

Relationship between Instructional Leadership Practices and Organizational Commitment of Teachers at Secondary School Level in Lahore Districts

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Abstract



In Pakistan, low government school performance can be due to reasons like poor national leadership (Ali, Sharma and Zaman, 2016) and a poor budget (Ministry of Finance [MOF], 2017). The quantitative methodology was used to investigate the relationship between instructional leadership practices and organizational commitment at the secondary school level in the Lahore district. The data was collected from 335 high school teachers in the Lahore district. Using simple random sampling, 335 teachers were given a questionnaire for the 'Principal Management Instructional Rating Scale' (PIMRS) and Organizational Commitment Questionnaire. To examine the data and determine the levels of both variables (instructional leadership, organizational commitments), descriptive and inferential statistics were used. The relationship between instructional leadership practices and teacher organizational commitment was investigated using Pearson correlation and the extent to which instructional leadership practices predict organizational commitment of teachers was investigated with multiple regression analysis. According to the findings, Pakistan's present levels of instructional leadership and organizational commitment are moderate. It was revealed that these variables had a positive relationship. According to the study's findings, the principal should apply his intelligence in instructional leadership skills to strengthen teachers' organizational commitment.

Keywords: Instructional Leadership, Organizational Commitment, Secondary School Teachers, Secondary School Heads

Introduction

There's a consensus that education is generally only possible through successful institutions, but that educational aims differ between countries and individuals. Education is not possible. The role of "educational leadership" in improving schools in recent empirical research has been emphasized. (Bodla & Nawaz, 2016) Leadership influences the success of a school that Western scholars perceive. Principals as leaders ensure a good, serious, focused but also realistic and attainable learning environment. This means that the attitude and achievement of teachers and students are respected by both parties. The study conducted by Ashley (2015) also shows that managers should carry out activities linked to students' development and progress, that can improve performance, set up a favorable school environment, and motivate teachers and students to develop monitor, and evaluate the improvement of academia regularly. Therefore, leadership is not an easy task but is not unachievable. This style of leadership can shape and cause teachers to commit themselves to their job at the top.

Pakistan's education statistics in 2015-2016 revealed that 63 percent of students in Pakistan are enrolling in government schools (MOE, 2015); thus, their inefficient and important problem is (Saleem, Naseem, Ibrahim, Hussain & Azeem, 2017). The main gross registration rate (GER) in Pakistan is 72% and only the lowest in the world is 42%. Education statistics in Pakistan (Institute for Social and Political Science 2015). This contributes substantially to Pakistan's 113th position on the HCI, out of 124 countries (Ahmed, K.A. (2016).

The directors in Pakistan are responsible as instructional leaders for tackling this situation. Most of the time, however, directors are unaware of their leadership role in schools because they do not have the necessary qualifications in schools as a director, bachelor, and teachers (MOE, 1998). It has already been stated that these degrees deal mainly with the learning process. Furthermore, there are no qualifications for the bachelor and magisterium in arts held by school-leading students, since

these degrees concern a specific topic and not educational management in Pakistan (Rizvi, 2016). Although the director of a 60-year-old probably had 35 years to learn something, one of these could have been a lack of leadership and a lack of enthusiasm in enhancing his school's functioning and knowledge. The situation in Pakistan is quite different here as "managers are the directors of the stated schools rather than leadership concerns" (Ali, 2017). The leaders do not give their positions to the associated leadership training. The reality is that teachers are promoted to seniority positions, not qualities, skills for leadership, or training in Pakistan (Alam, 2012; Ali, 2016). Therefore, their master's or bachelor's degrees are useless because they are usually related to teaching. It is a common conviction that most directors cannot run schools in an organized manner.

According to research, school leadership indirectly affects student outcomes by generating working conditions that support teaching and learning. Effective principals who can support and sustain school atmospheres that are helpful to teaching and learning are instrumental in attracting, supporting, and retaining high-quality teachers. Highly rated principals are effective at retaining quality teachers and can further develop the excellence of education by improving the instruction of existing teachers or by hiring and retaining teachers that improve the quality of the workforce (Branch, 2016). Studies documenting the importance of retaining effective teachers have found that a one standard deviation difference in the quality of teachers rises student attainment in evaluation and math between a 0.10 and a 0.24 standard deviation (Rivkin, 2015).

Survey and originate that over 51% of teachers left their schools because of deprived administrative support, student discipline, lack of preparation time, intrusion on teaching time, absence of faculty influence, and class sizes. Through further analyses of the Schools and Staffing Surveys from 1987-2008, (Ingersoll and Merrill, 2010) reported that improving teacher retention at the school level could help solve school staffing problems. Study of National Centre for Education Statistics data from the 2013 Teacher Follow-Up Survey following the Schools and Staffing Survey indicated that public school attrition rates represented a total of 238,000 teachers in that year, which was equal to the demand for teachers for the following school year (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Further analysis of the data indicated that there are not adequate competent teachers to see the demands in all locations and fields which could lead to a shortage of teachers by the year 2025 (Sutcher, 2016).

Teacher turnover or departure from their schools is an important factor overdue the need for new appoints and is closely hard to the organizational features and working environments of the school. Recruitment efforts will not solve staffing problems at schools if efforts aren't made to reduce teacher turnover. According to Ingersoll, employee turnover is a central issue in organizational theory and research, but there have been little efforts to relate organizational theory to considerate school staffing difficulties. A study by (Hulpia, Devos, & VanKeer, 2017) discovered that OC is linked to the excellence of helpful leadership, collaboration in the management team, participative decision making, communication of a strong school visualization, and by setting the direction for teachers through professional development. In a study by (Hulpia, 2017), the provision of the principal was significantly associated with organizational commitment. Related empirical research also designated that leadership has a straight outcome on the OC of employees. Research analyzing the consequences of organizational commitment; particularly turnover, turnover intentions, and absenteeism, indicated negative correlations with OC (Meyer, 201).

PIMRS and its dimensions have been discussed by Hallinger, Wang, and Chen (2013) as under:

The goal of the PIMRS is to define three dimensions of the role of the IL: to define the intent of the school, to manage the educational program, and to create a positive atmosphere for school learning. In the three dimensions above, there were ten leadership positions explained. The 'Defining School Purpose' element includes, first of all, the framing of school objectives and the communication of school objectives based on key teacher work. It means having clear targets for education. In other words, the principal approves that assistants are identified and linked to school goals effectively.

Second, in the 'Handling Instructional Programmes' dimension, three leadership priorities are merged. These are the following functions: Coordination of curricula, assessment and evaluation of teaching, and student growth tracking the role of the principal in the leadership of the school's technical center are defined by its part. Thirdly, the aspect 'Creating a Healthy School Learning Environment' contains some of the leader's roles and hence expands its reach. Such combined

functions are referred to as fostering professional development, preserving teaching time, providing learning incentives, protection of high visibility, and incentives for teachers. These aspects describe the belief that good schools produce an intelligent press. Hallinger (2013) and Hallinger and Heck (1998) are focused on the dimensions for instructional management for this analysis. These are described as the Philosophy of the School Mission, dealing with the Instructional Program, and Shaping the School Learning Atmosphere. Over 200 studies have so far used these measurements in the form of PIMRS (Hallinger, 2015). None of the studied ones. Dimensions are required for the principal's teaching position to achieve school effectiveness, but research studies are difficult to demonstrate either of these.

The school principal is the top post in a Pakistani school, and it is often held by the principal before retirement. When compared to other instructors in Pakistan, school principals are frequently older. Headteachers, headmasters, headmistresses, subject specialists, and principals are routinely chosen based on seniority and annual review. In-service training is a major issue in Pakistan. Professional certification has been launched as a nationwide program to generate outstanding school leaders, however, it is still insufficient and even not up to par. Another feature of the Pakistani educational system worth mentioning is that all public school principals headteachers, and teacher's government workers.

The function of the principal is well-defined and articulated, with clear and exact responsibilities associated with it. The majority of these responsibilities entail carrying out educational programs that have been prepared and established by the Ministry of Education. All curricular, co-curricular, extra-curricular, and supportive connections in the Parent-Teacher Association (PTA) are included, as well as the administration of teaching-learning arrangements, the maintenance of discipline, and the direction of all acts such as curricular, co-curricular, extra-curricular, and supportive connections.

Except for vice principals, who are both principals and heads of schools. Senior assistants, senior topic experts, and all directorial staff members are among the people who lead in the department. The ministry and the district hold headteachers and principals accountable. School leadership must ensure that their instructional responsibilities include a precise set of positions, job descriptions, responsibilities, and (KPIs).

Principals have a crucial role in school reform and success in Pakistan. The framework is established by the National Education Policy (2017), and school administrators are held accountable and expected to meet the policy's requirements. They must be willing to attempt new work methods, including the public in improving both within and outside of the classroom, and serve as teachers and mentors to help others develop their skills. In summary, Pakistani principals are increasingly regarded as education leaders, with the ministry holding them significantly responsible for student achievement, school achievement, and the successful implementation of the education system.

Meyer (2009) defined organizational commitment as an inner force that drags a particular person to a board, either social or non-social, and to that objective as a means of the action of significance. Previous OC conceptualizations were integrated by the (TCM) suggested by Allen and Meyer (1997). Allen and Meyer (1997) explore the affective aspect of the model of the employees' passionate attachment to, affiliation with, and contribution to an organization. Allen and Meyer (1997) suggest the continuing commitment portion of the model to commitment based on costs incurred by an individual if the organization departs. The aspect of normative engagement relates to the mood of duty of the employee to remain with the organization (Allen & Meyer, 1997).

Affective engagement occurs when an individual wish to or wants to stay with an organization; normative engagement occurs when an individual feel as though they should or feel an obligation to remain with an organization; and continuing engagement is defined as an individual feeling as though the expenses associated with leaving an organization have to remain or count (Meyer, 2009). Every mindset is connected to a set of processes that are underlying, side bets, or lack of substitutes (Meyer, 2009).

The study's purpose is to observe the effect of IL practices on the OC of teachers at the secondary level in Punjab. The study examines the secondary school principal' Dimension and functional management practice in Pakistan, using the PIMRS dimension developed on the model of Hallinger and Murphy (2015) and three employee commitment model scales reviewed in (TCM). Over the years, information on the education leadership in Pakistan is growing, although the literature

available is scarce. In their various analyses, Walker and Hallinger (2015) noted that existing literature is generally written in the native language, or residues unavailable in countries like Asia. This is true for Pakistan, which does not have much information on this subject (Ali, 2017; Niqab et al., 2015; Khan, 2013). Therefore, the number of literature needs to be increased to increase awareness of training and organizational leadership practices in Pakistan.

Statement of the problem

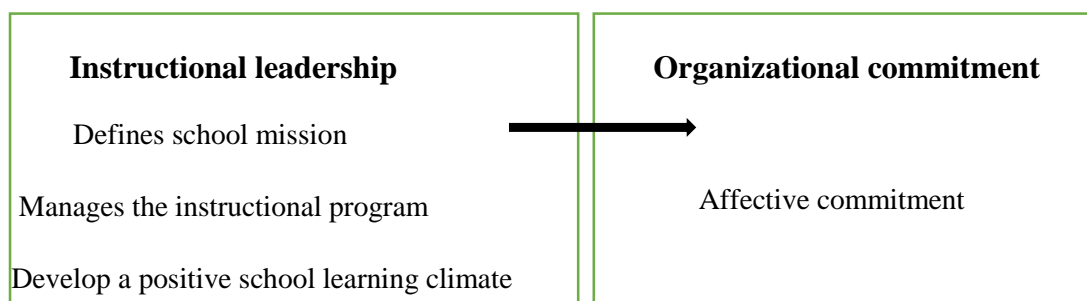
Due to a lack of quality and efficiency in the province of Punjab, public sector schools are under constant public pressure and thus lose trust and dependency on the public this lack of faith gives the leadership of the principals of the school different challenges. The successful leadership of principals will play a key role in enhancing the success of the teachers and therefore the success of the students to meet the trials and needs of the time. A successful school leader can directly or indirectly affect the dedication of teachers to their organization. As IL is primarily concerned with high-excellence teaching and learning, a normal question strikes the researcher's mind, so the efficacy of secondary school principals matters in affecting the motivation of teachers for organizational engagement.

Significance of study

The study will be extremely important as it addresses the impact of IL operations on the OCs of secondary school teachers. The growth of education is the main priority in Pakistan. Ministry of Economy, Pakistan Economic Research- 2010). Schools in the government sector show poor quality in Pakistan. The explanation is that only 2.6 percent of GDP is invested in education in Pakistan (Ministry of Education, NEMIS- 2015). To find concerns with school management, this smallest education budget is instigated. From time to time different educational policies in Pakistan have been developed to increase educational standards in the region (Pakistan). Politicians aim to achieve consistent recommendations based on scientific research to be integrated into the education strategy. The goal is to achieve the goals of education excellence set in Pakistan. This research will provide the policymakers on IL with details and results, as well as on the advanced definition of teachers' organizational engagement.

Conceptual Framework

In this section, the conceptual framework was adopted based on which the levels of leadership, organizational commitment, and relationship can be investigated.



The objective of the study

The objective of the study was

1. To examine the relationship between instructional leadership practices of headteachers and teachers' organizational commitment at the secondary school level.

Research Question

The following research question guided the study

1. What are teachers' opinions on head teachers' instructional leadership practices in secondary schools in the Lahore district?
2. What is the level of organizational commitment among secondary school teachers?

The following hypotheses of the study were

Ho: There is no significant difference between instructional leadership practices and the organizational commitment of teachers.

H1: There is a significant difference between instructional leadership practices and the organizational commitment of teachers.

Method

This study used a quantitative research approach. Hence, positivism was the research paradigm. A closed-ended questionnaire was utilized to obtain data from high school teachers in the Lahore districts. To determine the feasibility of data collecting, pretesting, or piloting is required. A sample of 10% of the target population was taken for this purpose. With the help of Cronbach's appropriate alpha coefficients, the reliability of the instructional leadership questionnaire was 0.95 and the reliability of organizational commitment was 0.94. Teachers from secondary schools in the Lahore district made up the sample. A total of 9087 teachers from 333 secondary schools were the target population. A simple random sampling technique was used and 335 teachers were selected for data collection. Two tools have been used to collect data for this study. The Principal Scale for Instructional Leadership (PIMRS) has been developed by (Hallinger & Murphy, 1985) and reviewed in (Hallinger & Wang, 2015) and for the organizational commitment of teachers the Three-Component Model Employee Commitment scale (TCM) developed by (Meyer and Allen 1997) were used.

Table 1. Reliability of instrument. IL practices and teacher's OC of teachers were tested in the pilot study and the values of Cronbach's alpha concerning these variables are given below:

Construct	Cronbach Alpha
Instructional leadership	0.95
Organizational commitment	0.94

Table 2. Level of principal's instructional leadership

IL (N=335)

Dimensions of variable IL	Mean	SD
Defining school mission	3.05	1.01
Managing instructional program	3.08	1.07
Creating a school learning climate	3.25	1.17

The table shows that the level of IL at the secondary level in the district of Lahore is moderate for all dimensions. Generally, the level of leadership is moderate to the school's target dimensions (mean value 3.05) and the SD is = 1.01. The instructions leadership of the principal is 3.08 and the (SD = 1.07) for the dimensions of the management program of instruction. The dimension of education leadership has been added to shape a positive learning environment in schools with an average of 3.25 and a standard deviation of 1.00 (SD = 1.17). Therefore, the leadership of teachers from secondary school level perceptions in the Lahore district is moderate.

Table 3. Level of organizational commitment

Organizational commitment (N=335)

Dimensions of variable OC	Mean	SD
Affective commitment	3.80	0.74
Continuance commitment	3.71	1.32
Normative commitment	3.42	0.89

As indicated in the table, Overall teachers have moderate levels of emotional commitment as indicated in the table (mean = 3.80), Standard deviation (SD = 0.74), continuance commitment (mean = 3.71) and standard deviation is (SD = 1.32) and normative commitment (mean = 3.42) and standard deviation is (SD = 0.89). In comparison with other components of organizational commitment, the largest mean appears to be affective commitment. This indicates that, despite their moderate attitudes, the respondents are dedicated to their schools. Continuance commitment should be a concern for school administrators, as it ranks second only to effective commitment in terms of average. When compared to emotional and continuation commitments, normative commitment appears to have the lowest mean (although still at a moderate level). It could indicate that the respondents make a commitment to school and stick with it because they feel obligated to do so.

Inferential Statistical Analysis

The relationship between the principal's instructional leadership practices and the teachers' organizational commitment in secondary schools in the Lahore districts. This includes the relationship between instructional leadership practices and teacher OC in the Lahore district. The purpose of this research is to determine the relationship between the independent variable of instructional leadership and the dependent variable of teacher commitment in the Lahore district. Researchers utilize the

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Pearson correlation test to assess the relationship or correlation between independent and dependent variables.

Table 4. The results of the correlation between instructional leadership practices and organizational commitment of teachers are given below:

		ILP	Teachers commitment
ILP	Pearson Correlation	1	.328**
Teachers commitment	Pearson Correlation	.328**	1

The relationship between instructional leadership practices (as measured by the main instructional management rating scale PIMRS Questionnaire) and teacher commitment was investigated using the Pearson product-moment correlation coefficient (as measured by the organizational commitment questionnaire) Preliminary analyses were carried out to check that the assumptions of normality, linearity, and homoscedasticity were not violated. With medium levels of IL, practices related to teacher organizational commitment, there was a medium positive association between the two variables, $r = .328$, $n = 335$, $P.05$.

Regression Analysis

This section discusses regression analysis of independent (*IL practices*) and dependent (*OC*) variables. The best methodology for predicting the influence of instructional leadership practices (IV) on the criterion variable organizational commitment of instructors was regression analysis (DV).

Table 5.

Model	Unstandardized coefficient		Standardized coefficient	<i>t value</i>	Sig
	B	SE	Beta		
Constant	2.178	0.226		9.657	0.000
Instructional leadership practices	0.205	0.038	0.263	5.435	0.000

* $P < .05$

A Multiple Regression Analysis was calculated to predict instructional leadership practice on the organizational commitment of teachers. This is evidenced describing instructional leadership practice ($\beta = 0.26$; $t = 5.435$; $\text{sig} = 0.000$; $p < 0.05$) which is a significant predictor to OC. Founded on the results of the above analysis, it was found that the significant dimensions within the instructional leadership practices towards the organizational commitment of teachers.

Discussion

This study was designed at enhancing the potential for self-development of the education system in high schools of Lahore district in Punjab province of Pakistan in response to the low education budget in Pakistan (MOE, 2009). This study provided inadequate outcomes for newly emerging graduates (Saleem, 2012). Only limited foreign resources are provided for professional development (UNESCO, NGOs, are mostly funded for in-service vocational training and lack of leadership qualifications to receive teacher education and to become principal) (Rizvi, 2016). 335 high school teachers in the Lahore district collected data. The results are interpreted and discussed in detail in this section.

The overall results on instructional leadership education demonstrate that it is considered moderate as its elements (creating school learning climate, managing instructional programs, and defining school mission). "Why is leadership crucial," as the key issue arises here (Wahlstrom, Leithwood, & Anderson, 2010). Although the directors may not only be responsible for achieving school efficiency, some authors regarded it as a center point. In school, the director, for example, creates an efficient school education environment that increases the performance of the headteacher and the students' success and behavior. It was also stated, "the principal's job is to create the conditions under which this can happen" (Wallace Foundation, 2011). As a leader, the director should take every step towards the effectiveness of schools.

On the other hand, some authors believe "that it's not only teachers or directors who improve schools, but rather doctrines and directors working together" in the context of school learning conditions (Schmidt Davis & Bottoms, 2015). The headmasters of study schools take little or no time to speak to students or teachers informally in recesses and breaks because they are promoted by teaching without adequate leaders training (Alam, 2012). On the other hand, the school leaders were

perceived by commitment, staff motivation, and working status to enhance education and learning processes.

Most of the school directors have not defined a school task here. This study found in fact, the main objective of the school is the part of the principal. (Hallinger, 2009). The School's mission should be carried out through every decision, solution, and action (Zepeda, 2014). Moreover, the results of this study have shown that Lahore district directors hardly ever develop a concentrated set of annual educational targets that teachers understand easily and include academic goals. Although public schools in Lahore have generic, like-minded tasks defined by the district administration, each school has various contextual objectives. In the course of school objectives, these objectives can be defined and transferred efficiently to the teachers.

Meyer (2009) defined corporate commitments as an internal force linking a person to a social or non-social goal and a course of action relevant for that goal. The three-component model recommended by Allen and Meyer (1997) integrated previous conceptualizations of organizational commitment. Affective commitment occurs when an individual wants to or wishes to stay with an organization. Normative commitment happens when an individual feels as though they ought to or feel a responsibility to remain with an organization. Continuance commitment is described as an individual feeling as though they have to remain or count the costs related to leaving an organization (Meyer, 2009).

As the results show, the overall organizational commitment of teachers is of a moderate level in the Lahore district. The level of normative organizational commitment is defined as loyalty to the organization or a felt moral obligation to remain with the organization (Meyer & Allen, 1997). In the current study, teachers perceived normative organizational commitment at a lower level than affective commitment. Teachers perceived continuance OC at the lowest level of organizational commitment in this study. This analysis supports previous research by Meyer, and Allen (1997) who reported that affective organizational commitment scores should be the highest, followed by normative commitment, with continuance commitment receiving the lowest score.

This study indicated a moderately positive relationship between leadership in education and the OC of secondary school teachers. Lecturers involved with teachers are likely to help teachers to solve behavioral problems rather than just sitting in their bureaucracies. Likewise, the positive relationship between teacher commitment and leadership qualifications has also been strongly demonstrated by other researchers. Collaboration must generally form part of our professional identity: it means collaboration. Collaboration, in this study, means that the institution struggles collectively concerning efficiency. The analysis showed that cooperation is an important part of the contextual effects of the school.

The results of this research show, for example, that the commitment of teachers is closely related to teacher development supervision and the leadership of teachers in its completeness. A good leader in education is responsible for performing the supervisory task to improve the commitment of teachers to advancing learning.

Recommendations

The following recommendations are for prospective researchers interested in doing exploratory studies on instructional leadership. To test investigative findings, a more in-depth and empirical investigation is required, notably regarding issues and the applied representation of instructional leadership from the Pakistani perspective. Further instances of authentic instructional leadership may be noticed and recognized at supplemental leadership stages inside the school, therefore it is advocated and worth investigating and studying in future empirical investigations. In conclusion, the study shows that Pakistani principals are expected to have an active part in instructional leadership. Instructional leadership is seen as a common responsibility for principals, in addition to their other responsibilities.

Conclusion

Pakistan's minimum educational budget might not stimulate the development of the education system, leaving local leaders with a strong commitment to the education system's self-development. However, they are untrained and unqualified (Rizvi, 2016), and the empirical finding of this study shows a moderate level of leadership and makes them ineffective. In addition to this empirical contribution, this study contributes theoretically to show an indirect relationship between leadership and corporate commitment in Pakistan.

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