide more reliable and comprehensive information for assessing model fit. Consequently, the measurement models in this study were evaluated using the chi-square (χ^2), RMSEA, CFI, and other relevant fit indices to ensure a thorough assessment of model adequacy.

4.8.2.1 CFA on Principals Instructional Leadership (PIL)

The assessment of Principals' Instructional Leadership (PIL) initially involved 22 items. An initial analysis of the inter-item correlations indicated strong and significant relationships among the items, with all correlations exceeding 0.50. The items underwent confirmatory factor analysis (CFA) to assess the appropriateness of the model fit. Still, the CFA results for the initial model (shown in Figure 4.4) showed that it wasn't well aligned with the data because the essential fit indices were higher than the recommended levels. Specifically, its root mean square error of approximation (RMSEA = 0.124) is higher than the acceptable level of ≤ 0.08 , and its chi-square to degrees of freedom ratio (CMIN/DF = 7.010) is much higher than the recommended range of 1 to 3 (Byrne, 2013; Hair et al., 2019; Kline, 2011). The results indicated significant model misspecification. Incremental fit metrics, including the Tucker-Lewis Index (TLI = 0.812) and Comparative Fit Index (CFI = 0.830), fall short of the widely accepted criterion of 0.90, indicating marginal fit (Bentler, 1990).

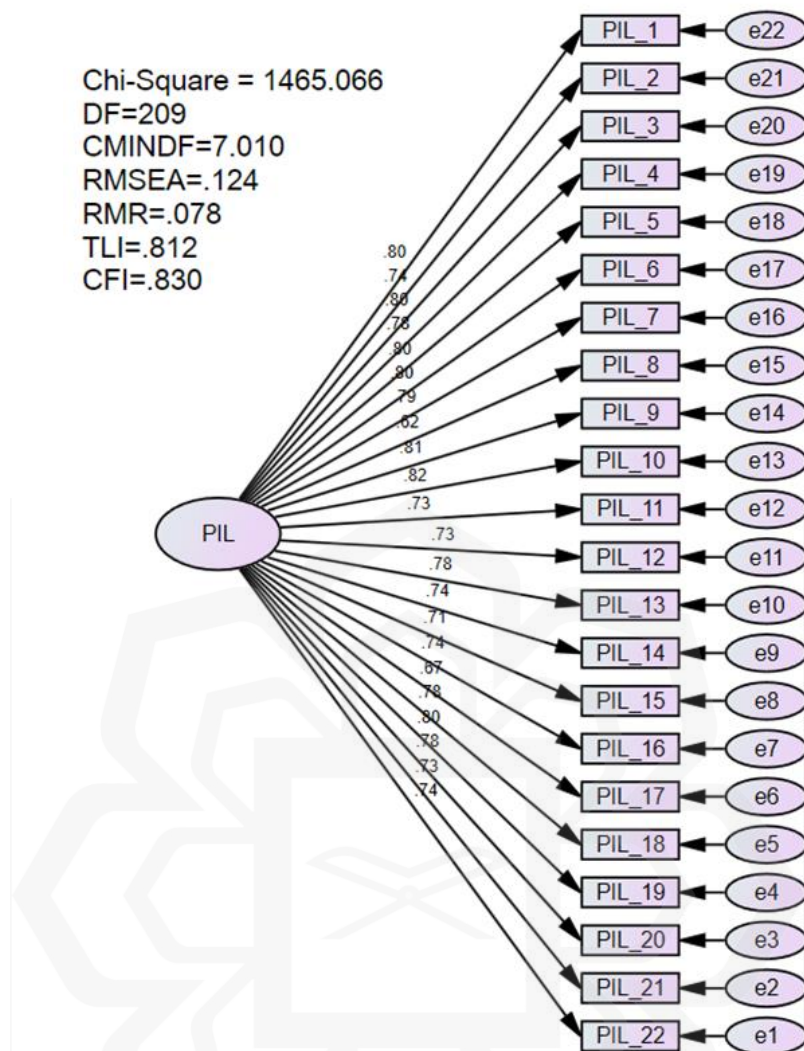


Figure 4.4 Initial Measurement Model for Principals Instructional Leadership (PIL)

A detailed review of the modification indices (MIs) and expected change statistics for error covariances identified misspecifications involving 12 error terms (see Appendix F for initial MIs). Several of these items were strongly correlated with specific items, suggesting redundancy due to closely overlapping meanings. Following the recommendations of Hair et al. (2019) and Byrne (2013), problematic items were systematically reviewed and removed to improve the model fit. This process involved careful consideration of modification indices for regression weights, as provided in the AMOS output, to identify weak items that contributed minimally to the measurement model. Consequently, 12 items were removed: PIL_3, PIL_10, PIL_11, PIL_13, PIL_14, PIL_16, PIL_17, PIL_18, PIL_19, PIL_20, PIL_21, and PIL_22.

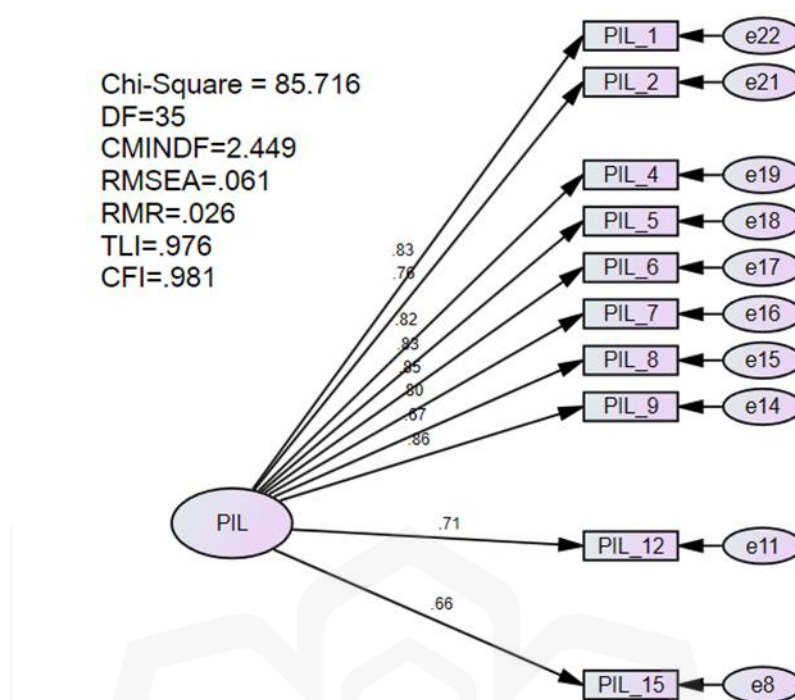


Figure 4.5 Final Measurement Model for Principals Instructional Leadership (PIL)

After these modifications, the revised model demonstrated a good fit to the data, as shown in Figure 4.5. The updated fit indices supported the adequacy of the model, with RMSEA = 0.061, root mean residual (RMR = 0.026), Tucker-Lewis Index (TLI = 0.976), comparative fit index (CFI = 0.981), and chi-square to degrees of freedom ratio (CMIN/DF = 2.449). All these values met or exceeded common benchmarks (Hair et al., 2019; Hu & Bentler, 1999). Additionally, all factor loadings exceeded 0.50, meeting the benchmark for indicator reliability (Kline, 2011). These results confirm that the final measurement model provides a robust representation of the data, ensuring an adequate fit for further analysis.

4.8.2.2 CFA on Teachers Commitment (TC)

The measurement of Teachers' Commitment (TC) commenced with twelve measures to assess the model's adequacy in fitting the data. The initial confirmatory factor analysis (CFA) results (Figure 4.6) demonstrated strong and significant inter-item correlations, all exceeding 0.50. However, the fit indices showed that the model's

alignment with the data was inadequate, as it failed to satisfy essential benchmarks. The root mean square error of approximation (RMSEA = 0.173) is much higher than the 0.06 threshold for a reasonable fit (Hu & Bentler, 1999) and the 0.08 threshold for a moderate fit (MacCallum et al., 1996), which means the model is not fitting well enough.

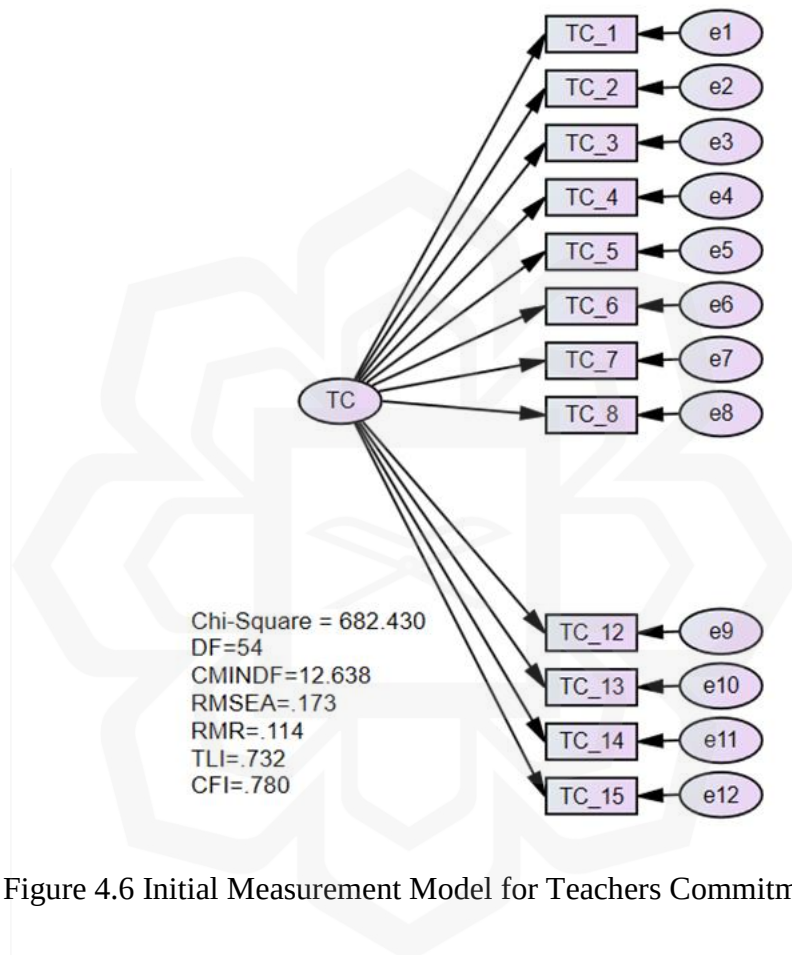


Figure 4.6 Initial Measurement Model for Teachers Commitment (TC)

Furthermore, the chi-square to degrees of freedom ratio (CMIN/DF = 12.638) is much higher than the acceptable range of 1 to 3, which means that the model is not very well specified. Incremental fit indices, such as the Tucker-Lewis Index (TLI = 0.732) and the Comparative Fit Index (CFI = 0.780), did not meet the commonly recognised threshold of 0.90, indicating a marginal fit (Bentler, 1990). Collectively, these indices demonstrated that the baseline model insufficiently represented the data, requiring theoretical and structural modifications.

The modification indices (MIs) with expected change statistics revealed misspecifications in seven error covariances (see Appendix G for the initial MIs). Certain elements exhibited a significant correlation with others, indicating redundancy or redundant content. A further analysis indicated that multiple items had closely related meanings and contributed little to the overall model fit. A systematic review of problematic items was undertaken in accordance with the guidelines of Hair et al. (2019) and Byrne (2013). The theoretical rationale and the modification indices for regression weights indicated in the AMOS report guided the elimination of weak items. Consequently, seven items—TC_1, TC_6, TC_8, TC_12, TC_13, TC_14, and TC_15—were removed from the TC measurement model.

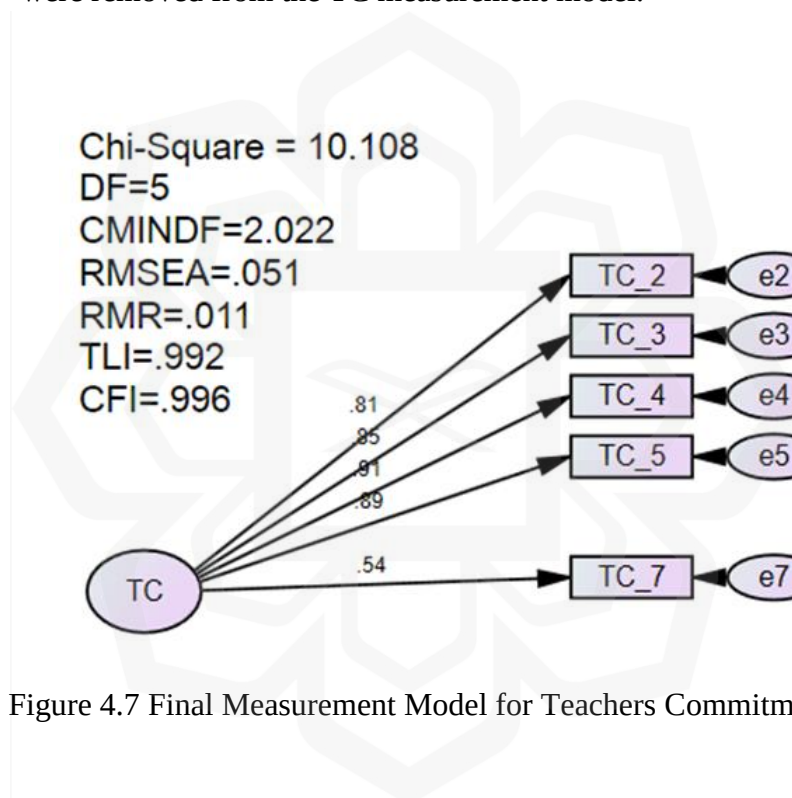


Figure 4.7 Final Measurement Model for Teachers Commitment (TC)

The revised model demonstrated a significant enhancement in fit, as illustrated in Figure 4.7. The fit indices for the final model met acceptable criteria: RMSEA = 0.051 (≤ 0.06), RMR = 0.011 (≤ 0.08), TLI = 0.992 (≥ 0.90), CFI = 0.996 (≥ 0.90), and CMIN/DF = 2.022 (within the range of 1–3) (Hair et al., 2019; Hu & Bentler, 1999; Kline, 2011). Furthermore, all factor loadings were above 0.50, thereby meeting the criterion for indication dependability (Kline, 2011). The results confirm that the final measurement model offers a reliable and precise representation of the data, guaranteeing a suitable fit for further analysis.

4.8.2.3 CFA on Teachers Performance (TP)

The preliminary confirmatory factor analysis (CFA) for Teachers' Performance (TP), which looked at 21 items, shows that the measurement model doesn't meet the standards for a good fit. The results, shown in Figure 4.8, show that the root mean square error of approximation (RMSEA = 0.086) indicates a moderate fit but is higher than the 0.06 threshold that indicates a satisfactory model fit (Hu, L., & Bentler, 1999). While RMSEA values ranging from 0.08 to 0.10 are considered acceptable under specific conditions (MacCallum et al., 1996), the findings underscore the need for further refinements to improve the model's overall fit.

The chi-square to degrees of freedom ratio (CMIN/DF = 3.879) beyond the recommended range of 1 to 3 (Kline, 2011), suggesting that the model is suboptimal and may contain misspecifications. The root mean residual (RMR = 0.020) is much below the 0.08 criterion, indicating small residual discrepancies between the observed and predicted covariance matrices, hence demonstrating the robustness of the proposed model (Hair et al., 2019).

Nonetheless, incremental fit indices provide mixed results. The Tucker-Lewis Index (TLI = 0.891) is just below the suggested threshold of 0.90 for good fit (Bentler, 1990), indicating marginal model efficacy. The Comparative Fit Index (CFI = 0.902) satisfies the minimum level of 0.90, indicating an adequate fit (Hu & Bentler, 1999). Notwithstanding the satisfactory CFI, the overall fit indices suggest that the measurement model is deficient in robustness and requires further refinement to achieve better fit. In accordance with the guidance of Byrne (2013) and Hair et al. (2019), it is essential to conduct a systematic analysis of problematic indicators and eliminate items that do not significantly enhance the model.

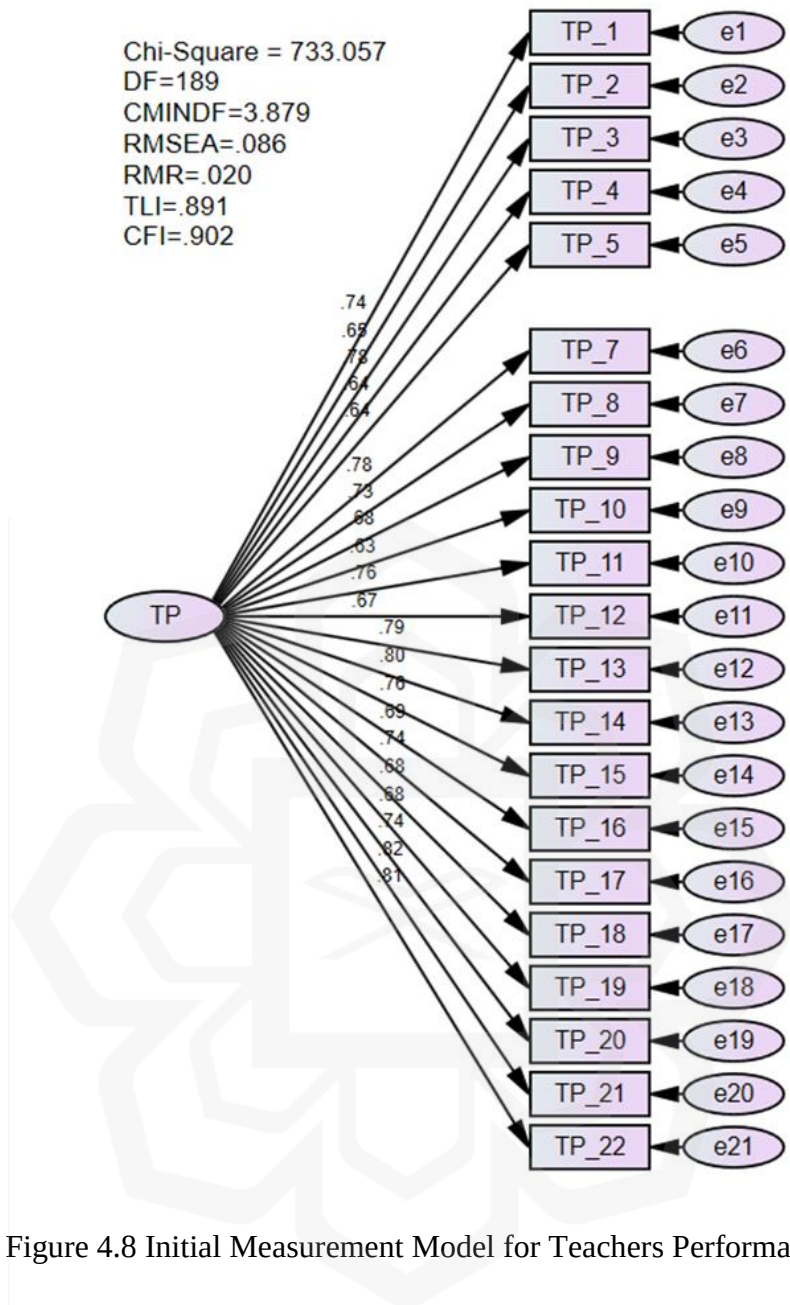


Figure 4.8 Initial Measurement Model for Teachers Performance (TP)

The initial CFA for TP showed that the measurement model had major issues because of wrong definitions in six error terms, which were shown by modification indices (see Appendix H for more information). The error terms had significant covariances, indicating overlaps or redundancies among certain items. The modification indices revealed problematic associations, particularly between e20 (TP_21) and e21 (TP_22) (M.I. = 31.435, Par Change =.033). Additionally, other pairs with elevated modification indices, such as e18 (TP_19) and e19 (TP_20) (M.I. = 23.810, Par Change =.043), necessitated further assessment.

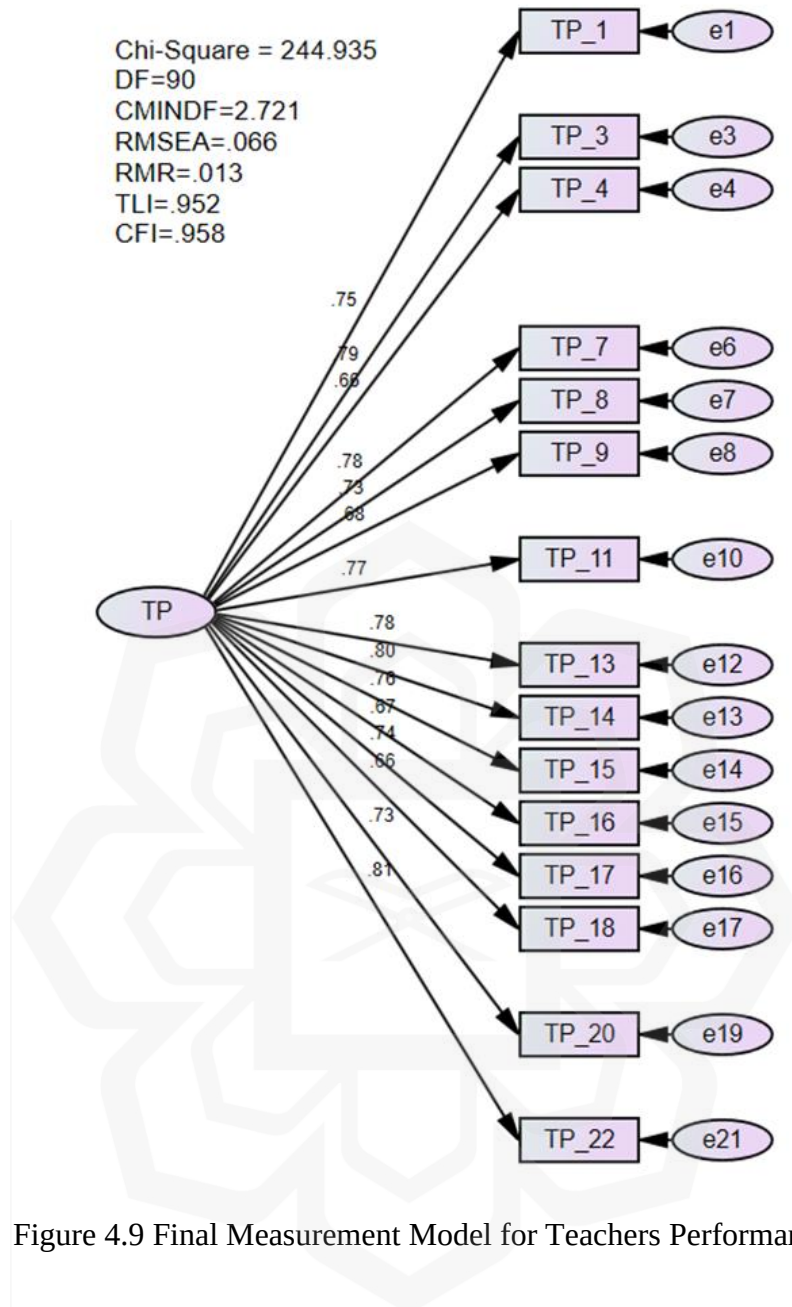


Figure 4.9 Final Measurement Model for Teachers Performance (TP)

A meticulous refining procedure was conducted to enhance model fit, adhering to the protocols established by Hair et al. (2019) and Byrne (2013). Elements leading to misspecifications were meticulously examined and eliminated. Six items (TP_2, TP_5, TP_10, TP_12, TP_19, and TP_21) were eliminated owing to insufficient contributions and redundancies. The deletions were guided by modification indices, predicted change statistics, and theoretical significance.

The updated model demonstrated significant enhancement in fit indices, as illustrated in Figure 4.9. The RMSEA value decreased to 0.066, which is within the acceptable range (MacCallum et al., 1996). The RMR declined to 0.013, far beneath the threshold of 0.08, signifying negligible residual discrepancies (Hair et al., 2019). The incremental fit indices, TLI (0.952) and CFI (0.958), surpassed the recommended threshold of 0.95, indicating a well-fitting model (Hu & Bentler, 1999). The CMIN/DF ratio also enhanced to 2.721, falling within the recommended range of 1–3 (Kline, 2011). However, the significant Chi-Square ($p = .000$) suggests some discrepancies, which may be due to sample size. The final model corresponds effectively with recognised benchmarks, validating its robustness and appropriateness for additional investigation. These findings underscore the significance of iterative refining and theoretical foundation in achieving a reliable and valid measurement model.

4.8.2.4 Assessment of Overall Measurement Model

The assessment of each measurement model for all constructs has been finalised to establish their compatibility with the data. During this process, 25 elements were eliminated from the separate models to improve their overall fit. This section provides an evaluation of the comprehensive measuring model that encompasses all constructs. The total model was examined and the comprehensive measurement model includes all latent variables, encompassing both independent and dependent variables.

The initial measurement model, consisting of 25 items, produced varied outcomes. The key fit indices, as depicted in Figure 4.10, demonstrated an adequate to good match based on established standards. The CFI value was 0.949, and the TLI was 0.945, both nearing or beyond the suggested threshold of 0.90 for a satisfactory model fit (Hu & Bentler, 1999). The RMSEA score of 0.051 lies within the acceptable range of 0.03–0.08, signifying a close fit to the data (MacCallum et al., 1996). The CMIN/DF ratio of 2.036 met the widely recognized threshold of being below 3, indicating an acceptable match (Kline, 2011). Still, the model modification indices (MI) showed that some elements made very little difference ($MI < 0.7$), so they had to be taken out to make the model more accurate.

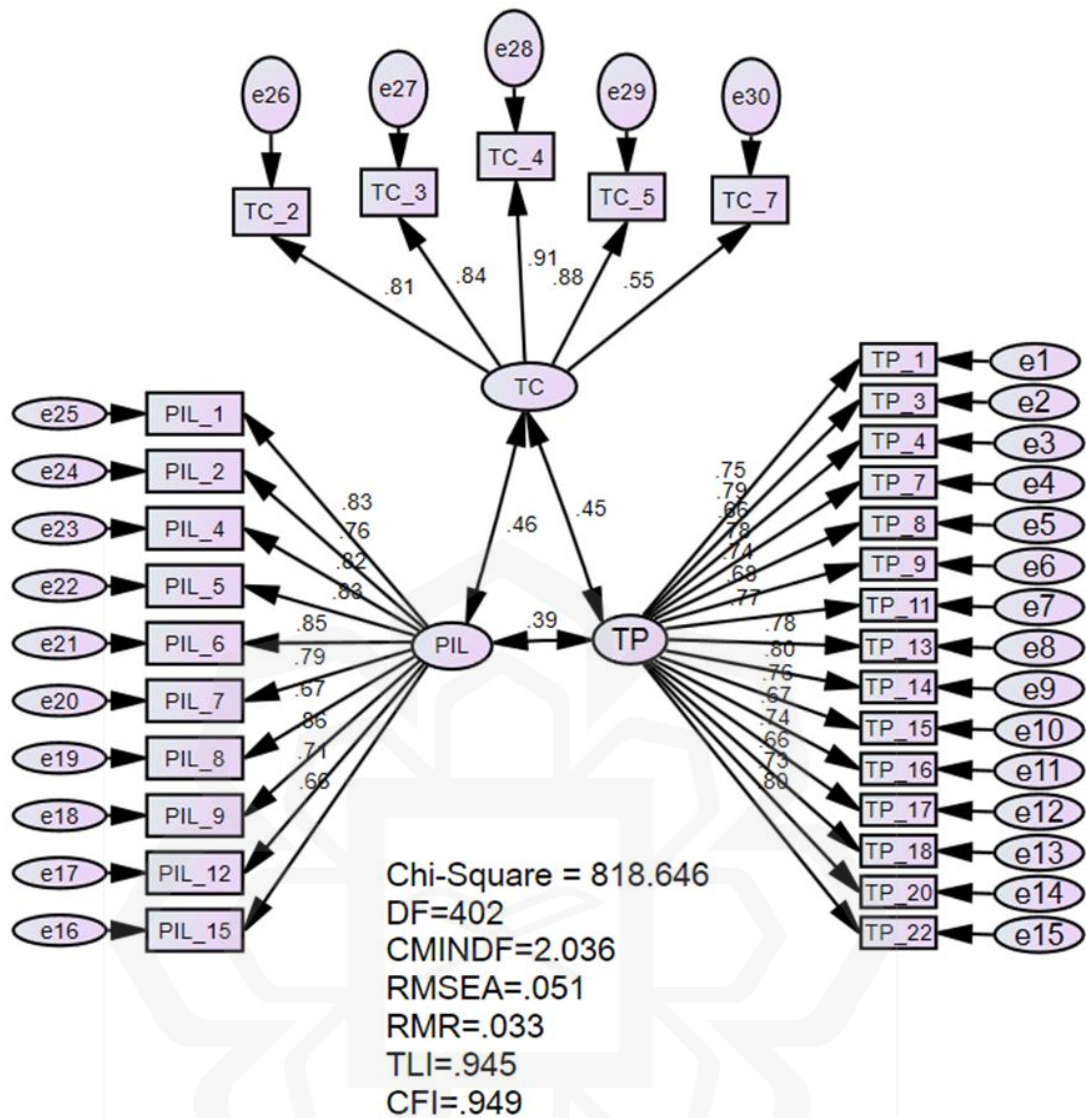


Figure 4.10 Initial Full Measurement Model

Following the elimination of eight elements, the final measurement model demonstrated enhanced fit indices, as illustrated in Figure 4.11 (See Appendix I for the estimates for the final measurement model). The CFI increased to 0.964 and the TLI to 0.960, indicating an exceptional fit to the data and beyond the 0.95 threshold for a well-fitting model (Byrne, 2013). The RMSEA value of 0.053 fell within the allowed range, hence reinforcing the model's adequacy. The CMIN/DF value increased somewhat to 2.082, although remained below the threshold of 3, hence sustaining an acceptable level (Hair et al., 2019). Furthermore, the chi-square value diminished from 818.646 to 428.891, while the degrees of freedom were reduced from

402 to 206, signifying a more parsimonious model. These results indicate that the modified model not only meets but exceeds the minimum criteria for model fit, offering strong evidence of its adequacy for further analysis. The iterative refining process underscores the necessity of methodically resolving underperforming elements to attain a more precise and dependable measurement model.

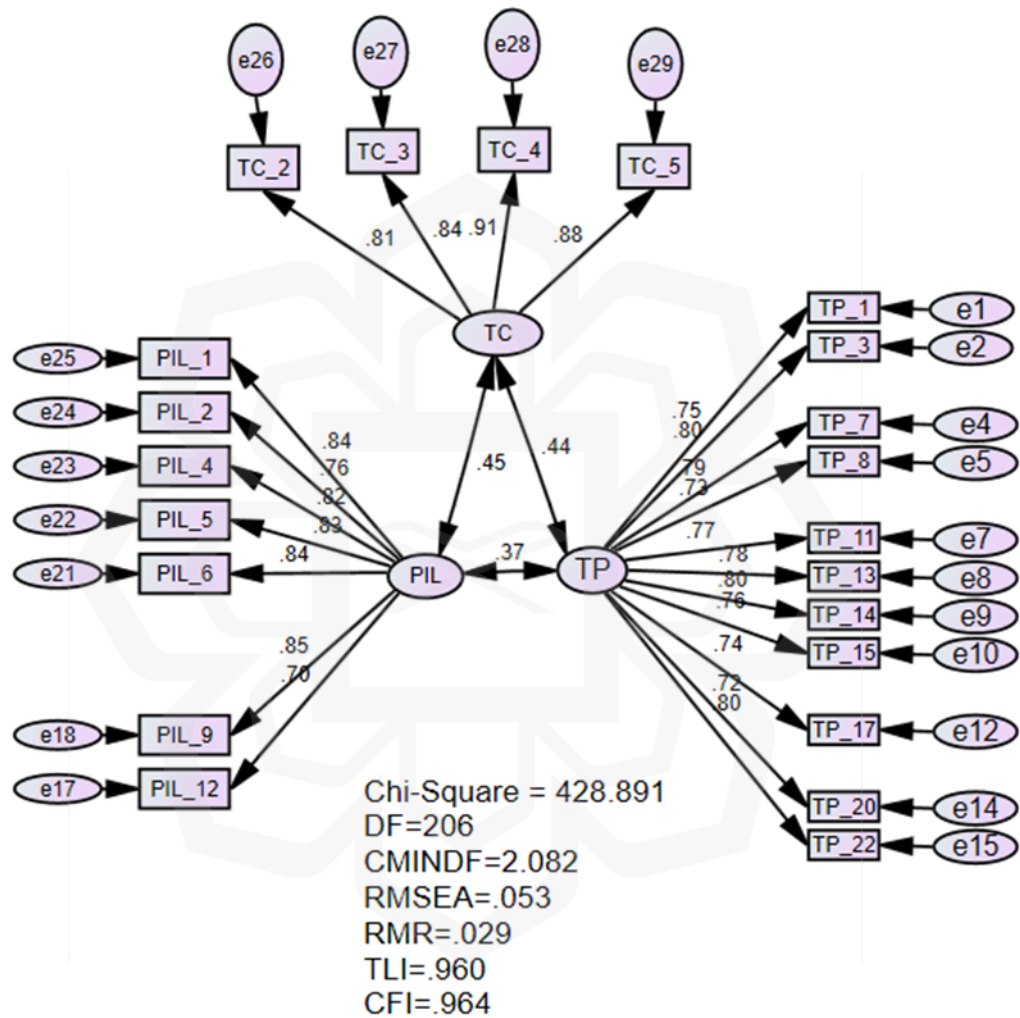


Figure 4.11 Final Full Measurement Model

Table 4.27 Descriptive Statistics of the Final Full Measurement Model (N = 392)

Construct	No of Items	Mean	S. D
Principals' Instructional Leadership (PIL)	7	28.3648	5.81224
Teachers' Commitment (TC)	4	16.7194	3.39818
Teachers' Performance (TP)	11	50.3571	5.30405

Table 4.27 presents the descriptive statistics for the constructs included in the final full measurement model, based on responses from 392 participants. Principals' instructional leadership (PIL) was measured using seven items, resulting in a mean score of 28.3648 and a standard deviation of 5.81224. These findings suggest that respondents held moderate perceptions of instructional leadership, with notable variability among them. Teachers' commitment (TC), assessed through four items, recorded a mean score of 16.7194 and a standard deviation of 3.39818, reflecting a moderate level of commitment with relatively low variability across participants. Teachers' performance (TP), evaluated using eleven items, achieved the highest mean score of 50.3571 with a standard deviation of 5.30405. This indicates that teachers generally rated their performance favorably, though with some noticeable differences among the responses.

4.8.3 Validity and Reliability of the Constructs

The study evaluated convergent validity, discriminant validity, and composite reliability to confirm the validity and reliability of the constructs in the measurement model. Convergent validity was assessed through factor loadings, Average Variance Extracted (AVE), and composite reliability (CR), as these metrics are reliable indicators of a construct's ability to measure what it is intended to measure (Hair et al., 2019). High factor loadings (≥ 0.5) are indicative of a strong relationship between the items and their respective constructs. Table 4.28 demonstrates that all factor loadings exceeded the 0.5 threshold, supporting the constructs' convergent validity.

Table 4.28 Results of the Items for Each Construct

Factors	Items	Standardised Factor Loadings	CR	AVE
PIL	PIL_1	0.842	0.929	0.654
	PIL_2	0.763		
	PIL_4	0.820		
	PIL_5	0.831		
	PIL_6	0.844		
	PIL_9	0.853		
	PIL_12	0.696		
TC	TC_2	0.813	0.922	0.747
	TC_3	0.842		
	TC_4	0.914		
	TC_5	0.884		
TP	TP_1	0.752	0.940	0.588
	TP_3	0.795		
	TP_7	0.785		
	TP_8	0.729		
	TP_11	0.771		
	TP_13	0.780		
	TP_14	0.802		
	TP_15	0.757		
	TP_17	0.741		
	TP_20	0.718		
	TP_22	0.801		

The composite reliability (CR) values ranged between 0.922 and 0.940 for all constructs, significantly above the recommended minimum of 0.7 (Hair et al., 2019). These elevated CR values indicate strong internal consistency and dependability in the measurement model, signifying that the items consistently represent their respective constructs. Additionally, the AVE values for all constructs were above the acceptable threshold of 0.5, with values of 0.588, 0.654, and 0.747 for Teachers' Performance (TP), Principals' Instructional Leadership (PIL), and Teachers' Commitment (TC),

respectively. These results confirm that the indicators successfully converge to represent the underlying theoretical constructs.

Discriminant validity was assessed to ensure that each construct is conceptually distinct from the others. According to the Fornell and Larcker (1981) criterion, discriminant validity is established when the AVE of each construct exceeds the shared variance (squared inter-factor correlations) with other constructs. As shown in Table 4.29, the AVE values (e.g., $0.588 > 0.197$, $0.654 > 0.372$, and $0.747 > 0.450$) were consistently higher than the shared variances, providing evidence of discriminant validity. Furthermore, the inter-factor correlations remained below 0.5, indicating moderate associations and confirming the uniqueness and conceptual independence of each construct.

The results collectively indicate that the measurement model is both reliable and valid. The high CR values affirm robust internal consistency, while the AVE values substantiate both convergent and discriminant validity. These findings align with the established standards of construct validity and reliability proposed by Hair et al. (2019) and Fornell and Larcker (1981). This rigorous validation process ensures that the constructs used in the study are robust and appropriate for further analysis, laying a strong foundation for subsequent empirical research.

Table 4.29 Average Variance Extracted, Inter-factor correlations, Shared variance, and Composite reliability

Dimension		1	2	3
1	TP	0.588	0.197	0.203
2	PIL	0.372	0.654	0.203
3	TC	0.444	0.450	0.747
Composite Reliability		0.940	0.929	0.922

4.9 ANALYSIS OF THE STRUCTURAL MODEL

The successful fitting of the measurement model provides the foundation for the next stage of analysis: the formulation and evaluation of the structural model. The structural model employed in this study, as illustrated in Figure 4.12, is a first-order model comprising three latent variables. The relationships among these variables are grounded in the theoretical framework and literature review detailed in Chapters 2 and 3, which underscore the structural links and causal effects between the variables.

Specifically, the model posits that teachers' commitment and performance are dependent variables influenced by principals' instructional leadership, which serves as the independent variable. This theoretical foundation is supported by prior studies, including the rigorous testing methodologies outlined by Mueller and Hancock (2008), ensuring both statistical significance and overall model validity. The structural model in Figure 4.12 encapsulates these relationships, providing a robust framework for analyzing the impact of leadership on teachers' commitment and performance.

The hypothesized structural model was evaluated using many fit indices to determine its effectiveness in describing the observed data. The results (Figure 4.12) demonstrate a satisfactory fit, since the majority of fit indices meet or surpass the accepted criteria in structural equation modeling (SEM).

The Chi-Square/Degrees of Freedom ratio (CMIN/DF) was 2.255, falling within the widely recognized range of 1 to 3, indicating a satisfactory fit between the proposed model and the observed data (Kline, 2011). Additionally, the Root Mean Square Error of Approximation (RMSEA) value of 0.057 is below the 0.06 criterion, indicating a satisfactory model fit (Hu & Bentler, 1999). This value also lies within the acceptable range of 0.03 to 0.08, further supporting the model's adequacy (Hair et al., 2019).

The Root Mean Square Residual (RMR) value of 0.052, which is below the threshold of 0.08, signifies that the model accurately predicts the observed data (Byrne, 2013). The Tucker-Lewis Index (TLI) of 0.953 and the Comparative Fit Index (CFI) of 0.958 are above the recommended threshold of 0.90, indicating a robust

incremental fit (Hair et al., 2019). Additionally, the proximity of the CFI score to 1 indicates minimal room for further enhancement (Bentler, 1990).

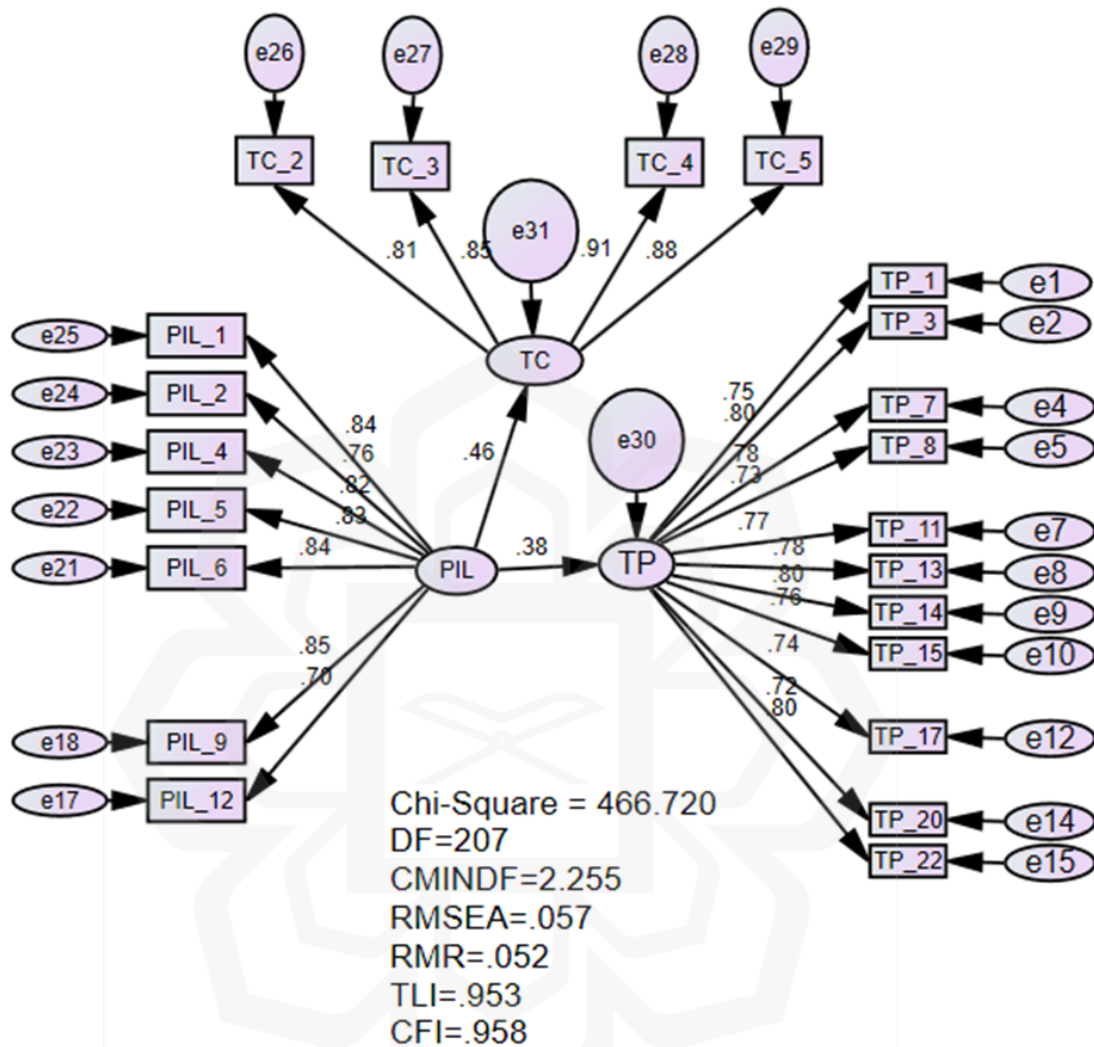


Figure 4.12 Effects of Maldivian School Principals' Instructional Leadership Practices on Teachers' Commitment and Performance (Structural Model)

The structural model meets the main requirements for model fit, which include both absolute and incremental measures. This shows that it is a good fit for explaining how the latent variables are related. The results in Figure 4.12 and the estimates in Appendix J show that the hypothesised model fits the empirical data very well, indicating a strong and acceptable model fit.

4.10 INFERENCE STATISTICAL RESULTS

To test each hypothesis, inferential statistical comparisons were performed. An independent sample t-test was used to compare teachers' gender, and analysis of variance (ANOVA) was employed to compare teachers age, level of teaching, teaching experience, and experience with the current principal.

4.10.1 Principals Instructional Leadership Practices vs Teachers Individual Characteristics

RQ 4: Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

Hypothesis H1: There is a significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).

4.10.1.1 Gender

An independent sample t-test was used to compare teachers' perceptions of Maldivian principals' instructional leadership practices by teachers' gender. The t-test was used to investigate if principals were rated differently depending on the gender of the teachers.

Table 4.30 Independent Samples t-Test of Perceived Differences Based on Gender of Teachers (N = 392)

Scale	Mean		Std. Deviation		t	df	p
	Male (n = 91)	Female (n = 301)	Male (n = 91)	Female (n = 301)			
PIL	28.9560	28.1860	5.43019	5.91990	1.108	390	0.269

* Significant at $\alpha = 0.05$

Table 4.30 displays the results of an independent sample t-test of teachers' perceptions of Maldivian principals' instructional leadership (PIL) practices based on gender. According to the analyses, there was no statistically significant difference in mean scores of instructional leadership practices among Maldivian school principals as perceived by teachers based on their gender ($t = 1.108$, $p = 0.269$) for female ($M = 28.1860$) and male ($M = 28.9560$). Therefore, there is no significant difference in the instructional leadership practices among the Maldivian school principals as perceived by the teachers according to their gender.

4.10.1.2 Age

An analysis of variance (ANOVA) was conducted to investigate the relationship between the ages of the teachers and their perceptions of Maldivian school principals' instructional leadership (PIL) practices. The age divisions for teachers were (a) under 25 years old, (b) between 25 and 29 years old, (c) between 30 and 39 years old, (d) between 40 and 49 years old, and (e) 50 years old and above. The principals' instructional leadership was evaluated to see how much teachers' ratings of instructional leadership changed by age group. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.31 presents the one-way ANOVA results comparing instructional leadership ratings across the age groups.

Table 4.31 One-Way ANOVA Test between Scales and Teachers' Age

		Descriptives			Test of Homogeneity of Variances		ANOVA	
Scales	Groups	N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
P_IL	Under 25	25	30.0800	5.00766	1.255	0.287	0.781	0.538
	25-29	82	28.5366	6.62430				
	30-39	130	28.4077	5.81324				
	40-49	111	27.8559	5.49520				
	50 and above	44	28.2273	5.42545				
	Total	392	28.3648	5.81224				

* Significant at $\alpha = 0.05$

The analysis tests if the teachers' perceptions of instructional leadership practices among the Maldivian school principals differ across different age groups. The ANOVA results indicated that there was no significant difference in the teachers' perceptions of instructional leadership practices among the Maldivian school principals across different age groups ($F_{4, 387} = 0.781$, $p = 0.538$). Furthermore, Levene's test was not significant, indicating that equal variances could be assumed. Therefore, there is no significant difference in the instructional leadership practices of Maldivian school principals as perceived by teachers across different age groups.

4.10.1.3 Level of teaching

An analysis of variance (ANOVA) was conducted to examine the relationship between the level at which teachers teach and their judgements of Maldivian school principals' instructional leadership (PIL) practices. The teaching levels were categorised as (a) primary (KS 1 and 2), (b) secondary (KS 3 and 4), and (c) higher secondary (KS 5). The analysis attempted to determine if teachers' evaluations of instructional leadership varied according to their teaching level. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.32 displays the results of the one-way ANOVA.

Table 4.32 One-Way ANOVA Test between Scales and Teachers' Levels of Teaching

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
P_IL	Primary (KS 1 & 2)	231	28.5065	5.85689	0.409	0.665	2.145	0.118
	Secondary (KS 3 & 4)	141	28.5035	5.63107				
	Higher Secondary (KS 5)	20	25.7500	6.22284				
	Total	392	28.3648	5.81224				

* Significant at $\alpha = 0.05$

The analysis examined whether teachers' perceptions of instructional leadership practices among Maldivian school principals differ across the different levels at which teachers teach. The ANOVA results indicated no significant difference in these perceptions across teaching levels ($F_{2, 389} = 2.145$, $p = 0.118$). Furthermore, Levene's test was not significant, confirming the assumption of equal variances. Therefore, there is no significant difference in teachers' perceptions of the instructional leadership practices of Maldivian school principals based on their teaching levels.

4.10.1.4 Teaching experience

The relationship between the teachers' teaching experience and their perceptions of Maldivian school principals' instructional leadership (PIL) practices was evaluated using an analysis of variance (ANOVA). The teaching experience was divided into five categories: (a) one year or less; (b) two to four years; (c) five to nine years; (d) ten to fifteen years; and (e) more than fifteen years. The principals' instructional leadership was examined to determine how much teachers' judgements of instructional leadership differed according to their teaching experience. Furthermore, Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, and the table 4.33 displays the one-way ANOVA results.

Table 4.33 One-Way ANOVA Test between Scales and Teaching Experience

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
P_IL	1 Year	29	29.9655	5.19260	2.069	0.084	0.822	0.511
	2-4 Years	56	28.5536	6.08103				
	5-9 Years	111	27.8649	6.40240				
	10-15 Years	92	28.1522	5.84401				
	More than 15 Years	104	28.5385	5.11218				
	Total	392	28.3648	5.81224				

* Significant at $\alpha = 0.05$

The ANOVA test examines whether teachers' perceptions of Maldivian school principals' instructional leadership practices vary based on their teaching experience. The results revealed no substantial differences in these perceptions across different levels of teaching experience ($F_{4, 387} = 0.822$, $p = 0.511$). Additionally, Levene's test was not significant, confirming the assumption of equal variances. Therefore, the findings indicate no significant difference in instructional leadership practices as perceived by teachers based on their teaching experience.

4.10.1.5 Experience with the current principal

A one-way analysis of variance (ANOVA) was conducted to examine the extent to which teachers' perceptions of Maldivian school principals' instructional leadership (PIL) practices varied based on their experience with the current principal. Teachers' experience was categorised into five groups: (a) one year or less, (b) two to four years, (c) five to nine years, (d) ten to fifteen years, and (e) more than fifteen years. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.34 displays the results of the one-way ANOVA.

Table 4.34 One-Way ANOVA Test between Scales and Years of Experience with the Current Principal

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
P_IL	1 Year	78	29.7179	5.59196	2.593	0.036*	1.747	0.139
	2-4 Years	118	28.5085	5.36966				
	5-9 Years	133	27.6992	5.88525				
	10-15 Years	38	27.4737	7.09296				
	More than 15 Years	25	28.3600	5.62643				
	Total	392	28.3648	5.81224				

* Significant at $\alpha = 0.05$

The results of the one-way ANOVA test, presented in Table 4.34, examined differences in teachers' perceptions of principals' instructional leadership (PIL) practices based on their years of experience with the current principal. According to the ANOVA descriptive results, teachers with one year or less of experience had the greatest mean PIL score ($M = 29.72$, $SD = 5.59$), whilst those with 10–15 years of experience demonstrated the lowest mean score ($M = 27.47$, $SD = 7.09$). The aggregate mean score for all groups was 28.36 ($SD = 5.81$). Levene's test for homogeneity of variances yielded a significant result ($p = 0.036$), indicating a violation of the assumption of equal variances. Nonetheless, the one-way ANOVA test revealed no statistically significant changes in PIL ratings between the experience groups ($F_{4,387} = 2.449$, $p = 0.046$).

The results demonstrate that although there were slight variations in the mean scores across experience groups, these differences were not statistically significant at the $\alpha=0.05$ level. This indicates that the duration of teachers' experience with the present principal does not significantly influence their perceptions of the principal's instructional leadership practices. Nevertheless, due to the violation of Levene's test for homogeneity of variances, additional analyses were performed. Dunnett's T3 post-hoc comparisons were conducted to analyse individual group differences.

Table 4.35 Dunnett's T3 Results on PIL and Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
P_IL	1 Year - 2-4 Years	1.20947	0.756	-1.0692	3.4882
	1 Year - 5-9 Years	2.01870	0.131	-.2868	4.3242
	1 Year - 10-15 Years	2.24426	0.604	-1.5643	6.0528
	1 Year - More than 15yrs	1.35795	0.964	-2.4520	5.1679
	2-4 Years - 5-9 Years	0.80923	0.946	-1.1968	2.8152
	2-4 Years - 10-15 Years	1.03479	0.994	-2.6188	4.6884
	2-4 Years - More than 15 yrs	0.14847	1.000	-3.5148	3.8117
	5-9 Years - 10-15 yrs	0.22556	1.000	-3.4437	3.8948
	More than 15yrs - 5-9 yrs	0.66075	1.000	-3.0171	4.3386
	More than 15yrs - 10-15yrs	0.88632	1.000	-3.7848	5.5574

* The mean difference is significant at the 0.05 level.

The results from Dunnett's T3 post-hoc analysis, detailed in Table 4.35, indicated that the most significant mean difference was between teachers with 1 year of experience and those with 10–15 years of experience (mean difference = 2.24426), followed by the difference between the 1 year and 5–9 years groups (mean difference = 2.01870). The differences indicate a possible trend wherein less experienced teachers see their principals' instructional leadership more positively than those with longer tenures. Additional comparisons revealed smaller differences, such as the mean difference of 0.14847 between the 2–4 years and over 15 years groups. Nonetheless, none of these differences reached statistical significance at the $\alpha = 0.05$ level.

All paired comparisons yielded significance values greater than 0.05, and the 95% confidence intervals for each comparison encompassed zero, suggesting that the observed difference may result from random variation rather than a genuine effect. The results correspond with the original ANOVA test findings, which also indicated no statistically significant differences among the experience groups. The absence of statistical significance in both the ANOVA and post-hoc analyses indicates that teachers' years of experience with their present principal do not substantially affect their assessments of the principal's instructional leadership techniques.

4.10.2 Teachers' Commitment vs Teachers Individual Characteristics

RQ 5: Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

Hypothesis H2: There is a significant difference in teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).

4.10.2.1 Gender

An independent sample t-test was conducted to compare teachers' perceptions of their commitment (TC) based on gender. Table 4.36 presents the t-test results, examining whether teachers' commitment ratings differ significantly by gender.

Table 4.36 Independent Samples t-Test of Perceived Differences based on Gender of Teachers (N = 392)

Scale	Mean		Std. Deviation		t	df	p
	Male (n = 91)	Female (n = 301)	Male (n = 91)	Female (n = 301)			
TC	16.8242	16.6877	3.27819	3.43834	0.335	390	0.738

* Significant at $\alpha = 0.05$

According to the finding, there was no statistically significant difference in mean scores in teachers' commitment levels as rated by them based on gender ($t = 0.335$, $p = 0.738$) for females ($M = 16.6877$) and males ($M = 16.8242$). Therefore, the statistical analysis rejects the hypothesis. As a result, there are no substantial differences in teacher commitment depending on gender.

4.10.2.2 Age

An analysis of variance (ANOVA) was used to examine the correlation between teachers' ages and their perceptions of their commitment (TC). Teachers were classified into five age groups: (a) under 25 years, (b) 25–29 years, (c) 30–39 years, (d) 40–49 years, and (e) 50 years and above. This investigation aimed to assess if teachers' evaluations of their commitment differed considerably among various age groups. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, whereas Table 4.37 displays the outcomes of the one-way ANOVA.

Table 4.37 One-Way ANOVA Test between TC and Teachers' Age

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_C	Under 25	25	17.5200	2.36502	3.015	0.018*	1.582	0.178
	25-29	82	16.2073	4.04523				
	30-39	130	17.1692	2.85065				
	40-49	111	16.4595	3.45039				
	50 and above	44	16.5455	3.81219				
	Total	392	16.7194	3.39818				

* Significant at $\alpha = 0.05$.

The ANOVA results in Table 4.37 reveal no statistically significant differences in teachers' commitment across the various age groups ($F_{4,387} = 1.582$, $p = 0.178$). The observed variations in mean TC scores among age groups are insufficient to assert that age significantly affects teachers' evaluations of their commitment. However, the test of homogeneity of variances, as indicated by Levene's statistic, yielded a significant result ($p=0.018$), indicating a violation of the assumption of equal variances across groups. As a result, Dunnett's T3 post-hoc analyses adjusted for heterogeneity were conducted to account for this violation.

Table 4.38 Dunnett's T3 Results on TC and Age Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
TC	Under 25 - 25-29	1.31268	0.375	-0.5651	3.1904
	Under 25 - 30-39	0.35077	0.999	-1.2314	1.9329
	Under 25 - 40-49	1.06054	0.503	-0.6198	2.7409
	Under 25 - 50 and above	0.97455	0.874	-1.1768	3.1259
	30-39 - 25-29	0.96191	0.468	-0.4945	2.4183
	30-39 - 40-49	0.70977	0.590	-0.4552	1.8747
	30-39 - 50 and above	0.62378	0.976	-1.1938	2.4413
	40-49 - 25-29	0.25214	1.000	-1.3195	1.8238
	50 and above - 25-29	0.33814	1.000	-1.7468	2.4230
	50 and above - 40-49	0.08600	1.000	-1.8207	1.9927

* The mean difference is significant at the 0.05 level.

The Dunnett's T3 post-hoc analysis results, as shown in Table 4.38, revealed no significant mean differences among any age group pairs at the $\alpha=0.05$ level. All paired comparisons had significance values greater than 0.05, and the 95% confidence intervals for the mean differences included zero. This indicates that any observed differences in TC scores across age groups are likely due to random variation rather than meaningful or systematic differences. These results were consistent across all age group comparisons.

Furthermore, these findings align with the initial ANOVA test results, which also showed no statistically significant variations in teachers' commitment across the age groups. The consistent lack of significant differences in both the ANOVA and post-hoc analyses underscores that teachers' ages do not have a notable impact on their self-reported commitment levels. This suggests that other factors, rather than age, may be more influential in shaping teachers' perceptions of their commitment.

4.10.2.3 Level of teaching

An analysis of variance (ANOVA) was conducted to investigate the relationship between the teaching levels at which teachers work and their perceptions of their commitment (TC). The teaching levels were categorised as (a) primary (KS 1 and 2), (b) secondary (KS 3 and 4), and (c) higher secondary (KS 5). This analysis aimed to determine whether teachers' evaluations of their commitment differed significantly based on their teaching levels. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, and Table 4.39 summarises the results of the one-way ANOVA.

Table 4.39 One-Way ANOVA Test between Scales and Teachers' Levels of Teaching

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_C	Primary (KS 1 & 2)	231	16.9221	3.25215	4.467	0.012*	3.509	0.031*
	Secondary (KS 3 & 4)	141	16.6525	3.29499				
	Higher Secondary (KS 5)	20	14.8500	5.03958				
	Total	392	16.7194	3.39818				

* Significant at $\alpha = 0.05$.

The ANOVA results suggested that the teachers' ratings of their commitment scores across the levels they teach were significantly different ($F_{2, 389} = 6.976$, $p = 0.001$). Since the Levene's statistic was significant, the equal variance was not assumed. To check for individual differences between groups, post-hoc comparisons were assessed using Dunnett's T3.

Table 4.40 Dunnett's T3 Results on Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
T_C	Primary - Secondary	0.26960	0.826	-0.5717	1.1109
	Primary - Higher Secondary	2.07208	0.229	-0.8986	5.0427
	Secondary - Higher	1.80248	0.344	-1.1919	4.7969
	Secondary				

* The mean difference is significant at the 0.05 level.

Dunnett's T3 post-hoc analysis results, presented in Table 4.40, indicate no statistically significant variations in teachers' commitment (TC) scores across the three educational levels: primary, secondary, and upper secondary. All pairwise comparisons failed to achieve statistical significance at the $\alpha = 0.05$ level; all significance values exceeded 0.05. Moreover, the 95% confidence ranges for the mean differences between groups included zero, suggesting that any detected variances are probably due to random variation rather than systematic discrepancies.

Specifically, the mean difference between primary and secondary teaching levels was 0.26960 ($p = 0.826$), between primary and higher secondary levels was 2.07208 ($p = 0.229$), and between secondary and higher secondary levels was 1.80248 ($p = 0.344$). These findings align with the comprehensive ANOVA results, which similarly indicated no significant differences in teachers' commitment across teaching levels. Thus, it can be concluded that the teaching level does not significantly influence teachers' self-reported commitment levels.

4.10.2.4 Teaching experience

An analysis of variance (ANOVA) was conducted to evaluate the relationship between teachers' teaching experience and their perceptions of their commitment (TC). Teaching experience was categorised into five groups: (a) one year or less, (b) two to four years, (c) five to nine years, (d) ten to fifteen years, and (e) more than fifteen years. The analysis aimed to determine whether teachers' assessments of their commitment varied significantly across different levels of teaching experience. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.41 displays the results of the one-way ANOVA.

The ANOVA findings indicated no statistically significant differences in teachers' self-rated commitment levels among the different categories of teaching experience ($F_{4, 387} = 0.265$, $p = 0.900$). Furthermore, the results of Levene's test for homogeneity of variances yielded a non-significant result, confirming the satisfaction of the assumption of equal variances. The findings indicate that teachers' perceptions of their commitment remain largely consistent regardless of their years of teaching experience.

Table 4.41 One-Way ANOVA Test between Scales and Teaching Experience

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_C	1 Year	29	17.1379	3.59289	0.463	0.763	0.265	0.900
	2-4 Years	56	16.3929	3.83135				
	5-9 Years	111	16.7297	3.28342				
	10-15 Years	92	16.6630	3.41708				
	More than 15 Years	104	16.8173	3.24640				
	Total	392	16.7194	3.39818				

* Significant at $\alpha = 0.05$.

4.10.2.5 Experience with the current principal

An ANOVA was conducted to examine if teachers' self-reported commitment levels differed according to the duration of their employment with their current principal. The tenure of teachers' experience with the principal was classified into five categories: (a) less than one year, (b) two to four years, (c) five to nine years, (d) ten to fifteen years, and (e) more than fifteen years. The teachers' commitment was analysed to determine whether teachers' perceptions of their commitment varied depending on the length of their teaching experience with the same principal. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.42 displays the ANOVA findings, which compare the average commitment ratings among these five groups.

The ANOVA results indicated no statistically significant differences in teachers' commitment levels across the five groups ($F_{4, 387} = 1.024$, $p = 0.395$). As a result, there is no significant difference in commitment levels based on tenure with the principal. Additionally, Levene's test for equality of variances was not significant, confirming the assumption of equal variance across the groups.

Table 4.42 One-Way ANOVA Test between Scales and Years of Experience with the Current Principal

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_C	1 Year	78	16.8846	3.43391	0.710	0.585	1.024	0.395
	2-4 Years	118	16.2797	3.70928				
	5-9 Years	133	16.8647	3.23049				
	10-15 Years	38	16.6579	3.17317				
	More than 15 Years	25	17.6000	2.88675				
	Total	392	16.7194	3.39818				

* Significant at $\alpha = 0.05$.

4.10.3 Teachers' Performance vs Teachers Individual Characteristics

RQ 6: Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

Hypothesis H3: There is a significant difference in teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal).

4.10.3.1 Gender

An independent sample t-test was conducted to compare teachers' perceptions of their performance (TP) based on gender. Table 4.43 presents the independent sample t-test results on teachers' perceptions of their performance (TP) by gender to determine whether teachers' performance was judged differently based on their gender.

The findings showed that there was no statistically significant difference in the mean scores of teachers' performance levels based on gender ($t = -0.056$, $p = 0.955$) for females ($M = 50.3654$) and males ($M = 50.3287$). As a result, the statistical

analysis rejects the hypothesis, indicating that there are no discernible gender disparities in teacher performance.

Table 4.43 Independent Samples t-Test of Perceived Differences based on Gender of Teachers (N = 392)

Scale	Mean		Std. Deviation		t	df	p
	Male (n = 91)	Female (n = 301)	Male (n = 91)	Female (n = 301)			
TP	50.3297	50.3654	5.06635	5.38201	-0.056	390	0.955

* Significant at $\alpha = 0.05$.

4.10.3.2 Age

An analysis of variance (ANOVA) was conducted to explore the relationship between teachers' ages and their self-perceived performance (TP). Teachers were categorized into five age groups: (a) under 25 years, (b) 25–29 years, (c) 30–39 years, (d) 40–49 years, and (e) 50 years and above. The purpose of this analysis was to determine whether teachers' evaluations of their performance significantly differed across these age groups. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.44 presents the results of the one-way ANOVA.

Table 4.44 One-Way ANOVA Test between Scales and Teachers' Age

		Descriptives			Test of Homogeneity of Variances		ANOVA	
Scales	Groups	N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_P	Under 25	25	52.0400	3.42150	3.895	0.004*	1.462	0.213
	25-29	82	49.5000	6.22272				
	30-39	130	50.1231	4.88157				
	40-49	111	50.8288	4.71723				
	50 and above	44	50.5000	6.64201				
	Total	392	50.3571	5.30405				

* Significant at $\alpha = 0.05$.

The ANOVA results in Table 4.44 reveal no statistically significant differences in teachers' performance across the various age groups ($F_{4,387} = 1.462$, $p = 0.213$). The observed variations in mean TP scores among age groups are insufficient to assert that age significantly affects teachers' evaluations of their performance. However, the test of homogeneity of variances, as indicated by Levene's statistic, yielded a significant result ($p=0.004$), indicating a violation of the assumption of equal variances across groups. As a result, Dunnett's T3 post-hoc analyses adjusted for heterogeneity were conducted to account for this violation.

Table 4.45 Dunnett's T3 Results on TP and Age Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
TP	Under 25 - 25-29	2.54000	0.100	-0.2534	5.3334
	Under 25 - 30-39	1.91692	0.191	-0.4515	4.2853
	Under 25 - 40-49	1.21117	0.770	-1.1837	3.6060
	Under 25 - 50 and above	1.54000	0.893	-1.9652	5.0452
	30-39 - 25-29	.62308	0.997	-1.6775	2.9236
	40-49 - 25-29	1.32883	0.671	-1.0010	3.6587
	40-49 - 30-39	0.70575	0.946	-1.0442	2.4557
	40-49 - 50 and above	0.32883	1.000	-2.8505	3.5082
	50 and above - 25-29	1.00000	0.994	-2.4875	4.4875
	50 and above - 30-39	0.37692	1.000	-2.7824	3.5362

* The mean difference is significant at the 0.05 level.

The findings of Dunnett's T3 post-hoc analysis, presented in Table 4.45, demonstrate that no pairwise comparisons exhibited a statistically significant difference, as all p-values surpassed the 0.05 level. This indicates that teachers' self-assessed performance does not markedly vary among the age groups investigated. The 95% confidence intervals for the mean differences corroborate this result, as they all encompass 0, signifying an absence of significant variance.

These results indicate that age does not significantly affect teachers' assessments of their own performance. The absence of notable disparities in all comparisons indicates that teachers of all age groups have a similar perception of their performance, maybe reflecting uniformity in self-evaluation irrespective of age.

4.10.3.3 Level of teaching

An analysis of variance (ANOVA) was used to examine the correlation between the teaching levels at which teachers work and their perceptions of their performance (TP). The teaching levels were categorised as (a) primary (Key Stage 1 and 2), (b) secondary (Key Stage 3 and 4), and (c) upper secondary (Key Stage 5). This investigation sought to ascertain if teachers' assessments of their performance varied considerably according to their teaching levels. Table 4.5 (page 172) presents descriptive statistics regarding the demographic attributes of teachers, while Table 4.46 encapsulates the findings of the one-way ANOVA.

Table 4.46 One-Way ANOVA Test between Scales and Teachers' Levels of Teaching

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_P	Primary (KS 1 & 2)	231	50.6190	5.21056	1.527	0.218	3.221	0.041*
	Secondary (KS 3 & 4)	141	50.3333	5.20805				
	Higher Secondary (KS 5)	20	47.5000	6.40312				
	Total	392	50.3571	5.30405				

* Significant at $\alpha = 0.05$.

The test of homogeneity of variances, as assessed by Levene's statistic (1.527, $p = 0.218$), was not significant, confirming that the assumption of equal variances across teaching level groups was satisfied. The results of the one-way ANOVA revealed a significant difference in teachers' self-assessed performance scores across the teaching levels ($F_{2, 389} = 3.221$, $p = 0.041$). This indicates that the level of teaching influences teachers' perceptions of their performance. Given the non-significance of Levene's

statistic, the assumption of equal variance was maintained. To further identify specific differences between the groups, post-hoc comparisons were conducted using Dunnett's T3.

Table 4.47 Dunnett's T3 Results on Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
TP	Primary - Secondary	0.28571	0.940	-1.0508	1.6222
	Primary - Higher Secondary	3.11905	0.129	-0.6814	6.9195
	Secondary - Higher Secondary	2.83333	0.194	-1.0123	6.6790

* The mean difference is significant at the 0.05 level.

Dunnett's T3 post-hoc analysis, presented in Table 4.47, indicated no statistically significant variations in teachers' self-perceived performance (TP) scores among the three teaching levels: primary (Key Stage 1 & 2), secondary (Key Stage 3 & 4), and higher secondary (Key Stage 5). All pairwise comparisons had significant values exceeding the $\alpha = 0.05$ threshold, and the 95% confidence intervals for the mean differences among groups encompassed zero. The findings indicate that observed variances in performance scores are likely due to random variation rather than systematic differences among teaching levels.

Despite the initial ANOVA results indicated significant differences in teachers' self-reported performance across teaching levels ($F_{2, 389} = 3.221$, $p = 0.041$), the post-hoc analysis failed to identify any specific pairwise comparisons as statistically significant. This insignificance underscores the lack of substantial differences in performance evaluations among the groups. For example, although primary and secondary teachers had marginally superior performance ratings relative to higher secondary teachers, these trends lacked sufficient strength to attain statistical significance.

Overall, these data indicate that the level of teaching does not significantly affect teachers' self-evaluated performance. This conclusion is consistent with the extensive ANOVA results, reinforcing the idea that teaching levels do not significantly influence teachers' perceptions of their performance.

4.10.3.4 Teaching experience

An analysis of variance (ANOVA) was conducted to assess the relationship between teachers' teaching experience and their perceptions of their performance (TP). Teaching experience was classified into five categories: (a) one year or less, (b) two to four years, (c) five to nine years, (d) ten to fifteen years, and (e) more than fifteen years. The analysis aimed to determine whether teachers' evaluations of their performance varied significantly across different levels of teaching experience. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.48 illustrates the results of the one-way ANOVA.

Table 4.48 One-Way ANOVA Test between Scales and Teaching Experience

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
T_P	1 Year	29	50.9310	4.35013	0.808	0.521	0.213	0.931
	2-4 Years	56	50.3214	4.86586				
	5-9 Years	111	50.4865	5.20815				
	10-15 Years	92	49.9891	5.62079				
	More than 15 Years	104	50.4038	5.64744				
	Total	392	50.3571	5.30405				

* Significant at $\alpha = 0.05$.

The ANOVA findings indicated no statistically significant differences in teachers' self-rated performance levels among the different categories of teaching experience ($F_{4, 387} = 0.213$, $p = 0.931$). Furthermore, the results of Levene's test for homogeneity of variances yielded a non-significant result, confirming the satisfaction of the

assumption of equal variances. The findings indicate that teachers' perceptions of their performance remain largely consistent regardless of their years of teaching experience.

4.10.3.5 Experience with the current principal

An ANOVA was conducted to examine if teachers' self-reported performance levels differed according to the duration of their employment with their current principal. The tenure of teachers' experience with the principal was classified into five groups: (a) less than one year, (b) two to four years, (c) five to nine years, (d) ten to fifteen years, and (e) more than fifteen years. The teachers' performance was analysed to determine whether teachers' perceptions of their performance varied depending on the length of their teaching experience with the same principal. Table 4.5 (page 172) provides descriptive statistics on the demographic characteristics of teachers, while Table 4.49 displays the ANOVA findings, which compare the average performance ratings among these five groups.

The ANOVA results indicate no statistically significant variations in teachers' self-assessed performance levels among the groups categorised by their experiences with the principal ($F_{4,387} = 1.712$, $p = 0.146$). However, Levene's statistic evaluated the homogeneity of variances test and yielded a significant result ($p = 0.005$), indicating a breach of the assumption of equal variances across the groups. Dunnett's T3 post-hoc analyses, which accommodate variance heterogeneity, were performed to validate the findings. The modified analyses offer a more dependable comparison of group means in the presence of unequal variances.

Table 4.49 One-Way ANOVA Test between Scales and Years of Experience with the Current Principal

Scales	Groups	Descriptives			Test of Homogeneity of Variances		ANOVA	
		N	Mean	SD	Levene's Statistic	Sig.	F	Sig.
TP	1 Year	78	51.1923	4.11856	3.763	0.005*	1.712	0.146
	2-4 Years	118	49.7797	5.68569				
	5-9 Years	133	50.3459	5.32012				
	10-15 Years	38	49.4211	6.57445				
	More than 15 Years	25	51.9600	4.00500				
	Total	392	50.3571	5.30405				

* Significant at $\alpha = 0.05$.

Table 4.50 shows the results of Dunnett's T3 post-hoc analysis. It shows that none of the pairwise comparisons showed a statistically significant difference, as all of the p-values were higher than 0.05. This suggests that teachers' self-evaluated performance does not significantly differ across the examined experience groups. The 95% confidence intervals for the mean differences support this finding, as they all include 0, indicating no significant variation.

The results suggest that experience with the principal does not significantly influence teachers' evaluations of their own performance. The lack of significant differences in all comparisons suggests that teachers across all experience groups share a comparable impression of their performance, potentially indicating consistency in self-assessment regardless of their experience with the same principal.

Table 4.50 Dunnett's T3 Results on PIL and Group Differences

Scales	Groups	Mean Difference	Sig.	95% Confidence Interval [LL - UL]	
P_IL	1 Year - 2-4 Years	1.41265	0.367	-0.5716	3.3969
	1 Year - 5-9 Years	0.84644	0.887	-1.0102	2.7030
	1 Year - 10-15 Years	1.77126	0.743	-1.6241	5.1666
	2-4 Years - 10-15 Years	0.35861	1.000	-3.0958	3.8130
	5-9 Years - 2-4 Years	0.56620	0.995	-1.4043	2.5367
	5-9 Years - 10-15 Years	0.92481	0.995	-2.4646	4.3142
	More than 15 Years - 1 Year	0.76769	0.993	-1.9630	3.4984
	More than 15 Years - 2-4 Years	2.18034	0.232	-0.6217	4.9824
	More than 15yrs - 5-9 yrs	1.61414	0.578	-1.1086	4.3368
	More than 15yrs - 10-15yrs	2.53895	0.456	-1.3277	6.4056

* The mean difference is significant at the 0.05 level.

4.11 HYPOTHESIS TESTING

The structural model in Figure 4.12 presents two hypotheses. As mentioned in Chapter 2, a thorough literature assessment led to the development of the two hypotheses. These hypotheses between the dependent variables (TC and TP) and the independent variable (PIL) were analysed using statistical estimates of direct effects (Kline, 2011) and path coefficients (β). Table 4.51 displays the path coefficient results for both connections.

Table 4.51 Path Coefficients of the Hypothesized Model

Hypothesis	Path Coefficient (β)	S.E.	C.R (t-Value)	p-Value	Decision
H4: PIL $\rightarrow$ TC	0.459	0.046	8.560	***	Supported
H5: PIL $\rightarrow$ TP	0.382	0.032	7.029	***	Supported

Hence, in the research questions 7 and 8 the two hypotheses H4 and H5 were accepted.

H4 The Maldivian school principals' instructional leadership practices have an effect on teachers' commitment. **Accepted**

H5 The Maldivian school principals' instructional leadership practices have an effect on teachers' performance. **Accepted**

4.11.1 Principals' Instructional Leadership Practices and Teachers' Commitment

RQ 7: Do Maldivian school principals' instructional leadership practices affect teachers' commitment?

Hypothesis H4: The Maldivian school principals' instructional leadership practices have an effect on teachers' commitment.

The hypothesis testing results (Table 4.51) confirmed a significant structural path between "The Maldivian school principals' instructional leadership practices and teachers' commitment." The path coefficient was 0.459, with a standard error of 0.046, a critical t-value of 8.560, and a p-value of <0.001, providing strong effect. Hence, the hypothesis was supported. Furthermore, the structural path analysis confirmed the anticipated impact of Maldivian school principals' instructional leadership practices (PIL) on teachers' commitment (TC), aligning with the expected outcomes. This positive path coefficient value confirms that the instructional leadership practices of Maldivian school principals positively impact teachers' commitment. Lastly, the results of the analysis conclude that we should accept the hypothesis.

Based on these findings, the hypothesis is accepted, affirming that "The Maldivian school principals' instructional leadership practices have a significant effect on teachers' commitment."

4.11.2 Principals' Instructional Leadership Practices and Teachers' Performance

RQ 8: Do Maldivian school principals' instructional leadership practices affect teachers' performance?

Hypothesis H5: The Maldivian school principals' instructional leadership practices have an effect on teachers' performance.

The findings of the hypothesis testing (Table 4.51) confirmed the existence of a strong structural and significant link between "The Maldivian school principals' instructional leadership practices and teacher performance." The determined path coefficient was 0.382, the standard error was 0.032, the crucial t-value was 7.029, and the p-value was <0.001. Therefore, we have proven the hypothesis correct. Furthermore, the structural link between the effects of Maldivian school principals' instructional leadership practices on teacher performance produced the expected results. The positive value of the Path Coefficient (β) confirmed that Maldivian school principals' instructional leadership practices have a positive effect on teacher performance. Finally, the findings of the analysis show that we should accept the hypothesis.

These findings support the hypothesis that "The instructional leadership practices of Maldivian school principals have an effect on teachers' performance."

4.12 SUMMARY OF THE RESULTS OF THE HYPOTHESIS TESTING

The primary goal of this section was to assess and present the answers to the research questions and hypotheses. The results of the hypotheses related to the constructs were validated, and Table 4.52 summarises the findings and judgements made about the testing of hypotheses based on the data analysis findings.

Table 4.52 Summary of findings and Hypotheses Testing

RQ No.	Research Question/Hypothesis	Analysis	Decision on Hypotheses
1.	What are the levels of the instructional leadership practices of Maldivian school principals?	Mean score Standard deviation Frequency count	N/A
2.	What are the levels of the teachers' commitment in the Maldivian schools?	Mean score Standard deviation Frequency count	N/A
3.	What are the levels of the teachers' performance in the Maldivian schools?	Mean score Standard deviation Frequency count	N/A
4.	Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers? (gender, age, level of teaching, teaching experience, experience with the current principal) H1: There is a significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers.		
	• Gender	Independent Sample t-Test	Rejected
	• Age	One-way ANOVA	Rejected
	• Level of teaching	One-way ANOVA	Rejected
	• Teaching experience	One-way ANOVA	Rejected
	• Experience with the current principal	One-way ANOVA	Rejected
5.	Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)? H2: There is a significant difference in teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers.		
	• Gender	Independent Sample t-Test	Rejected
	• Age	One-way ANOVA	Rejected

	• Level of teaching • Teaching experience • Experience with the current principal	One-way ANOVA One-way ANOVA One-way ANOVA	Rejected Rejected Rejected
6.	Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)? H3: There is a significant difference in teachers' performance as perceived by teachers with regard to the individual characteristics of teachers.		
	• Gender • Age • Level of teaching • Teaching experience • Experience with the current principal	Independent Sample t-Test One-way ANOVA One-way ANOVA One-way ANOVA One-way ANOVA	Rejected Rejected Rejected Rejected Rejected
7.	Do Maldivian school principals' instructional leadership practices affect teachers' commitment? H4: The Maldivian school principals' instructional leadership practices have an effect on teachers' commitment.	SEM	Supported
8.	Do Maldivian school principals' instructional leadership practices affect teachers' performance? H5: The Maldivian school principals' instructional leadership practices have an effect on teachers' performance.	SEM	Supported

4.13 CHAPTER SUMMARY

This chapter presents the statistical analyses performed to fulfill the study's objectives and answer the research questions, utilising data from 392 participants. The preliminary stage of the analysis screened the study data to detect and address missing data and outliers. Thereafter, the data was prepared for multivariate analysis by fulfilling essential assumptions, such as normality, linearity, homoscedasticity,

multicollinearity, and common method bias. This was done in order to confirm data appropriateness for sophisticated statistical techniques.

The chapter begins with a summary of the respondents' demographic data, followed by the application of descriptive statistics to answer research questions 1, 2, and 3, Inferential statistics was used to tackle research questions 3, 4, and 5. An exploratory factor analysis (EFA) was conducted to refine the constructs prior to confirmatory factor analysis (CFA). The CFA results validated the measuring model's reliability and confirmed the constructs' validity though after some modifications.

After that, the hypotheses were tested, utilising a refined model that satisfied the established Goodness of Fit criteria. Structural equation modelling (SEM) was employed to address research questions 7 and 8, with the fundamental statistical assumptions for SEM being meticulously evaluated and satisfied. The findings supported the hypothesis linking principals' instructional leadership (PIL) to teachers' commitment (TC) and teachers' performance (TP).

The findings underline the robustness of the modified structural model and provide a basis for theoretical and practical discussions, which are fully discussed in Chapter 5. The discussions highlight the implications of the study's significant results, offering insights into their relevance and application.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main objective of this study is to investigate the impact of instructional leadership practices adopted by Maldivian school principals on teacher commitment and performance. In addition, the study aims to assess the levels of principal instructional leadership (PIL), teacher commitment (TC), and teacher performance (TP) in order to determine whether teachers' perceptions of these factors vary as a function of demographic variables.

This chapter discusses the findings and conclusions in relation to previous research on instructional leadership, teacher commitment, and teacher performance. First, key findings are presented and discussed in line with related studies and theoretical frameworks. Based on this discussion, conclusions are drawn on the implications of the study and its implementation. Finally, this chapter identifies the limitations of the study, examines practical implications, and makes recommendations for future research.

5.2 DISCUSSION OF THE FINDINGS

Descriptive statistics data offer information on the study's participants as well as descriptions of the organisational backdrop. In terms of gender, majority of respondents in the survey are female. Furthermore, the study discovered that the majority of respondents were between the age of 30 and 39 years old, followed by 40 and 49 years old, and finally 25 and 29 years old. Majority of respondents teach in primary, followed by secondary, and then higher secondary. Around one-third of teachers have worked under their current principal for five to nine years, followed by two to four years. In terms of working experience, the largest percentage of respondents were reported to have 5 to 9 years of teaching experience, followed by more than 15 years of experience, and then 10 to 15 years of experience. Only a few

have two to four years of teaching experience, the least number of years of teaching experience reported was less than two years.

5.2.1 Levels of Principals Instructional Leadership

The research outcomes are discussed in accordance with the defined research questions in the study.

Research Question 1: What are the levels of the instructional leadership practices of Maldivian school principals?

Results revealed that Maldivian school principals exhibited a "very high" level of instructional leadership in defining the school mission (mean = 4.05, SD = 0.87, agreement = 92.1%) and a "high" level in both managing the instructional program (mean = 3.94, SD = 0.84, agreement = 89.7%) and developing a positive school learning climate (mean = 3.72, SD = 0.92, agreement = 84.5%). This result is consistent with Skelton (2019), who found that the highest mean score of the three dimensions of instructional leadership was on the dimension "defining the school mission," and the lowest mean score was on the dimension "developing the school program/learning climate." Likewise, the average mean rating for Maldivian principals' instructional leadership practices was high (M = 3.91), aligning with Skelton's (2019) results, which indicated above-average scores throughout the 10 functions of instructional leadership. Sukarmin and Sin (2022) also noted a moderate degree of instructional leadership among principals in their research.

All five items in this dimension garnered above 90% agreement, with "effectively communicating the school's mission" achieving the highest score (M = 4.12, SD = 0.99, agreement = 91.8%). Other key practices included "using student performance data when developing academic goals" and "referring to academic goals when making curricular decisions with teachers."

These findings support Salleh and Abu Bakar (2018), who emphasise the critical role of a well-defined school mission in effective leadership. The very high mean score ($M = 4.05$) suggests that Maldivian principals prioritise goal-setting and mission communication, aligning with Hallinger's (2011) claim that instructional leadership begins with a clear academic vision. Additionally, the 92.1% agreement rate reinforces the notion that principals successfully implement strategic goal alignment within their schools (Robinson, Lloyd, & Rowe, 2008).

This dimension received a "high" rating, with certain sub-dimensions achieving "very high" ratings. "Clarifying curriculum coordination responsibilities" recorded the highest mean (mean = 4.29, $SD = 0.95$, agreement = 93.4%). The significance of data-driven decision-making, illustrated by the high rating of "drawing on school-wide test results for curricular decisions" (mean = 4.08, $SD = 0.91$, agreement = 94.9%), aligns with the findings of Leithwood et al. (2023), which indicate that proficient school leaders consistently employ student performance data to enhance instructional quality.

Nevertheless, aspects such as "meeting individually with teachers to discuss student progress" (mean = 3.53) indicate possible enhancement in teacher-principal interactions. This aligns with Day et al. (2016), who emphasise the necessity of ongoing teacher involvement. Overall, the data revealed a strong agreement among respondents that their principals effectively practiced the dimension of "Managing the Instructional Program."

The findings indicate that Maldivian principals demonstrate strong leadership in developing a positive school learning climate, but with certain areas require further improvement. Within this dimension, principals received a "very high" rating on two items and a "high" rating on eight out of ten items.

The most highly rated practice was "encouraging teachers to use instructional time for teaching and practicing new skills and concepts" (mean = 4.10, $SD = 0.99$, agreement = 92.6%), followed by "attending and participating in extra- and co-curricular activities" and "recognising superior student achievement by meeting with students and reviewing their work in the office," corresponding with the conclusions

of Marzano, Waters, and McNulty (2005), who saw the school atmosphere as a vital element in student success.

However, the practice with the lowest rating was "acknowledging teachers' exceptional performance through written memos" (mean = 3.27, SD = 1.25, agreement = 74.5%), pointing to a possible problem with how teachers are recognised. This aligns with Grissom, Loeb, and Master's (2013) research, which found that regular praise and feedback significantly boost teachers' motivation.

Overall, Maldivian school principals demonstrate robust instructional leadership, especially in defining the school mission, managing instructional programs, and fostering a healthy school environment. However, enhancing teacher-principal interactions and employing more effective teacher recognition measures could further strengthen instructional leadership in Maldivian schools. These findings emphasise the pivotal importance of strong leadership in cultivating effective and engaging educational settings.

5.2.2 Levels of Teachers' Commitment

Research Question 2: What Are the Levels of the Teachers' Commitment in the Maldivian Schools?

According to the findings of this study on the levels of teachers' commitment in Maldivian schools, teachers rated their overall commitment as "very high" (M = 4.0503) across all three dimensions, with continuance commitment receiving the highest mean score (M = 4.3209). This was followed by affective commitment (M = 4.1490), while normative commitment had the lowest mean score (M = 3.6811). Shamma (2018) similarly reported very high levels of organisational commitment while Sukarmin and Sin (2022) found teacher commitment to be at a medium level. In contrast, Skelton (2019) found that affective commitment had the highest mean, followed by normative commitment, with continuance commitment being the lowest, though all three dimensions had mean scores above 4.0.

Findings of the study reveal a "very high" degree of affective commitment (AC) among Maldivian teachers, with an average mean score of 4.15 (SD = 0.84). The most highly rated statement, "I feel a strong sense of belonging to my organisation" (M = 4.21, SD = 0.90), indicates that teachers possess a robust identification with their institutions. Furthermore, 79.23% of participants concurred with the AC-related statements, whereas merely 6.79% disagreed. The findings indicate that teachers in Maldivian schools possess a strong emotional attachment to their workplaces, consistent with previous research underscoring the significance of workplace culture in promoting affective commitment (Meyer, Allen, et al., 2022; Nguyen & Nguyen, 2023).

The dimension of Continuance Commitment (CC) attained the highest overall rating, with a mean score of 4.32 (SD = 0.58). The statement "It would be very hard for me to leave my organisation right now, even if I wanted to" received the highest level of agreement (M = 3.95, SD = 1.15). Nonetheless, two items—pertaining to perceived career alternatives—received "low" scores, suggesting that although teachers feel financially or structurally compelled to remain, they may not regard limited employment opportunities as a significant issue. The findings correspond with recent studies demonstrating that economic and contractual stability are crucial factors in teacher retention (Almutairi, 2023; Kim & Kang, 2023).

Normative commitment received overall a high rating, with a mean score of 3.68 (SD = 0.62). The highest level of agreement was recorded for the statement "This organisation deserves my loyalty" (M = 4.22, SD = 0.90), whilst the lowest agreement was noted for "I feel an obligation to remain with my current employer" (M = 2.53, SD = 1.25). This indicates that although Maldivian teachers typically experience loyalty, they do not necessarily view it as a compulsory obligation to remain. Research conducted by Wang et al. (2022) and Shrestha (2023a) support the notion that a sense of loyalty is essential for teacher retention; however, it does not invariably result to desired for prolonged tenure.

The results indicate that teachers in Maldivian schools demonstrate significant overall commitment, especially in the areas of affective and continuation commitment. The high levels of AC indicate a positive school culture in which teachers experience

emotional attachment to their institutions. This aligns with current research highlighting the significance of supportive leadership, collaborative work environments, and intrinsic motivation in promoting affective commitment (Meyer et al., 2022).

The dominance of CC prompts questions regarding whether teachers persist in their positions out of authentic motivation or out of necessity. Research indicates that high CC without adequate AC may result in diminished job satisfaction and heightened burnout (Kim & Kang, 2023). School principals are expected to use different strategies to balance these factors such as creation of professional development opportunities and provision of career advancement incentives. This will enhance teacher motivation and improve their well-being.

The moderate levels of NC suggest that although teachers acknowledge the value of loyalty, they do not inherently perceive a moral obligation to remain. This indicates that enhancing a sense of obligation by institutional commitment initiatives, such as mentorship programs and leadership involvement, may further strengthen NC levels (Shrestha, 2023a).

The study underscores the significance of cultivating a positive and engaging work environment to enhance teacher commitment in Maldivian schools. Future study may investigate the impact of certain interventions, such as leadership training or well-being programs, on teacher commitment in various school contexts.

5.2.3 Levels of Teachers Performance

Research Question 3: What are the Levels of the Teachers' Performance in the Maldivian Schools?

According to the teachers' self-assessments of their performance in the Maldivian schools, they rated their overall performance in all five dimensions as 'very high' ($M = 4.3785$). Of these, 'classroom atmosphere and discipline' received the highest mean score ($M = 4.5606$), followed by 'lesson planning,' 'classroom organisation,' and

'monitoring and evaluation.' The 'teacher leadership' dimension received the lowest score ($M = 4.0015$).

Teachers exhibited outstanding performance in lesson planning, with an average agreement rate of 94.8%. The most highly rated statement was "I plan effectively to engage students in my classes" ($M = 4.62$, $SD = 0.57$), with 96.2% agreement. The statement with the lowest rating, "The use of teaching media is well planned," received a high mean score ($M = 4.46$, $SD = 0.67$) with 93.4% agreement.

Teachers assessed their classroom organisation abilities favourably, achieving an average agreement rate of 91.96%. The statement "I use teaching time effectively" received the highest mean score ($M = 4.64$, $SD = 0.57$) with a 96.9% agreement rate. The statement with the lowest rating, "Seating arrangements are organised according to the purpose of the lesson," nonetheless received a "very high" rating ($M = 4.31$, $SD = 0.86$) with 85.5% agreement.

Performance in the dimension of monitoring and evaluation was slightly lower than other areas, with an overall agreement of 84.5%. The highest rated statement was "I keep a record of students' grades and monitor their progress carefully" ($M = 4.60$, $SD = 0.60$), with 95.2% agreement. Only 60.7% of respondents agreed with the lowest-rated statement, "Students' workbooks are regularly signed by both me and parents" ($M = 3.63$, $SD = 1.14$).

In the dimension of the classroom atmosphere and discipline, teachers rated their performance with an average agreement of 94.0%. The highest rated statement was "I communicate in an appropriate way" ($M = 4.66$, $SD = 0.55$) with 96.9% agreement. The lowest-rated statement, the "classroom is clean and appropriately decorated," received a mean score of 4.45 ($SD = 0.73$), with 91.1% agreement.

The teacher leadership dimension also received a "very high" rating, with an overall agreement of 94.34%. The highest-rated statement was "I motivate students to learn" ($M = 4.67$, $SD = 0.53$), with 96.9% agreement. The lowest-rated statement, "I actively participate in school leadership activities," still received a strong rating ($M = 4.44$, $SD = 0.70$) with 90.8% agreement.

The results demonstrate that Maldivian teachers assess their job performance as "very high" in all five dimensions. Teaching planning and classroom organisation received exceptionally high ratings, indicating robust pedagogical preparation and efficient classroom management. However, monitoring and evaluation received marginally lower scores, especially regarding parental participation in student workbook assessments. This indicates the necessity for enhanced parental involvement in monitoring student progress.

The findings align with recent research on teacher performance and instructional effectiveness. Lesson planning plays a crucial role in enabling teachers to design interactive and engaging learning experiences that sustain student interest and participation (Juma, 2024). Additionally, research has shown that structured lesson plans significantly improve students' academic performance, with higher test scores observed among elementary school students who received well-planned lessons (Khan et al., 2024).

Similarly, Nadlir et al. (2024) highlight that well-structured lesson plans contribute to enhanced teaching quality and enable teachers to cultivate more active and effective learning processes, resulting in improved educational outcomes. Furthermore, effective classroom management is strongly correlated with student progress. Research conducted by Zubair & Qazi (2024) and Habsy et al. (2023) indicate that well-defined rules, disciplinary strategies, and reward mechanisms reduce distractions and foster a concentrated learning environment, hence improving student engagement. Moreover, the lower ratings in monitoring and evaluation may indicate global challenges in sustaining consistent student assessment and parental engagement.

Overall, the study highlights the strengths of Maldivian teachers in lesson planning, classroom management, and leadership while identifying assessment strategies and parental involvement as areas that need immediate attention and improvement.

5.2.4 Principals' instructional leadership practices vs Teachers Individual Characteristics

Research Question 4: Is there any significant difference in the instructional leadership practices among the Maldivian school principals as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

The findings of this study indicate that teachers in Maldivian schools consistently assess their principals' instructional leadership practices across diverse demographic characteristics. The findings indicate that gender, age, teaching level, teaching experience, and familiarity with the current principal do not significantly affect teachers' perceptions of their principals' instructional leadership effectiveness.

The independent samples t-test indicated no statistically significant differences in PIL views between male and female teachers ($t = 1.108$, $p = 0.269$). This aligns with the existing literature, which frequently indicates few gender-related differences in leadership perceptions (Bush, 2021). The consistency in evaluations indicates that both male and female teachers assess instructional leadership based on professional interactions rather than gender biases. This finding is supported by Nasreen et al. (2023), who found no statistically significant difference between teachers' beliefs based on gender. However, contrasting evidence from Bada et al. (2020) indicates that male and female teachers may perceive their principals' instructional leadership behaviours differently in certain contexts.

The one-way ANOVA revealed no significant differences in PIL perceptions among the age groups ($F_{4, 387} = 0.781$, $p = 0.538$). The findings suggest that perceptions of instructional leadership are stable across age demographics, aligning with Hallinger and Wang's (2022) research, which posit that successful instructional leadership is generally acknowledged irrespective of generational disparities among teachers. However, Nasreen et al. (2023) found contrasting results, reporting significant variations in perceptions based on age. Their study indicated that teachers aged 50 and older had the lowest mean scores, whereas those under 20 recorded the highest, suggesting that younger teachers may have a more favourable view of instructional leadership practices.

Teachers across primary, secondary, and higher secondary levels indicated no statistically significant differences in their perceptions of instructional leadership ($F_{2, 389} = 2.145$, $p = 0.118$). This indicates that Maldivian principals keep a uniform leadership approach throughout all educational levels. Recent research by Leithwood et al. (2023) supports this conclusion, highlighting that strong instructional leadership transcends educational stages and maintains consistent impact across various teaching levels. Similarly, Skelton (2019) found no significant differences in instructional leadership perceptions based on teaching level, further supporting the notion that leadership practices are uniformly applied across different educational stages.

Regarding teaching experience, the study found no significant differences in teachers' perceptions of instructional leadership based on years of teaching experience ($F_{4, 387} = 0.822$, $p = 0.511$). This indicates that both novice and experienced teachers possess and share similar views on the effectiveness of instructional leadership. However, Nasreen et al. (2023) found a statistically significant difference in teachers' evaluations of instructional practices based on professional experience; however, post hoc analysis did not reveal any meaningful variations. Notably, teachers with 6–10 years of experience reported the highest mean score. A study by Robinson and Gray (2023) reinforces this finding, emphasising that instructional leadership practices centered on continual professional development are equally valued by teachers, irrespective of their tenure. In contrast, Skelton (2019) reported statistically significant differences, suggesting that perceptions of instructional leadership functions may vary based on teachers' years of experience.

The ANOVA test revealed minor differences in mean scores among various experience groups, but these differences were not statistically significant ($F_{4, 387} = 1.747$, $p = 0.139$). Notably, Levene's test for homogeneity of variances was significant ($p = 0.036$), indicating diversity in teachers' perceptions of their principal's leadership based on differing tenure periods. However, Dunnett's T3 post-hoc analysis confirmed that none of the differences attained statistical significance, suggesting that teachers' perceptions remain comparatively stable over time. Consequently, it can be concluded that the length of a teacher's experience with their present principal does not substantially affect their views on principals' instructional leadership practices.

In contrast, Skelton (2019) found a statistically significant relationship between teachers' tenure with a principal and their perceptions of instructional leadership. Additionally, Reese et al. (2023) assert that principals employing a transformational leadership style generally uphold uniform perceptions of leadership effectiveness among teachers, irrespective of the teachers' tenure with the principal.

Overall, the study highlights the consistency of teachers' perceptions of educational leadership across different demographic groups. Contrary to expectations, factors such as gender, age, teaching level, teaching experience and length of service with the principal did not have a significant impact on teachers' self-perceived performance. Instead, the effectiveness of the teaching profession appears to be more related to pedagogical skills, school climate and ongoing professional development than to personal demographic characteristics.

The results indicate that Maldivian school leaders employ inclusive and effective leadership practices that are broadly acknowledged by teachers, irrespective of their personal or professional backgrounds. This consistency highlights the necessity of adopting a leadership strategy that emphasises quality instruction, professional development, and teacher engagement, aligning with contemporary research on effective school leadership (Leithwood et al., 2023). In addition, the results also show that differences in teachers' demographics don't have a big effect on how they rate instructional leadership. This shows that leadership practices in Maldivian schools are strong and consistently applied across diverse teaching contexts.

5.2.5 Teachers' Commitment vs Teachers Individual Characteristics

Research Question 5: Is there any significant difference in the teachers' commitment as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

The study investigated whether teachers' commitment (TC) varies considerably based on individual factors such as gender, age, teaching level, teaching experience, and tenure with the current principal. The results indicate that none of these factors has a statistically significant influence on teachers' self-reported levels of commitment. This contrasts with findings from Sugandi et al. (2021), who found a linear negative correlation between age, years of experience, gender, and organisational commitment.

An independent samples t-test revealed no significant difference in commitment levels between male and female teachers ($t = 0.335$, $p = 0.738$). This finding aligns with recent studies (Smith & Johnson, 2023; Patel, 2022; Tadesse, 2019) indicating that gender does not significantly affect organisational commitment in educational settings. The findings suggest that factors including workplace environment, leadership support, and intrinsic motivation may play a more significant role in influencing teacher commitment than gender differences.

Similarly, a one-way ANOVA indicated no statistically significant difference in TC ratings among different age groups ($F_{4,387} = 1.582$, $p = 0.178$). Despite younger teachers (under 25 years) exhibiting slightly higher mean scores, the differences among age groups were not statistically significant. These findings diverge from previous research indicating age-related variations in commitment, with older teachers often demonstrating greater normative and continuation commitment due to career stability (Wang et al., 2023). Nonetheless, the results correspond with recent research (e.g., Garcia & Lee, 2022) that underscores the impact of organisational culture on age-related factors influencing teacher commitment.

The ANOVA results indicated significant differences in commitment levels across various teaching levels ($F_{2, 389} = 6.976, p < 0.001$). However, post-hoc Dunnett's T3 analysis revealed no significant differences across any pair wise comparisons. While primary teachers exhibited slightly higher levels of commitment, the difference was not statistically significant. This finding aligns with research (e.g., Brown & Kim, 2023) suggesting that teaching level is not a primary factor influencing commitment, as other workplace factors, including autonomy, administrative support, and professional development opportunities, play a more crucial role.

One possible explanation for these findings is that principals tend to spend more time with primary teachers than with secondary teachers. In addition, teacher commitment may decline over time due to various factors, such as limited benefits and insufficient guidance. Without ongoing professional development and support, teachers may withdraw or leave the school. This underscores the need for structured professional development programs that promote a deeper understanding of the meaning of the teaching profession and improve teachers' existential well-being.

The study found no statistically significant differences in commitment scores based on years of teaching experience ($F_{4, 387} = 0.265, p = 0.900$). This contradicts previous studies indicating that commitment increases with experience due to professional stability and institutional loyalty (Shrestha, 2023b). However, recent research (e.g., Ahmad et al., 2023) argues that school culture, leadership, and job satisfaction have a more significant effect on professional commitment than years of experience alone.

Some scholars (e.g., Allen & Meyer, 1990a; Shah et al., 2020) have found a relationship between experience and organisational commitment, while Meyer et al. (2002) found a positive correlation between tenure and commitment. In contrast, the results of the current study indicate that teaching experience does not significantly affect levels of commitment. This may be attributed to weak collegial relationships, potentially stemming from competitiveness among teachers, which could reduce their commitment to one another.

Finally, the results showed no significant differences in commitment levels based on teachers' experience with their current principal ($F_{4, 387} = 1.024$, $p = 0.395$). While prior research has highlighted the significance of leadership in influencing commitment (Meyer, Becker, et al., 2022), the results indicate that the duration of employment under a specific principal does not inherently affect commitment levels. Instead, leadership style and school climate may significantly influence the cultivation of teacher commitment (Jones & Carter, 2023).

The results suggest that individual demographic variables such as gender, age, teaching level, experience, and tenure with a principal do not significantly influence teacher commitment. Rather, broader organisational factors—such as leadership style, professional development, and school climate—may significantly influence commitment levels. This is consistent with recent studies that emphasise the need for supportive working conditions and effective leadership to promote teacher commitment (Patel & Kumar, 2023).

Thus, the results of this study indicated that the teachers in Male' Maldives schools believed that their level of commitment is very high. The level of their continuous commitment (4.3209) seemed to be higher than the levels of their affective commitment (4.1490) and normative commitment (3.6811). Such a level of commitment could theoretically be associated with high job satisfaction and morale and rather low staff turnover. It seems to be high enough that staff feel loyal and identify strongly with the organisation and its values. Of course, such identification and dedication are crucial in an educational institution. A teacher who supports and believes in the school's values and goals is more likely to be committed to achieving them.

These findings indicated that teachers in the Maldives are committed to their work. Thus, the researcher can conclude that they work hard, spend most of their time with their students outside the classroom to help them when they need help, do not think of changing their profession, and generally enjoy teaching. The rationale for this finding is that teachers, under the influence of moral, religious, and professional considerations, may be committed to things that are closely related to their profession.

Therefore, it is important for the school to provide various professional development and mentoring programs to increase teacher commitment. Since the basic concept of empowerment emanates from the leaders or managers of an organisation, school leaders are the key facilitators for the practice of empowerment at the school level. Various ways exist to leverage experienced teachers as mentors and advisors, thereby enhancing their commitment. Therefore, it is important to maximise the knowledge, skills, and experience of experienced teachers in this regard.

According to these findings, school leadership that solicits ideas from teachers and involves them more in decision-making creates a sense of belonging where teachers feel they belong to the school and that the school is a family. So, if principals strengthen their instructional leadership practices and teachers are appreciated for their efforts and given adequate remuneration as well as incentives for their efforts, teacher commitment and performance levels will definitely improve. As teacher commitment and performance increase, there is no doubt that this will increase the attention span of students and improve their academic performance.

5.2.6 Teachers' Performance vs Teachers Individual Characteristics

Research Question 6: Is there any significant difference in the teachers' performance as perceived by teachers with regard to the individual characteristics of teachers (gender, age, level of teaching, teaching experience, experience with the current principal)?

The study investigated whether teachers' perceptions of their performance (TP) differed according to individual demographic variables such as gender, age, teaching level, teaching experience, and experience with the current principal. The hypothesis (H3) proposed a significant difference in teachers' assessments of performance among these variables. Nevertheless, statistical analysis indicated minimal or no significant differences in the majority of cases. The results align with current literature, suggesting that demographic or professional characteristics do not significantly affect teachers' self-evaluations. Numerous recent research studies support these findings.

Conversely, Atsebeha (2016) found that age and experience affect teachers' performance.

An independent samples t-test revealed no statistically significant difference in teachers' performance by gender ($t = -0.056$, $p = 0.955$). Male and female teachers exhibited comparable self-assessed performance levels, rejecting the idea that gender affects performance ratings. Previous studies suggest that gender does not significantly influence teachers' professional performance (Zhang & Ng, 2022). Research indicates that teaching effectiveness is primarily influenced by pedagogical competencies and participation rather than gender differences (García & Weiss, 2019). Similarly, Ajoku and Alikor (2023) observed no significant gender effect on total job performance, suggesting that gender may not universally affect teaching effectiveness across many subjects or contexts. However, Hendrawijaya (2019) indicated that gender can affect employee performance, implying that its influence may differ according to the professional environment.

A one-way ANOVA showed no significant differences in teachers' self-perceived performance among age groups ($F_{4,387} = 1.462$, $p = 0.213$). Even though there were differences in the mean scores, post-hoc analysis showed that these differences were not statistically significant. This means that age does not have a big effect on how teachers see their performance. In accordance with this study's findings, Aydin et al. (2021) determined that age does not significantly influence teachers' perceived effectiveness. However, some research studies indicate that younger teachers may implement more innovative teaching techniques, whilst their older counterparts depend on experience, resulting in a balanced overall performance (Collie et al., 2020). Conversely, Inayatullah and Jehangir (2012) reported significant differences in teacher performance based on age. Similarly, Hendrawijaya (2019) discovered that age positively and significantly influences employee performance. Furthermore, age-related characteristics significantly influence organisational performance, as older employees generally exhibit greater responsibility and experience. As individuals mature, they exhibit improvements in decision-making, rational thought, emotional regulation, and tolerance for diverse perspectives, all of which promote performance.

ANOVA results indicated a significant difference in teachers' performance according to their teaching level ($F_{2, 389} = 3.221, p = 0.041$). Nevertheless, post-hoc comparisons using Dunnett's T3 test revealed no statistically significant pairwise differences, suggesting that any observed variations in performance across teaching levels were insubstantial. Previous studies indicate that differences in workload and student involvement may account for slight changes in perceived performance across teaching levels (Struyven & Vanthournout, 2018). Nonetheless, these differences do not result in substantial performance variations.

Teachers' self-evaluated performance exhibited no significant variation according to years of teaching experience ($F_{4, 387} = 0.213, p = 0.931$). This indicates that experience alone does not affect teachers' perceptions of their performance in the classroom. Several research studies indicate that experience alone does not necessarily result in an enhanced self-assessment of performance (Klassen & Tze, 2019). Instead, continuous professional development and adaptation are more critical determinants of teacher effectiveness (OECD, 2021). However, Hendrawijaya (2019) found that years of experience significantly enhance overall employee performance, indicating that accumulated expertise may improve workplace effectiveness.

ANOVA results revealed no significant differences in teachers' performance related to the duration of employment under their current principal ($F_{4, 387} = 1.712, p = 0.146$). There were some differences in the mean scores, but post-hoc analysis showed that these changes were not statistically significant. This means that knowing a principal does not have a big effect on how well someone thinks they are doing. Research suggests that principal-teacher interactions correlate more significantly with job satisfaction than with perceived effectiveness (Lavigne & Goodnough, 2021). Additionally, Hendrawijaya (2019) identified that factors including age, gender, and years of experience affect overall employee performance.

5.2.7 Principals' Instructional Leadership towards Teachers' Commitment

Research Question 7: Do Maldivian school principals' instructional leadership practices affect teachers' commitment?

A strong structural relationship between principals' instructional leadership (PIL) and teachers' commitment (TC) was found in the study. The path coefficient (β) was found to be 0.459. This answered the research question RQ7: "Do Maldivian school principals' instructional leadership practices affect teachers' commitment?" The positive value of β indicates that the instructional leadership practices of Maldivian school principals have a favourable effect on teachers' commitment. Consequently, the hypothesis proved to be correct. Therefore, "The Maldivian school principals' instructional leadership practices have an effect on teachers' commitment."

These findings align with previous studies by Sukarmin and Sin (2022), Cansoy et al. (2020), and Sugandi et al. (2021), which discovered that instructional leadership practices exhibited by the principal influences teachers' commitment to the school. Moreover, Skelton (2019) found statistically significant correlations between instructional leadership functions and affective, continuance, and normative dimensions of organisational commitment.

This study and prior research demonstrate that school leaders with elevated perceived prestige are likely to foster increased teacher commitment. In Male, Maldives, where teacher commitment levels are significantly very high, the study found that most demographic characteristics did not influence teachers' commitment.

Considering the evident correlation between instructional leadership practice and teacher commitment, it is imperative to strengthen school principals' instructional leadership practices to elevate teacher engagement and improve student results. Allocating adequate time and resources to school leaders and prioritising instructional leadership over administrative duties can significantly improve teacher commitment and overall academic achievement.

These findings further support the research conducted by Cansoy et al. (2020), which emphasises a positive correlation between instructional leadership and teachers' organisational commitments. Collectively, those research results indicate that

enhancing instructional leadership among Maldivian school principals is crucial for boosting teacher commitment and performance, consequently leading to improved student academic achievement.

Consequently, it is important to enhance instructional leadership of school principals so that teacher commitment can be improved and student academic outcome can be upgraded. To enhance teacher commitment, it is essential to intensify efforts in reinforcing the instructional leadership role of school administrators. Principals must be provided with the necessary atmosphere and time to accomplish their work. It is unequivocal that teacher engagement and student academic performance will improve if principals prioritise their instructional leadership responsibilities over administrative tasks.

5.2.8 Principals' Instructional Leadership towards Teachers' Performance

Research Question 8: Do Maldivian school principals' instructional leadership practices affect teachers' performance?

The hypothesis testing confirmed a significant positive relationship between PIL and TP, with a path coefficient of 0.382. The positive value of the Path Coefficient (β) confirmed that the Maldivian school principals' good instructional leadership (PIL) practices improve teachers' performance (TP). Consequently, the hypothesis was found to be correct. The results confirmed the existence of a strong structural and significant relationship between Maldivian principals' instructional leadership practices and teachers' performance. Therefore, the teacher performance of Maldivian schools is impacted by the instructional leadership practices of Maldivian principals.

This aligns with previous research by Muliati et al. (2021), which showed that strong instructional leadership improves teacher performance, suggesting that effective leaders can influence the behaviour of their followers. Wahab et al. (2020), who found a significant correlation between headmasters' instructional leadership techniques and teacher performance, indicating that effective leadership enhances teacher work outcomes. The research by Mariam and Naresh's (2022) also confirmed that principal leadership directly influences teachers' performance, which in turn

affects student outcomes, reinforcing the importance of robust instructional leadership practices to foster a committed and high-performing teaching staff.

The results of the study indicate that the leadership practices of Maldivian principals have a significant impact on teachers' performance. The principal's responsibility goes beyond administrative tasks because principal effective pedagogical leadership significantly influences teacher motivation and commitment as well as overall school performance. Principals' ability to define clear goals, organise instructional programs, and promote a positive school climate is a critical factor determining teachers' effectiveness. These findings are in line with global research, which consistently emphasises the importance of educational leadership in improving school performance. Schools with strong leadership demonstrate better teacher collaboration, higher job satisfaction, and improved student learning outcomes (Parveen et al., 2022).

The research additionally revealed that Maldivian principals proficiently define school goals, manage instructional programs, and foster a positive school climate, all of which enhance teacher performance. These findings highlight the necessity of enhancing instructional leadership to maintain and advance teacher effectiveness in Maldivian schools.

5.3 IMPLICATIONS OF RESEARCH

Since more than 40 years, new conceptual models have emerged in the field of educational leadership (Hallinger, 2003). One of the most important models, in terms of the number of empirical studies, is instructional leadership. This model of leadership focuses explicitly on how the pedagogical leadership exhibited by school administrators and teachers leads to better educational outcomes. Instructional leadership emerged in the early 1980s from research on effective schools. The current study found that strong, directional leadership exhibited by the principal that focuses on curriculum and instruction, is a hallmark of school effectiveness.

5.3.1 Theoretical Implications

This study makes a significant contribution to the body of knowledge on instructional leadership by reaffirming the validity of Hallinger and Murphy's (1985) instructional leadership theory, which highlights three key dimensions: defining school vision and goals, managing instructional programs, and fostering a positive learning climate. The findings support the theory's claim that strong instructional leadership improves teacher performance and align with recent studies emphasising the principal's influence in shaping effective teaching practices.

The study also confirms that individual demographic characteristics, including gender, age, teaching level, teaching experience, and length of service with the principal, have no significant impact on teachers' self-rated performance. This is consistent with research findings indicating that teaching skills, school culture, and continuous professional development have a greater impact on teacher performance than demographic factors.

A key contribution of this study is its empirical information on instructional leadership effectiveness in the Maldivian context, an area that has been relatively understudied in studies on instructional leadership. The findings provide a basis for future research on instructional leadership models in similar educational systems in small islands.

This study supports Hallinger and Murphy's (1985) Instructional Leadership Model by showing that Maldivian principals excel in defining the school mission statement. However, the study also reveals weaknesses in managing instructional programs and promoting a positive school climate, indicating areas that need improvement (Salleh & Abu Bakar, 2018). In addition, the study supports Meyer and Allen's (1991) Organisational Commitment Theory, which identifies affective, continuance, and normative commitment as key components of employee commitment. The findings are consistent with research showing that continuous commitment is often strongest among educators due to financial stability and contractual obligations (Kim & Kang, 2023).

This study provides empirical evidence for the self-assessment of teacher performance, underpinning current research that prioritises pedagogical skills, professional development, and school climate over demographic characteristics (OECD, 2021). The findings also support the theories of transformational and instructional leadership, which state that the effectiveness of leaders is rooted in professional competencies rather than personal demographic characteristics.

In addition, the study supports the theoretical framework linking instructional leadership to teacher performance and commitment. The positive relationship between principal instructional leadership (PIL) and teacher commitment (TC) and performance (TP) is consistent with previous studies by Sukarmin and Sin (2022) and Muliati et al. (2021). These findings confirm the leadership theories that emphasise the crucial role of instructional and transformational leadership in promoting organisational commitment and performance in educational institutions.

5.3.2 Practical Implications

This study's findings have multiple practical consequences for policymakers, school administrators, and educators within the Maldivian education system. Policymakers are determinants of effective education system because resources and policy frameworks needed to improve instructional leadership and the entire school stakeholders are provided through them. Thus, to enhance leadership effectiveness, policy makers need to provide essential training programs on goal-setting, curriculum coordination, and teacher engagement strategies for the principals of all schools in the country. The Ministry of Education must also implement ongoing leadership development programs for school principals, ensuring they possess vital instructional leadership skills to promote academic achievement.

Reducing the administrative burden on principals is a critical issue that policymakers must tackle. By optimising bureaucratic procedures, principals can dedicate increased time and effort to instructional leadership instead of administrative tasks. Moreover, promoting shared leadership models within schools can facilitate a more effective distribution of tasks and foster a collaborative approach to school

management. Moreover, guaranteeing that each school possesses a clearly defined and well-communicated vision linked with instructional objectives can significantly improve teacher motivation and performance. Leadership training must prioritise the definition, maintenance, and successful communication of a robust school mission in order to promote academic excellence.

School administrators, especially principals, significantly influence teachers' professional development and motivation. It is therefore important to enhance teacher performance through acknowledgement, encouragement and better reward system. Establishing structured recognition systems that reward teachers' efforts beyond formal assessments might improve job satisfaction and performance. Furthermore, implementing performance-based rewards and chances for professional development can enhance teacher engagement and commitment to the institution.

Interactions between teachers and principals must also be strengthened to foster a supportive professional atmosphere. The research indicated that teachers seek increased opportunities for one-on-one interactions with principals concerning student progress. To address this, principals should use structured mentoring sessions and regular feedback meetings to foster strong professional relationships and improve instructional effectiveness.

Promoting collaborative leadership models can improve the school climate and teacher satisfaction. Involving teachers in decision-making processes enables principals to create a sense of professional commitment and staff participation. In addition, the principal's visibility and involvement can contribute to better instructional support through his or her active presence in the classrooms and hallways. Minimising unnecessary administrative burdens allows principals to focus on instructional leadership and overall school improvement.

Improving classroom management and pedagogical practices is essential for teachers to ensure effective learning outcomes for students. Teachers should receive specialised training on structured lesson planning and student engagement strategies to improve classroom effectiveness. Schools must provide data-driven professional development programmes to equip teachers with effective evaluation and feedback systems that contribute to their continuous growth and development.

Professional development should remain a top priority, focusing on data-driven instruction, innovative pedagogical strategies, and adaptive teaching methods to address the evolving educational needs of students. Continuous Professional Development (CPD) programs should be encouraged to ensure that teachers stay updated with the latest teaching methods and best practices.

In addition, parental involvement in student assessment is crucial to improving student learning outcomes. Lower scores on student assessments suggest that parental involvement in monitoring academic progress is necessary. Schools should establish effective communication pathways between parents and teachers and implement digital progress monitoring tools that allow parents to monitor student performance and offer prompt feedback.

The findings of this study highlight the essential function of instructional leadership in influencing teacher performance and commitment. By focusing on leadership training, professional development, and collaborative leadership strategies, policymakers and school administrators can cultivate a more effective and supportive educational environment in Maldivian schools. Establishing an inclusive, organised, and engaging learning environment will ultimately enhance academic achievement and improved teacher satisfaction.

5.4 LIMITATIONS OF THE STUDY

Despite the valuable contributions of this research, several limitations must be acknowledged. These limitations may affect the generalisability and accuracy of the results, highlighting areas for future research and improvements.

One primary limitation is that the study was conducted exclusively in Malé, the capital of the Maldives, with a sample restricted to teachers from selected schools. As a result, the findings may not be applicable to other schools in various regions of the country, especially those in rural or island communities with distinct educational challenges and resources. Additionally, the study exclusively involved teachers, omitting the viewpoints of school leaders, policymakers, students, and parents, which

could have provided a more holistic understanding of instructional leadership and its effect on teacher performance.

Another notable limitation is the dependence on self-reported data, which may lead to response bias, including social desirability bias. Teachers may unintentionally overestimate or underestimate their teaching methods, which influences the accuracy of the findings. To address this limitation, the study ensured anonymity and confidentiality during data collection. However, future research should integrate multiple data sources, such as classroom observations, student performance indicators, and peer reviews, to improve objectivity.

Furthermore, the study employed a cross-sectional research design, collecting data at a single moment. While this approach offers significant insights into the relationship between instructional leadership and teacher performance, it fails to facilitate an analysis of long-term patterns or causal relationships. A longitudinal study would be beneficial for evaluating the enduring effects of instructional leadership on teacher commitment and performance over time.

Additionally, this study did not thoroughly examine external factors, including government policies, socio-economic conditions, school funding, and parental engagement. These factors can significantly influence instructional leadership and teacher effectiveness. A more comprehensive approach that incorporates these contextual variables would provide more profound insights. Future studies should employ a multi-level approach, integrating viewpoints from policymakers, school administrators, and community stakeholders to better understand the broader dynamics influencing instructional leadership practices.

While this study enhances the understanding of instructional leadership and its impact on teacher performance, recognising these limitations provides valuable direction for future research. Future studies can develop a more comprehensive and generalisable understanding of instructional leadership in a wide range of school settings by addressing issues related to data collection methods, research design, and external factors.

5.5 RECOMMENDATIONS

Based on the results of the current study, recommendations for future studies are made for future research and practice to improve the principal instructional leadership, teacher commitment, and performance of schools in Male', the capital of the Maldives, to enhance student learning.

5.5.1 Recommendations for Future Practice

Effective school leadership is essential for creating a conducive learning environment. To improve instructional leadership, systematic leadership training programs must be established, concentrating on curriculum coordination, teacher involvement, and school climate management. The Ministry of Education should establish ongoing leadership development programs for school leaders to guarantee their capacity to effectively support teachers. Additionally, peer learning networks for principals should be formed to facilitate the sharing of best practices.

Continuous professional development is crucial for enhancing the effectiveness of teaching. Educational institutions should provide organised professional development programs that concentrate on instructional practices, classroom management, lesson planning, and student evaluation methodologies. Fostering peer mentoring and collaborative learning communities will enable teachers to share best practices and promote a culture of collaboration and shared responsibility for improvement. Additionally, compulsory continuous professional development programs should be implemented to guarantee that teachers stay current with advancing pedagogical techniques.

Acknowledging and rewarding teachers for their efforts can significantly increase teacher motivation and job satisfaction. Educational institutions should establish systematic teacher recognition systems that include awards, written commendations, and performance-driven incentives. Additionally, mentoring programs should be encouraged to facilitate professional collaboration and development. Establishing systematic performance evaluation systems that

acknowledge high-performing teachers would enhance teacher engagement and retention.

Parental involvement is essential for student achievement. Schools should establish parental engagement initiatives to enhance collaboration between teachers and families. Using digital tools for communication and keeping track of students' progress will give teachers and parents real-time information that will enable them monitor students' academic progress. Parental engagement in student evaluation will enhance accountability and improve learning outcomes.

A collaborative school leadership style can improve the whole school programs and strengthen professional relationships. Principals should set up structured mentoring sessions and feedback meetings to encourage stronger interaction between teachers and principals. Encouraging teachers to make decisions collaboratively helps foster a sense of shared responsibility and commitment. Additionally, by balancing administrative and instructional responsibilities, principals can focus on academic leadership rather than bureaucratic tasks.

Principals' active participation in the school activities is crucial for fostering a supportive educational environment. Principals should maintain a visible presence in classrooms and corridors, make regular classroom visits, provide real-time feedback, and participate in lesson planning. This practical method will foster stronger relationships among stakeholders in the school such as principal, teachers, and students. This will ultimately improve overall learning experience in the school.

By implementing these recommendations, policymakers, school administrators, and educators can collaborate to improve instructional leadership, teacher effectiveness, student achievement, and parental involvement in the Maldivian educational system.

5.5.2 Recommendations for Future Research

To improve our understanding of instructional leadership and its effects on teacher performance, student outcomes, and the effectiveness of the education system in general, future research should focus on the following key areas:

1. Future studies should take a longitudinal approach to assess the lasting impact of instructional leadership on teacher performance and student achievement across time. This would help in identifying long-term patterns and gaining more profound insights into the effectiveness of leadership strategies.
2. Conducting cross-national study would enable the examination of variations in instructional leadership practices across diverse socio-cultural and educational contexts. Such research could enhance the generalisability of findings and identify effective practices applicable across many contexts.
3. Future research should examine the influence of governmental policies, economic conditions, school funding, and community involvement on the effectiveness of educational leadership. Comprehending these external factors might offer a more thorough perspective on the challenges and opportunities encountered by school leaders.
4. A combination of quantitative methods (e.g., surveys and performance metrics) and qualitative approaches (e.g., classroom observations and interviews) would provide a more comprehensive knowledge of the dynamics of school leadership. This methodological integration may lead more comprehensive data and refined results.
5. Future research should investigate the direct effects of instructional leadership on student academic achievement. Establishing a stronger empirical link between leadership practices and student achievement would provide significant insights for policymakers and educators aiming to enhance educational outcomes.

6. Investigating the impact of school leaders' emotional intelligence on teacher commitment and teaching effectiveness may provide the interpersonal aspects of leadership. Understanding the emotional qualities required for effective leadership may enhance training and professional development programs.
7. Subsequent research should assess the effectiveness of instructional training programs in improving school leadership skills. Research on the direct effects of such programs on teacher commitment and instructional quality can support the development of more effective professional development opportunities.
8. Investigating the influence of parental involvement in student assessments may yield significant insights regarding monitoring and assessment methodologies. Comprehending the impact of parental involvement on student performance and teacher effectiveness might help to enhance educational methodologies.

By focusing on these research domain areas, future studies can help strengthen educational leadership practice, improve teacher performance, and enhance student learning outcomes in the Maldives and worldwide.

5.6 CONCLUSION

The chapter began with the discussion of the study findings, emphasising the main objective of this dissertation: to examine the instructional leadership practices of Maldivian school principals and their direct impacts on teacher commitment and performance. The findings confirm that instructional leadership plays a critical role in promoting teacher commitment and performance. While demographic factors such as gender, age, teaching experience, and length of tenure with the same principal had minimal impact, pedagogical skills, school climate, and professional development were found to be key factors in teacher performance. Strong leadership will foster a conducive environment where staff professional development thrives, staff are

supported and rewarded and students are motivated. This will automatically improve teaching learning activities in the school.

The study concludes that Maldivian school principals demonstrate a very high level of instructional leadership, which correlates positively with very high teacher commitment and performance. In particular, the instructional leadership practices of Maldivian principals had a significant positive impact on teacher commitment and performance, highlighting the critical role of effective leadership in education.

The findings provide valuable insights for policymakers and school administrators, emphasising the need to:

1. Enhanced instructional leadership training programs
2. Structured teacher recognition initiatives
3. Improved professional development opportunities
4. Improved parental involvement strategies
5. Supportive school policies that promote leadership effectiveness

From a theoretical perspective, this study has contributed to advancing knowledge in the areas of instructional leadership, teacher commitment, and teacher job performance in the Maldivian educational context. Furthermore, the findings have enhanced established frameworks, including the Principal Instructional Management Rating Scale (PIMRS) by Hallinger & Murphy (1985), the Three-Component Model (TCM) of Employee Commitment by Meyer and Allen (2004), and the Teacher Job Performance Questionnaire (TJPQ) by Atsebeha (2016).

Future research should expand on these findings by investigating the long-term effects of instructional leadership, examining external influences such as government policies and community engagement, and using mixed methods approaches for a more comprehensive analysis. Additionally, cross-cultural comparisons could further provide more profound insights into leadership dynamics across various educational settings.

By implementing the recommendations of this study, Maldives schools will overcome challenges of student poor performance, teacher commitment and performance will be enhanced, human capital will be more developed and the country will favourably compete in the global world.



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APPENDIX A

PERMISSION TO USE PIMRS



Mohamed Shujau <shuja488@gmail.com>

requesting permission to use PIMRS in research study

Philip Hallinger <hallinger@gmail.com>
To: Mohamed Shujau <shuja488@gmail.com>

Wed, Aug 24, 2022 at 4:25 AM

Dear Mohamed Shujau

You have my permission to use the PIMRS in your research. You now are able to access various PIMRS resources on my website at <http://philiphallinger.com/tool/survey/pimrs/a/researcherLogin-2.html>.

Please enter the following requested information during 2022:

- Research User ID: **PIMRS**
- 2022 Password: **8455536**
- Name: Your **FirstName LastName**
- Email: Your **email address**
- Click the **Submit button**

The webpage contains a variety of resources including:

1. Forms of the English language PIMRS for your copying and adaptation
2. Translated versions of the PIMRS for Malay, Chinese, Arabic, Thai, Persian, Amharic, Portuguese, Spanish, Turkish, Vietnamese
3. Support resources including the Technical Report (new), User Manual (old)
4. PIMRS related articles and book chapters
5. Other instructional leadership articles
6. List and zipped PDF files of 400 PIMRS Studies

*For full and up-to-date information on the PIMRS and its use as a research and evaluation tool, please my latest book, *Assessing Principal Instructional Leadership with the PIMRS*. The book contains useful information for researchers on the scale including its development, use, validity and reliability. The book also details how to use the short form and plan research with the instrument. For more info, go to: <http://www.springer.com/cn/book/9783319155326>. Individual chapters may also be purchased.*

Please keep in mind the conditions of your purchase including sending me:

- 1) a copy of the translated PIMRS (if applicable),
- 2) a copy of your RAW DATASET, and 3) a pdf copy of your completed study.

If you need support in using the instrument, please connect with me on my blog at: <http://philiphallinger.com/blog/>.

Best of luck.

Philip Hallinger

APPENDIX B

PERMISSION TO USE TCM SURVEY



Mohamed Shujau <shuja488@gmail.com>

Need permission to use TCM survey in research study, TCM inquiry.

Natalie Jean Allen <nallen@uwo.ca>
To: "shuja488@gmail.com" <shuja488@gmail.com>

Thu, Nov 5, 2020 at 7:51 PM

Hello Mohamed,

Thank you for your interest in using the Three-Component Model (TCM) Employee Commitment Survey in your research. You can get information about the measure, a Users' Guide, and the measure itself at:

<http://employeecommitment.com/>

For academic / research purposes, please choose the Academic Package. (There is no charge for this package.) I wish you well with your research!

Best,

Natalie Allen

From: shuja488@gmail.com <shuja488@gmail.com>

Sent: Wednesday, November 4, 2020 9:20 PM

To: Natalie Jean Allen <nallen@uwo.ca>

Subject: FW: Need permission to use TCM survey in research study, TCM inquiry.

[Quoted text hidden]

APPENDIX C

APPROVAL LETTER FROM KULLIYAH OF EDUCATION

 الجامعة الإسلامية العالمية ماليزيا INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA فونديشن الإسلام والعلم والعلمانية Garden of Knowledge and Virtue		LEADING THE WAY KUALA LUMPUR • JOHOR • SARAWAK • KLANG
KULLIYAH OF EDUCATION		SUSTAINABILITY INSTITUTION OF THE YEAR
Our Reference	:	IUM/312/RNP/01/2
Date	:	17th August 2022
TO WHOM IT MAY CONCERN		
<i>Assalamualaikum wrt. wbt.</i>		
Dear Sir/Madam,		
PERMISSION TO CONDUCT RESEARCH AT YOUR OFFICE BY BR. MOHAMED SHUJAU ABDUL RAHEEM (MATIC NO: G1717007)		
May this letter reach you while you are in the best of <i>Iman</i> and health by the grace of Allah s.w.t.		
This is to certify that Br. Mohamed Shujau Abdul Raheem (Matic No: G1717007) is a Ph.D student at Kulliyah of Education, IIUM.		
Currently he is writing a thesis entitled " <i>Principals' Practices of Instructional Leadership Towards Teachers' Commitment and Performance in Maldives</i> " under the supervision of Assoc. Prof. Dr. Mohammad Johdi Salleh. As part of the preparation, we would like to seek your good office to allow him to conduct the above mentioned research at your office.		
Any assistance rendered to him is greatly appreciated.		
Thank you. <i>Wassalam.</i>		
 ASSOC. PROF. DR. MASTURA BADZIS Deputy Dean (Postgraduate and Responsible Research) Kulliyah of Education International Islamic University Malaysia		
Note : <i>This letter is issued upon student's request.</i>		
 GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR  GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR  GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR  GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR  GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR		
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 GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR  GreenCampus Award 2021 SUSTAINABILITY INSTITUTION OF THE YEAR		

KULLIYAH OF EDUCATION (KOEED)
International Islamic University Malaysia, Jaitan Court, 63100 Kuala Lumpur.
Tel: +603-8421 5351 / 5353 / 5354 / 5359 / 5356 / 5351 Fax: +603-8421 4351 / 5352 / 5357 / 5374 / 5375 Website: www.iiu.edu.my/education



APPENDIX D

APPROVAL LETTER FROM MINISTRY OF EDUCATION

Ministry of Education

Policy Planning and Research Division

Malé, Maldives



To Whom It May Concern

Approval for collecting information from Schools

This is to inform that Mr Mohamed Shujau Abdul Raheem (A058147), who is undertaking PhD in Education at International Islamic University of Malaysia (IIUM), has the permission to collect information required for his research project from all the secondary schools of Maldives.

Research Topic:

"Principals' Practices of Instructional Leadership Towards Teachers' Commitment and Performance in Maldives"

Main Objectives:

- To investigate the relationship between the instructional leadership behaviours of principals towards teachers' commitment and performance.

Data Needed:

Questionnaire

Participant/s:

Teachers in Male' city schools, 500. (Primary, secondary and higher secondary schools in Male' city)

Please provide your assistance and support in collecting the information for the research.

29 August 2022



Note:

- The researchers should strictly follow the rules and regulations set by the HPA, the Ministry of Education and the schools. The researchers should have completed two doses of Covid vaccine 14 days prior to entering the school premises.
- The researcher must obtain prior approval from the school and Parents before conducting the research.
- The findings of the research should be shared with the Ministry of Education, statistics@moe.gov.mv

APPENDIX E

QUESTIONNAIRE

Dear Respondents,

This questionnaire forms are a part of my doctoral research entitled “Principals' Practices of Instructional Leadership Towards Teachers' Commitment and Performance in Maldives”. Your school have been selected by simple random sampling strategy out of 21 schools of Male’ Maldives. Hence, I have invited you to take part in this survey. The aim of this study is to investigate the relationship between the instructional leadership practices of principals’ and teachers’ commitment and performance.

You are kindly requested to complete the survey questionnaire. No foreseeable risks are associated with the completion of the questionnaire, which is for research purposes only. The questionnaire will take approximately 15 - 20 minutes to complete.

You are not required to indicate your name and your anonymity will be ensured; however, indication of your age, gender and experience, amongst others, will contribute to a more comprehensive analysis.

Section A: Teachers Demographic Information

Please provide the following information about yourself:

- A. School Name:
- B. Your gender: a. Male ☐ b. Female ☐
- C. Your age:
 - a. Under 25 b. 25-29 c. 30-39 d. 40-49 e. 50 and above
- D. Level you teach.
 - a. Primary (KS 1 & 2) b. Secondary (KS 3 & 4) c. Higher Secondary (KS 5)
- E. Years at the end of this year, that you have worked with the current principal:

- a. 1 b. 2-4 c. 5-9 d. 10-15 e. more than 15

F. Years' experience as a teacher at the end of this year:

- b. 1 b. 2-4 c. 5-9 d. 10-15 e. more than 15

G. Gender of your principal: Male ☐ Female ☐

Section B: Principal Instructional Leadership

This section is designed to provide a profile of principal leadership. It consists of 22 behavioural statements that describe principal job practices and behaviours. You are asked to consider each question in terms of your observations of the principal's leadership over the past school year. Read each statement carefully. Then select the best answer that fits this principal's specific job behaviour or practice during the past school year. For the response to each statement:

1. Almost Never 2. Seldom 3. Sometimes 4. Frequently 5. Almost Always

In some cases, these responses may seem awkward: use your judgement in selecting the most appropriate response to such questions. Try to answer every question.

Thank you.

To what extent does your principal...?

DEFINING THE SCHOOL MISSION		Almost Never	Seldom	Sometimes	Frequently	Almost Always
1. Frame the School Goals						
1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Use data on student performance when developing the school's academic goals	1	2	3	4	5
3.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
2. Communicate the School Goals						
4.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
5.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5

MANAGING THE INSTRUCTIONAL PROGRAM					
3. Supervise & Evaluate Instruction					
6.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4 5
7.	Review student work products when evaluating classroom instruction	1	2	3	4 5
4. Coordinate the Curriculum					
8.	Make clear who is responsible for coordinating the curriculum across grade levels (e.g. the principal, vice principal, or teacher-leaders)	1	2	3	4 5
9.	Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4 5
10.	Participate actively in the review of curricular materials	1	2	3	4 5
5. Monitor Student Progress					
11.	Meet individually with teachers to discuss student progress	1	2	3	4 5
12.	Use tests and other performance measure to assess progress toward school goals	1	2	3	4 5
DEVELOPING A POSITIVE SCHOOL LEARNING CLIMATE					
6. Protect Instructional Time					
13.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4 5
7. Maintain High Visibility					
14.	Take time to talk informally with students and teachers during recess and breaks	1	2	3	4 5
15.	Attend/participate in extra- and co-curricular activities	1	2	3	4 5
8. Provide Incentives for Teachers					
16.	Compliment teachers privately for their efforts or performance	1	2	3	4 5
17.	Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4 5
18.	Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4 5
9. Promote Professional Development					
19.	Lead or attend teacher in-service activities concerned with instruction	1	2	3	4 5
20.	Set aside time at faculty meetings for teachers to share ideas	1	2	3	4 5

	or information from in-service activities					
10. Provide Incentives for Learning						
21.	Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
22.	Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5

Section C: Teachers' Commitment

Listed below is a series of statements that represent feelings that teachers might have about your school. With respect to your own feelings about your school, please indicate the degree of your agreement or disagreement with each statement.

Strongly disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly agree = 5

Affective Commitment Scale		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I would be very happy to spend the rest of my career with this organisation.	1	2	3	4	5
2.	I feel a strong sense of "belonging" to my organisation.	1	2	3	4	5
3.	I feel "emotionally attached" to this organisation.	1	2	3	4	5
4.	I feel like "part of the family" at my organisation.	1	2	3	4	5
5.	This organisation has a great deal of personal meaning for me.	1	2	3	4	5

Continuance Commitment Scale		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6.	Right now, staying with my organisation is a matter of necessity as much as desire.	1	2	3	4	5
7.	It would be very hard for me to leave my organisation right now, even if I wanted to.	1	2	3	4	5
8.	Too much of my life would be disrupted if I decided I wanted to leave my organisation now.	1	2	3	4	5
9.	I feel that I have too few employment options to consider	1	2	3	4	5

	leaving this organisation.					
10.	One of the few negative consequences of leaving this organisation would be the scarcity of available employment alternatives.	1	2	3	4	5

Normative Commitment Scale		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.	I feel an obligation to remain with my current employer.	1	2	3	4	5
12.	Even if it were to my advantage, I feel it would not be right to leave my organisation now.	1	2	3	4	5
13.	This organisation deserves my loyalty.	1	2	3	4	5
14.	I would not leave my organisation right now because I have a sense of obligation to the people in it.	1	2	3	4	5
15.	I owe a great deal to my organisation.	1	2	3	4	5

Section D: Teachers' Performance

Please indicate your level of agreement with the aspects of job performance probed in the listed statements that follow.

Please rate your responses against the following agreement legend:

Strongly disagree = 1; Disagree = 2 ; Neutral = 3 ; Agree = 4 ; Strongly agree = 5

Teaching Planning		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4.	I prepare well for lessons.	1	2	3	4	5
14.	I teach at the level of my students' competence and understanding.	1	2	3	4	5
16.	The use of teaching media is well planned.	1	2	3	4	5
20.	I create the right opportunities for students to become competent students.	1	2	3	4	5
21.	I plan effectively to engage students in my classes.	1	2	3	4	5

Classroom Organization						
1.	I organize my assessment according to the school assessment policy.	1	2	3	4	5
5.	Seating arrangements are organized according to the purpose of the lesson.	1	2	3	4	5
9.	Students' work is assessed regularly according to a planned schedule.	1	2	3	4	5
22.	I use teaching time effectively.	1	2	3	4	5
Monitoring and evaluation						
2.	I mark the workbooks of students regularly.	1	2	3	4	5
6.	Students' workbooks are regularly signed by both me and parents.	1	2	3	4	5
15.	I keep record of marks obtained by students and monitor their progress carefully	1	2	3	4	5
18.	I check the school attendance of students and assist that no student falls behind.	1	2	3	4	5
Classroom Atmosphere and discipline						
7.	I manage my classes in a disciplined way.	1	2	3	4	5
10.	Classroom is clean and appropriately decorated.	1	2	3	4	5
17.	I communicate in an appropriate way.	1	2	3	4	5
19.	I create a non-threatening classroom atmosphere conducive to optimal learning.	1	2	3	4	5
Teacher Leadership						
3.	I have a positive influence on students.	1	2	3	4	5
8.	I know and support the vision and mission of the school.	1	2	3	4	5
11.	I motivate students to learn.	1	2	3	4	5
12.	I utilize student leaders in my classroom management.	1	2	3	4	5
13.	I model values that promote a healthy classroom culture.	1	2	3	4	5

APPENDIX F

MODIFICATION INDICES FOR THE INITIAL MEASUREMENT MODEL OF PRINCIPALS INSTRUCTIONAL LEADERSHIP (PIL)

Covariances: (Group number 1 - Default model)

	M.I.	Par Change
e21 <--> e22	27.824	.112
e20 <--> e22	29.139	.101
e20 <--> e21	70.384	.169
e19 <--> e22	12.127	.070
e19 <--> e20	24.970	.094
e18 <--> e20	12.969	.071
e18 <--> e19	15.499	.083
e17 <--> e22	15.168	.076
e17 <--> e20	19.387	.082
e17 <--> e19	21.773	.093
e17 <--> e18	20.928	.094
e16 <--> e17	22.642	.101
e15 <--> e21	6.699	.066
e15 <--> e19	11.801	.082
e15 <--> e18	4.388	.052
e14 <--> e22	12.659	.061
e14 <--> e21	4.943	.041
e14 <--> e19	13.812	.065
e14 <--> e18	25.279	.091
e14 <--> e17	15.849	.068
e14 <--> e15	15.207	.080
e13 <--> e21	4.206	-.047
e13 <--> e17	13.329	.078
e13 <--> e16	28.958	.125
e13 <--> e14	5.672	.045
e12 <--> e20	8.150	-.074
e12 <--> e19	17.172	-.114
e12 <--> e17	11.716	-.093
e12 <--> e15	7.079	-.087
e12 <--> e14	9.105	-.072
e11 <--> e15	15.225	.099
e10 <--> e19	12.674	.072
e10 <--> e18	6.974	-.055

	M.I.	Par Change
e10 <--> e17	5.336	-.046
e10 <--> e15	10.810	.079
e10 <--> e13	5.052	-.049
e10 <--> e11	44.805	.144
e9 <--> e22	12.436	-.095
e9 <--> e20	12.022	-.089
e9 <--> e19	11.633	-.093
e9 <--> e18	20.016	-.127
e9 <--> e17	4.786	-.059
e9 <--> e15	6.620	-.083
e9 <--> e14	10.454	-.076
e9 <--> e13	4.140	.060
e9 <--> e12	45.859	.252
e8 <--> e21	5.678	-.060
e8 <--> e20	12.706	-.079
e8 <--> e18	12.389	-.087
e8 <--> e15	6.356	.071
e8 <--> e13	4.393	.054
e8 <--> e9	23.499	.156
e7 <--> e22	18.333	-.115
e7 <--> e20	18.130	-.108
e7 <--> e19	17.882	-.115
e7 <--> e18	11.884	-.097
e7 <--> e17	37.250	-.163
e7 <--> e15	20.590	-.146
e7 <--> e14	14.056	-.088
e7 <--> e12	44.620	.248
e7 <--> e9	30.792	.204
e6 <--> e21	5.761	-.077
e6 <--> e20	27.082	-.147
e6 <--> e19	41.536	-.194
e6 <--> e18	8.019	-.089
e6 <--> e17	13.102	-.107
e6 <--> e15	8.438	-.103
e6 <--> e14	36.291	-.157
e6 <--> e12	25.508	.207
e6 <--> e10	6.140	-.075
e6 <--> e9	5.577	.096
e6 <--> e8	5.089	-.080
e6 <--> e7	51.320	.290
e5 <--> e21	18.243	-.108
e5 <--> e20	15.073	-.086
e5 <--> e19	25.180	-.119

	M.I.	Par Change
e5 <--> e18	6.497	-.063
e5 <--> e17	9.044	-.070
e5 <--> e16	12.588	-.090
e5 <--> e15	16.694	-.114
e5 <--> e14	9.058	-.062
e5 <--> e10	5.060	-.053
e5 <--> e7	24.490	.158
e5 <--> e6	69.795	.295
e4 <--> e22	8.930	-.063
e4 <--> e21	17.243	-.095
e4 <--> e20	6.402	-.051
e4 <--> e19	11.443	-.073
e4 <--> e17	18.114	-.090
e4 <--> e16	11.626	-.079
e4 <--> e15	10.077	-.081
e4 <--> e14	18.811	-.080
e4 <--> e11	4.212	-.047
e4 <--> e7	22.123	.136
e4 <--> e6	30.475	.177
e4 <--> e5	81.528	.228
e3 <--> e22	13.611	-.084
e3 <--> e21	8.049	-.070
e3 <--> e20	5.044	-.048
e3 <--> e19	17.821	-.098
e3 <--> e18	4.375	-.050
e3 <--> e17	16.457	-.092
e3 <--> e16	11.132	-.083
e3 <--> e15	17.569	-.114
e3 <--> e14	18.819	-.086
e3 <--> e13	6.897	-.065
e3 <--> e7	8.824	.092
e3 <--> e6	13.320	.126
e3 <--> e5	29.762	.148
e3 <--> e4	68.492	.203
e2 <--> e22	15.046	-.094
e2 <--> e21	5.272	-.060
e2 <--> e20	7.651	-.064
e2 <--> e19	5.555	-.058
e2 <--> e18	6.456	-.065
e2 <--> e17	11.489	-.082
e2 <--> e16	23.022	-.127
e2 <--> e14	4.635	-.046
e2 <--> e13	8.980	-.079

	M.I.	Par Change
e2 <--> e8	9.279	.088
e2 <--> e7	8.146	.095
e2 <--> e6	13.138	.133
e2 <--> e5	25.446	.146
e2 <--> e4	20.090	.117
e2 <--> e3	46.029	.191
e1 <--> e22	7.917	-.067
e1 <--> e21	9.315	-.078
e1 <--> e20	7.825	-.063
e1 <--> e17	7.966	-.067
e1 <--> e16	8.089	-.073
e1 <--> e15	11.639	-.097
e1 <--> e14	7.389	-.057
e1 <--> e11	6.079	-.063
e1 <--> e10	4.169	-.049
e1 <--> e8	4.617	.061
e1 <--> e7	9.566	.100
e1 <--> e6	4.253	.074
e1 <--> e5	26.367	.145
e1 <--> e4	13.382	.094
e1 <--> e3	22.423	.130
e1 <--> e2	66.387	.239

Regression Weights: (Group number 1 - Default model)

	M.I.	Par Change
PIL_1 <--- PIL_2	12.092	.112
PIL_1 <--- PIL_3	9.875	.103
PIL_1 <--- PIL_4	4.571	.069
PIL_1 <--- PIL_6	5.151	.071
PIL_1 <--- PIL_9	4.084	.070
PIL_1 <--- PIL_14	5.490	-.060
PIL_1 <--- PIL_16	8.097	-.073
PIL_1 <--- PIL_20	5.041	-.063
PIL_1 <--- PIL_21	6.880	-.075
PIL_2 <--- PIL_1	9.418	.103
PIL_2 <--- PIL_3	23.826	.173
PIL_2 <--- PIL_8	4.032	.072
PIL_2 <--- PIL_18	6.959	-.078
PIL_2 <--- PIL_19	5.955	-.077
PIL_2 <--- PIL_22	4.011	-.062
PIL_3 <--- PIL_1	9.875	.093
PIL_3 <--- PIL_2	30.588	.168

			M.I.	Par Change
PIL_3	<---	PIL_4	9.411	.093
PIL_3	<---	PIL_5	4.446	.059
PIL_3	<---	PIL_6	6.584	.076
PIL_3	<---	PIL_14	5.307	-.055
PIL_3	<---	PIL_15	6.141	-.071
PIL_3	<---	PIL_16	8.007	-.069
PIL_3	<---	PIL_17	14.718	-.092
PIL_3	<---	PIL_18	5.755	-.063
PIL_4	<---	PIL_1	4.107	.064
PIL_4	<---	PIL_3	8.458	.097
PIL_4	<---	PIL_5	5.311	.070
PIL_4	<---	PIL_6	7.390	.086
PIL_4	<---	PIL_8	7.103	.090
PIL_4	<---	PIL_9	4.453	.075
PIL_4	<---	PIL_11	7.816	-.072
PIL_4	<---	PIL_13	4.700	.070
PIL_4	<---	PIL_14	5.133	-.058
PIL_4	<---	PIL_16	7.895	-.073
PIL_4	<---	PIL_17	22.568	-.122
PIL_4	<---	PIL_18	9.610	-.087
PIL_4	<---	PIL_20	6.597	-.073
PIL_5	<---	PIL_3	4.395	.072
PIL_5	<---	PIL_4	5.842	.082
PIL_5	<---	PIL_6	7.107	.088
PIL_5	<---	PIL_9	8.155	.105
PIL_5	<---	PIL_14	8.835	-.079
PIL_5	<---	PIL_15	5.987	-.078
PIL_5	<---	PIL_16	5.249	-.062
PIL_5	<---	PIL_17	4.358	-.056
PIL_6	<---	PIL_1	5.140	.070
PIL_6	<---	PIL_3	6.570	.084
PIL_6	<---	PIL_4	8.206	.092
PIL_6	<---	PIL_5	7.175	.079
PIL_6	<---	PIL_7	8.140	.084
PIL_6	<---	PIL_9	5.113	.079
PIL_6	<---	PIL_10	4.134	.056
PIL_6	<---	PIL_11	5.335	-.059
PIL_6	<---	PIL_16	16.452	-.103
PIL_6	<---	PIL_17	7.120	-.067
PIL_6	<---	PIL_19	6.262	-.073
PIL_6	<---	PIL_20	6.095	-.069
PIL_6	<---	PIL_21	5.254	-.066
PIL_7	<---	PIL_6	7.687	.094

			M.I.	Par Change
PIL_7	<---	PIL_10	8.977	.090
PIL_7	<---	PIL_18	4.805	-.066
PIL_7	<---	PIL_19	4.018	-.063
PIL_7	<---	PIL_20	4.122	-.062
PIL_7	<---	PIL_21	10.526	-.101
PIL_8	<---	PIL_4	4.439	.081
PIL_8	<---	PIL_9	4.894	.092
PIL_8	<---	PIL_12	6.770	.101
PIL_8	<---	PIL_13	4.002	.076
PIL_8	<---	PIL_16	9.081	-.092
PIL_8	<---	PIL_17	4.581	-.065
PIL_8	<---	PIL_18	6.362	-.083
PIL_8	<---	PIL_20	6.494	-.085
PIL_8	<---	PIL_22	5.007	-.076
PIL_9	<---	PIL_1	4.291	.056
PIL_9	<---	PIL_4	5.207	.064
PIL_9	<---	PIL_5	8.669	.077
PIL_9	<---	PIL_6	5.384	.063
PIL_9	<---	PIL_8	9.156	.089
PIL_9	<---	PIL_11	4.146	-.046
PIL_9	<---	PIL_14	4.616	-.048
PIL_9	<---	PIL_16	6.209	-.056
PIL_9	<---	PIL_17	19.725	-.098
PIL_9	<---	PIL_19	6.505	-.065
PIL_9	<---	PIL_20	6.971	-.064
PIL_10	<---	PIL_6	4.529	.072
PIL_10	<---	PIL_7	10.415	.103
PIL_10	<---	PIL_21	4.108	-.063
PIL_11	<---	PIL_4	6.465	-.113
PIL_11	<---	PIL_8	4.260	-.095
PIL_11	<---	PIL_14	20.226	.158
PIL_11	<---	PIL_16	19.690	.157
PIL_11	<---	PIL_17	13.854	.130
PIL_12	<---	PIL_8	9.162	.109
PIL_12	<---	PIL_13	16.604	.140
PIL_13	<---	PIL_4	4.775	.071
PIL_13	<---	PIL_8	6.507	.087
PIL_13	<---	PIL_12	19.947	.147
PIL_14	<---	PIL_1	4.209	-.087
PIL_14	<---	PIL_3	4.069	-.091
PIL_14	<---	PIL_4	4.380	-.092
PIL_14	<---	PIL_5	6.854	-.107
PIL_14	<---	PIL_11	20.865	.160

	M.I.	Par Change
PIL_14 <--- PIL_15	11.349	.140
PIL_14 <--- PIL_16	13.589	.129
PIL_15 <--- PIL_3	4.299	-.081
PIL_15 <--- PIL_5	4.241	-.073
PIL_15 <--- PIL_14	10.363	.098
PIL_15 <--- PIL_21	4.239	.070
PIL_16 <--- PIL_1	6.205	-.106
PIL_16 <--- PIL_3	6.137	-.111
PIL_16 <--- PIL_4	6.733	-.113
PIL_16 <--- PIL_5	4.069	-.082
PIL_16 <--- PIL_6	12.635	-.151
PIL_16 <--- PIL_8	12.391	-.160
PIL_16 <--- PIL_9	4.529	-.101
PIL_16 <--- PIL_11	20.301	.157
PIL_16 <--- PIL_14	13.582	.128
PIL_16 <--- PIL_17	27.876	.182
PIL_16 <--- PIL_18	9.341	.115
PIL_16 <--- PIL_19	7.640	.110
PIL_16 <--- PIL_22	4.119	.079
PIL_17 <--- PIL_3	9.160	-.150
PIL_17 <--- PIL_4	15.629	-.192
PIL_17 <--- PIL_6	4.441	-.099
PIL_17 <--- PIL_8	5.076	-.114
PIL_17 <--- PIL_9	11.683	-.180
PIL_17 <--- PIL_11	11.600	.131
PIL_17 <--- PIL_16	22.637	.184
PIL_17 <--- PIL_18	26.606	.215
PIL_17 <--- PIL_19	10.516	.142
PIL_17 <--- PIL_20	4.925	.094
PIL_17 <--- PIL_21	6.001	.106
PIL_18 <--- PIL_2	7.925	-.107
PIL_18 <--- PIL_3	5.105	-.088
PIL_18 <--- PIL_4	9.486	-.117
PIL_18 <--- PIL_7	4.523	-.074
PIL_18 <--- PIL_8	10.048	-.126
PIL_18 <--- PIL_16	10.812	.100
PIL_18 <--- PIL_17	37.921	.185
PIL_18 <--- PIL_19	28.171	.183
PIL_18 <--- PIL_20	11.017	.110
PIL_18 <--- PIL_21	11.632	.116
PIL_18 <--- PIL_22	11.357	.114
PIL_19 <--- PIL_2	7.493	-.095
PIL_19 <--- PIL_4	4.313	-.072

	M.I.	Par Change
PIL_19 <--- PIL_6	6.151	-.084
PIL_19 <--- PIL_7	4.179	-.065
PIL_19 <--- PIL_8	6.067	-.089
PIL_19 <--- PIL_9	6.068	-.093
PIL_19 <--- PIL_16	9.770	.086
PIL_19 <--- PIL_17	16.561	.111
PIL_19 <--- PIL_18	31.126	.166
PIL_19 <--- PIL_20	25.364	.152
PIL_19 <--- PIL_21	9.186	.094
PIL_19 <--- PIL_22	5.766	.074
PIL_20 <--- PIL_1	4.610	-.077
PIL_20 <--- PIL_4	6.714	-.096
PIL_20 <--- PIL_6	5.586	-.085
PIL_20 <--- PIL_7	4.001	-.068
PIL_20 <--- PIL_8	10.576	-.126
PIL_20 <--- PIL_9	6.068	-.099
PIL_20 <--- PIL_17	7.237	.079
PIL_20 <--- PIL_18	11.360	.108
PIL_20 <--- PIL_19	23.670	.164
PIL_20 <--- PIL_21	21.042	.152
PIL_20 <--- PIL_22	9.659	.103
PIL_21 <--- PIL_1	5.092	-.087
PIL_21 <--- PIL_7	8.266	-.104
PIL_21 <--- PIL_15	4.481	.079
PIL_21 <--- PIL_17	7.136	.083
PIL_21 <--- PIL_18	9.705	.106
PIL_21 <--- PIL_19	6.937	.095
PIL_21 <--- PIL_20	17.027	.142
PIL_21 <--- PIL_22	28.580	.188
PIL_22 <--- PIL_2	4.045	-.078
PIL_22 <--- PIL_8	7.004	-.107
PIL_22 <--- PIL_16	4.222	.063
PIL_22 <--- PIL_18	10.058	.106
PIL_22 <--- PIL_19	4.622	.076
PIL_22 <--- PIL_20	8.297	.097
PIL_22 <--- PIL_21	30.337	.191

APPENDIX G

MODIFICATION INDICES FOR THE INITIAL MEASUREMENT MODEL OF TEACHERS COMMITMENT (TC)

Covariances: (Group number 1 - Default model).

		M.I.	Par Change
e11 <--> e12		64.620	.319
e10 <--> e12		22.202	.163
e10 <--> e11		49.554	.232
e9 <--> e12		17.950	.181
e9 <--> e11		79.912	.364
e9 <--> e10		59.194	.273
e8 <--> e12		14.307	.182
e8 <--> e11		8.548	.134
e8 <--> e9		10.652	.161
e7 <--> e12		4.666	.091
e7 <--> e11		6.063	.099
e7 <--> e8		58.916	.374
e6 <--> e9		6.889	.112
e6 <--> e8		63.241	.382
e6 <--> e7		83.323	.385
e5 <--> e11		30.407	-.130
e5 <--> e10		4.081	-.041
e5 <--> e9		13.796	-.094
e5 <--> e8		9.674	-.088
e5 <--> e7		5.561	-.059
e5 <--> e6		4.061	-.050
e4 <--> e12		11.730	-.083
e4 <--> e10		4.534	-.043
e4 <--> e9		20.090	-.112
e4 <--> e8		24.320	-.139
e4 <--> e7		7.921	-.070
e4 <--> e6		18.289	-.104
e4 <--> e5		49.873	.100
e3 <--> e12		12.461	-.097
e3 <--> e11		11.055	-.087
e3 <--> e10		14.641	-.087
e3 <--> e5		4.610	.034
e3 <--> e4		27.575	.083
e2 <--> e12		4.984	-.055

	M.I.	Par Change
e2 <--> e11	6.328	-.059
e2 <--> e10	4.061	-.041
e2 <--> e9	7.853	-.071
e2 <--> e8	4.555	-.061
e2 <--> e7	13.621	-.092
e2 <--> e6	15.823	-.098
e2 <--> e3	5.629	.038
e1 <--> e4	6.356	-.045
e1 <--> e3	8.343	-.058
e1 <--> e2	49.674	.128

Regression Weights: (Group number 1 - Default model)

	M.I.	Par Change
TC_15 <--- TC_14	44.242	.300
TC_15 <--- TC_13	14.834	.197
TC_15 <--- TC_12	12.581	.150
TC_15 <--- TC_8	9.713	.116
TC_14 <--- TC_15	41.339	.256
TC_14 <--- TC_13	33.104	.281
TC_14 <--- TC_12	55.999	.302
TC_14 <--- TC_8	5.802	.085
TC_14 <--- TC_5	6.678	-.119
TC_13 <--- TC_15	14.204	.131
TC_13 <--- TC_14	33.923	.218
TC_13 <--- TC_12	41.483	.226
TC_13 <--- TC_3	4.226	-.081
TC_12 <--- TC_15	11.482	.145
TC_12 <--- TC_14	54.699	.342
TC_12 <--- TC_13	39.541	.331
TC_12 <--- TC_8	7.230	.102
TC_12 <--- TC_6	5.086	.103
TC_12 <--- TC_4	4.212	-.102
TC_8 <--- TC_15	9.152	.146
TC_8 <--- TC_14	5.851	.126
TC_8 <--- TC_12	7.465	.133
TC_8 <--- TC_7	35.277	.275
TC_8 <--- TC_6	46.691	.350
TC_8 <--- TC_4	5.102	-.126
TC_7 <--- TC_14	4.152	.093
TC_7 <--- TC_8	40.005	.238
TC_7 <--- TC_6	61.533	.353

			M.I.	Par Change
TC_6	<---	TC_12	4.827	.093
TC_6	<---	TC_8	42.919	.243
TC_6	<---	TC_7	49.876	.283
TC_6	<---	TC_2	4.141	-.104
TC_5	<---	TC_14	20.922	-.122
TC_5	<---	TC_12	9.714	-.078
TC_5	<---	TC_8	6.602	-.057
TC_5	<---	TC_4	10.905	.095
TC_4	<---	TC_15	7.555	-.068
TC_4	<---	TC_12	14.151	-.093
TC_4	<---	TC_8	16.602	-.089
TC_4	<---	TC_7	4.781	-.052
TC_4	<---	TC_6	13.561	-.096
TC_4	<---	TC_5	11.422	.096
TC_4	<---	TC_3	8.194	.079
TC_3	<---	TC_15	8.004	-.078
TC_3	<---	TC_14	7.593	-.082
TC_3	<---	TC_13	9.816	-.106
TC_3	<---	TC_4	5.943	.078
TC_2	<---	TC_14	4.349	-.056
TC_2	<---	TC_12	5.523	-.059
TC_2	<---	TC_7	8.202	-.068
TC_2	<---	TC_6	11.718	-.090
TC_2	<---	TC_1	18.233	.115
TC_1	<---	TC_2	13.188	.137

APPENDIX H

MODIFICATION INDICES FOR THE INITIAL MEASUREMENT MODEL OF TEACHERS PERFORMANCE (TP)

Covariances: (Group number 1 - Default model)

		M.I.	Par Change
e20 <--> e21		31.435	.033
e19 <--> e21		6.244	.018
e19 <--> e20		17.149	.028
e18 <--> e19		23.810	.043
e17 <--> e19		8.157	.028
e17 <--> e18		15.765	.041
e16 <--> e21		6.625	.017
e16 <--> e18		21.085	.038
e15 <--> e18		4.523	-.023
e14 <--> e19		8.528	-.024
e14 <--> e18		5.134	.020
e14 <--> e15		10.067	-.032
e12 <--> e20		8.559	.019
e12 <--> e13		11.620	.025
e11 <--> e12		25.788	.052
e10 <--> e20		16.473	-.025
e9 <--> e21		15.202	-.039
e9 <--> e18		10.809	-.041
e9 <--> e15		29.545	.077
e9 <--> e14		7.371	-.031
e9 <--> e12		4.082	-.022
e8 <--> e21		4.108	-.017
e8 <--> e19		5.374	-.023
e8 <--> e9		17.278	.057
e7 <--> e21		13.453	-.030
e7 <--> e20		7.090	-.021
e7 <--> e19		5.053	-.021
e7 <--> e18		5.782	-.024
e7 <--> e15		13.300	.042
e7 <--> e9		9.414	.041
e6 <--> e15		5.796	-.026
e6 <--> e10		10.225	.025
e5 <--> e21		4.004	-.024
e5 <--> e17		15.839	.064

		M.I.	Par Change
e5	<--> e13	8.697	-.038
e5	<--> e10	5.094	-.027
e5	<--> e9	8.504	.057
e5	<--> e7	6.870	.041
e4	<--> e20	7.218	-.023
e4	<--> e17	6.530	-.030
e4	<--> e15	5.123	-.028
e4	<--> e12	8.456	-.028
e4	<--> e11	9.576	-.041
e4	<--> e6	5.605	.026
e4	<--> e5	4.266	-.035
e3	<--> e21	7.604	-.020
e3	<--> e18	6.165	-.022
e3	<--> e17	15.746	-.039
e3	<--> e15	7.053	-.027
e3	<--> e10	10.205	.023
e3	<--> e6	5.588	.021
e3	<--> e4	7.979	.029
e2	<--> e20	4.469	-.021
e2	<--> e19	5.668	-.028
e2	<--> e18	10.709	-.042
e2	<--> e16	9.047	-.033
e2	<--> e15	9.102	.044
e2	<--> e10	15.455	-.041
e2	<--> e8	4.216	.029
e2	<--> e7	12.520	.048
e2	<--> e5	12.211	.069
e2	<--> e4	22.082	.069
e2	<--> e3	7.952	.034
e1	<--> e20	11.541	-.027
e1	<--> e18	4.150	-.021
e1	<--> e14	7.417	.026
e1	<--> e12	6.288	-.023
e1	<--> e7	5.696	.026
e1	<--> e4	5.882	.029
e1	<--> e3	16.422	.039
e1	<--> e2	8.305	.040

Regression Weights: (Group number 1 - Default model)

	M.I.	Par Change
TP_22 <--- TP_21	9.482	.096
TP_22 <--- TP_10	8.890	-.072
TP_22 <--- TP_8	5.967	-.065
TP_21 <--- TP_22	10.111	.095
TP_21 <--- TP_20	7.297	.078
TP_21 <--- TP_11	6.742	-.084
TP_21 <--- TP_4	4.121	-.054
TP_21 <--- TP_1	5.052	-.057
TP_20 <--- TP_21	5.160	.082
TP_20 <--- TP_19	12.468	.124
TP_20 <--- TP_18	4.212	.066
TP_19 <--- TP_20	10.105	.118
TP_19 <--- TP_18	8.136	.099
TP_19 <--- TP_17	9.006	.121
TP_19 <--- TP_10	6.314	-.076
TP_19 <--- TP_2	6.088	-.072
TP_18 <--- TP_19	8.251	.118
TP_18 <--- TP_5	9.148	.084
TP_18 <--- TP_3	5.787	-.091
TP_17 <--- TP_19	11.041	.108
TP_17 <--- TP_2	5.146	-.057
TP_16 <--- TP_15	4.108	-.085
TP_16 <--- TP_10	17.257	.142
TP_16 <--- TP_8	5.887	.091
TP_16 <--- TP_2	5.175	.075
TP_15 <--- TP_16	5.166	-.069
TP_15 <--- TP_10	4.307	-.058
TP_14 <--- TP_13	4.164	.065
TP_14 <--- TP_5	5.028	-.050
TP_13 <--- TP_12	13.688	.103
TP_13 <--- TP_4	4.826	-.067
TP_12 <--- TP_13	9.216	.134
TP_12 <--- TP_4	5.459	-.097
TP_11 <--- TP_21	4.958	-.071
TP_11 <--- TP_2	8.792	-.071
TP_10 <--- TP_22	4.867	-.111
TP_10 <--- TP_19	5.656	-.118
TP_10 <--- TP_16	15.146	.169
TP_10 <--- TP_9	8.901	.134
TP_10 <--- TP_8	4.166	.089
TP_10 <--- TP_5	4.911	.074

			M.I.	Par Change
TP_9	<---	TP_10	10.092	.105
TP_8	<---	TP_22	4.314	-.085
TP_8	<---	TP_16	6.823	.092
TP_8	<---	TP_10	5.501	.075
TP_8	<---	TP_2	7.120	.083
TP_7	<---	TP_11	4.179	.086
TP_5	<---	TP_18	8.172	.153
TP_5	<---	TP_10	4.966	.104
TP_5	<---	TP_2	6.941	.119
TP_4	<---	TP_12	5.077	-.081
TP_4	<---	TP_2	12.552	.119
TP_3	<---	TP_18	8.135	-.092
TP_3	<---	TP_11	4.172	.079
TP_3	<---	TP_4	4.553	.069
TP_3	<---	TP_2	4.525	.058
TP_3	<---	TP_1	7.180	.082
TP_2	<---	TP_19	5.604	-.120
TP_2	<---	TP_16	4.666	.096
TP_2	<---	TP_11	6.306	-.140
TP_2	<---	TP_8	5.540	.105
TP_2	<---	TP_5	7.052	.091
TP_2	<---	TP_4	12.588	.163
TP_1	<---	TP_3	6.041	.092
TP_1	<---	TP_2	4.723	.068

APPENDIX I

ESTIMATES FOR THE FINAL MEASUREMENT MODEL

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
TP_1	<---	TP	1.000				
TP_3	<---	TP	.989	.060	16.413	***	par_1
TP_7	<---	TP	1.051	.065	16.177	***	par_2
TP_8	<---	TP	.947	.064	14.860	***	par_3
TP_11	<---	TP	.803	.051	15.846	***	par_4
TP_13	<---	TP	.926	.058	16.061	***	par_5
TP_14	<---	TP	.957	.058	16.576	***	par_6
TP_15	<---	TP	.887	.057	15.515	***	par_7
TP_17	<---	TP	.794	.052	15.155	***	par_8
TP_20	<---	TP	.833	.057	14.604	***	par_9
TP_22	<---	TP	.899	.054	16.546	***	par_10
PIL_12	<---	PIL	1.000				
PIL_9	<---	PIL	1.145	.072	15.814	***	par_11
PIL_6	<---	PIL	1.264	.081	15.652	***	par_12
PIL_5	<---	PIL	1.307	.085	15.423	***	par_13
PIL_4	<---	PIL	1.195	.078	15.235	***	par_14
PIL_2	<---	PIL	1.113	.078	14.244	***	par_15
PIL_1	<---	PIL	1.267	.081	15.625	***	par_16
TC_2	<---	TC	1.000				
TC_3	<---	TC	1.119	.057	19.551	***	par_17
TC_4	<---	TC	1.189	.054	21.971	***	par_18
TC_5	<---	TC	1.147	.055	20.984	***	par_19

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
TP_1	<---	TP	.752
TP_3	<---	TP	.795
TP_7	<---	TP	.785
TP_8	<---	TP	.729
TP_11	<---	TP	.771
TP_13	<---	TP	.780
TP_14	<---	TP	.802

	Estimate
TP_15 <--- TP	.757
TP_17 <--- TP	.741
TP_20 <--- TP	.718
TP_22 <--- TP	.801
PIL_12 <--- PIL	.696
PIL_9 <--- PIL	.853
PIL_6 <--- PIL	.844
PIL_5 <--- PIL	.831
PIL_4 <--- PIL	.820
PIL_2 <--- PIL	.763
PIL_1 <--- PIL	.842
TC_2 <--- TC	.813
TC_3 <--- TC	.842
TC_4 <--- TC	.914
TC_5 <--- TC	.884

Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
TP <--> TC	.165	.024	6.969	***	par_20
PIL <--> TC	.222	.032	6.885	***	par_21
TP <--> PIL	.128	.022	5.953	***	par_22

Correlations: (Group number 1 - Default model)

	Estimate
TP <--> TC	.444
PIL <--> TC	.450
TP <--> PIL	.372

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
TP	.259	.030	8.599	***	par_23
PIL	.456	.059	7.703	***	par_24
TC	.535	.056	9.593	***	par_25
e1	.199	.015	12.860	***	par_26
e2	.147	.012	12.498	***	par_27
e4	.178	.014	12.595	***	par_28
e5	.206	.016	13.006	***	par_29
e7	.114	.009	12.717	***	par_30

	Estimate	S.E.	C.R.	P	Label
e8	.143	.011	12.639	***	par_31
e9	.132	.011	12.426	***	par_32
e10	.152	.012	12.825	***	par_33
e12	.134	.010	12.930	***	par_34
e14	.169	.013	13.068	***	par_35
e15	.117	.009	12.440	***	par_36
e17	.485	.037	13.072	***	par_37
e18	.223	.020	11.356	***	par_38
e21	.294	.025	11.560	***	par_39
e22	.349	.030	11.805	***	par_40
e23	.317	.026	11.980	***	par_41
e24	.404	.032	12.624	***	par_42
e25	.299	.026	11.591	***	par_43
e26	.274	.023	11.875	***	par_44
e27	.275	.024	11.326	***	par_45
e28	.148	.018	8.368	***	par_46
e29	.197	.020	9.988	***	par_47

APPENDIX J

ESTIMATES FOR THE FINAL STRUCTURAL MODEL

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
TC	<---	PIL	.393	.046	8.560	***	par_20
TP	<---	PIL	.227	.032	7.029	***	par_21
TP_1	<---	TP	1.000				
TP_3	<---	TP	.989	.060	16.397	***	par_1
TP_7	<---	TP	1.050	.065	16.145	***	par_2
TP_8	<---	TP	.944	.064	14.783	***	par_3
TP_11	<---	TP	.803	.051	15.835	***	par_4
TP_13	<---	TP	.926	.058	16.029	***	par_5
TP_14	<---	TP	.958	.058	16.558	***	par_6
TP_15	<---	TP	.887	.057	15.485	***	par_7
TP_17	<---	TP	.796	.052	15.188	***	par_8
TP_20	<---	TP	.835	.057	14.644	***	par_9
TP_22	<---	TP	.902	.054	16.569	***	par_10
PIL_12	<---	PIL	.789	.050	15.654	***	par_11
PIL_9	<---	PIL	.903	.042	21.273	***	par_12
PIL_6	<---	PIL	.996	.048	20.881	***	par_13
PIL_5	<---	PIL	1.029	.051	20.322	***	par_14
PIL_4	<---	PIL	.942	.047	19.925	***	par_15
PIL_2	<---	PIL	.878	.049	17.849	***	par_16
PIL_1	<---	PIL	1.000				
TC_2	<---	TC	1.000				
TC_4	<---	TC	1.186	.054	21.965	***	par_17
TC_5	<---	TC	1.141	.055	20.914	***	par_18
TC_3	<---	TC	1.123	.057	19.715	***	par_19

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
TC	<---	PIL	.459
TP	<---	PIL	.382
TP_1	<---	TP	.752
TP_3	<---	TP	.795
TP_7	<---	TP	.784
TP_8	<---	TP	.726
TP_11	<---	TP	.771
TP_13	<---	TP	.779
TP_14	<---	TP	.802
TP_15	<---	TP	.756
TP_17	<---	TP	.743
TP_20	<---	TP	.720
TP_22	<---	TP	.802
PIL_12	<---	PIL	.696
PIL_9	<---	PIL	.853
PIL_6	<---	PIL	.843
PIL_5	<---	PIL	.830
PIL_4	<---	PIL	.819
PIL_2	<---	PIL	.763
PIL_1	<---	PIL	.843
TC_2	<---	TC	.815
TC_4	<---	TC	.913
TC_5	<---	TC	.881
TC_3	<---	TC	.846

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
PIL	.733	.072	10.173	***	par_22
e30	.221	.026	8.515	***	par_23
e31	.424	.045	9.425	***	par_24
e1	.199	.016	12.853	***	par_25
e2	.148	.012	12.487	***	par_26
e4	.179	.014	12.591	***	par_27
e5	.207	.016	13.015	***	par_28
e7	.114	.009	12.706	***	par_29
e8	.143	.011	12.636	***	par_30
e9	.132	.011	12.415	***	par_31
e10	.153	.012	12.821	***	par_32
e12	.133	.010	12.909	***	par_33
e14	.168	.013	13.049	***	par_34

	Estimate	S.E.	C.R.	P	Label
e15	.117	.009	12.410	***	par_35
e17	.485	.037	13.075	***	par_36
e18	.224	.020	11.382	***	par_37
e21	.295	.025	11.583	***	par_38
e22	.351	.030	11.837	***	par_39
e23	.318	.027	11.997	***	par_40
e24	.405	.032	12.634	***	par_41
e25	.298	.026	11.589	***	par_42
e26	.272	.023	11.816	***	par_43
e27	.268	.024	11.184	***	par_44
e28	.150	.018	8.354	***	par_45
e29	.201	.020	10.047	***	par_46

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
TC	.211
TP	.146
TC_5	.776
TC_4	.834
TC_3	.716
TC_2	.664
PIL_1	.711
PIL_2	.582
PIL_4	.671
PIL_5	.688
PIL_6	.711
PIL_9	.727
PIL_12	.485
TP_22	.644
TP_20	.518
TP_17	.553
TP_15	.572
TP_14	.643
TP_13	.608
TP_11	.595
TP_8	.527
TP_7	.615
TP_3	.632
TP_1	.565