TWIST

Exploring the Mediating Role of Commitment between Instructional Leadership and Teaching Performance among Public Elementary School Teachers

Hadji M. Gandia*
Teacher I, San Lorenzo Elementary School,
Mauban North District, Brgy. San Lorenzo, Mauban Quezon 4330, Philippines
[*Corresponding author*]

Delon A. Ching
Associate Professor 5, Laguna State University, San Pablo Campus,
Brgy. Del Remedio, San Pablo City, Laguna, 4000, Philippines

Abstract
This study explored the mediating role of commitment between instructional leadership and teaching performance. This study utilized a descriptive, correlational, and mediation analysis type of research. The respondents of this study were 132 elementary teachers currently employed in thirteen (13) schools of Mauban North District Division of Quezon. The data gathered indicated that the instructional leadership of school heads is highly observed. The teaching performance of the teacher-respondents is outstanding and their commitment to their profession is committed. Based on the findings, the researcher produced the following conclusion: A significant relationship between instructional leadership and teaching performance, and teachers' commitment significantly mediates the relationship between instructional leadership and teaching performance. After numerous statistical treatments, we can draw a partially mediated relationship between the school head's instructional leadership and teachers' teaching performance. Since it was found that instructional leadership effectively develops teachers' performance, they may implement regular professional development programs focusing on teaching techniques, classroom management, and evaluation methods. Establishing regular feedback mechanisms will allow teachers to voice their concerns, share insights, and provide suggestions for improvement, ensuring they feel supported and valued and prioritizing teacher wellness through initiatives such as wellness workshops, stress management programs, and work-life balance seminars will help maintain educators' well-being and commitment to their profession.

Keywords
Instructional Leadership, Teacher Commitment, Teaching Performance, Teaching Preparation and Plans, Instructional Time

INTRODUCTION
In public elementary schools, good teaching performance and effective instructional leadership are prerequisites for quality education. Instructional leadership significantly shapes teaching practices and student results, exemplified by curriculum management, clear goal setting, and creating a positive learning environment (Hallinger, 2011). Even though it is generally acknowledged that instructional leadership, achieving better teaching performance in educational contexts remains challenging (Leithwood et al., 2003). According to recent studies, the degree of teachers' dedication may be a crucial mediator in this relationship. Commitment, defined as teachers' psychological attachment and dedication to their work and organizational goals, influences their engagement, motivation, and adherence to instructional standards (Meyer et al., 2002). A thorough understanding of how commitment mediates the relationship between teaching performance and instructional leadership has excellent potential to improve teaching practices and outcomes in public elementary schools.

Legally, school heads are mandated to act as instructional leaders, overseeing curriculum implementation, promoting professional development, and creating a supportive learning environment (Republic Act No. 9155; DepEd Order No. 32, s. 2010; DepEd Order No. 42, s. 2017; DepEd Order No. 2, s. 2015). However, while instructional leadership provides the

framework for effective teaching, the extent to which teachers are committed to their roles and organizational goals significantly influences the implementation and effectiveness of instructional strategies.

This study's justification stems from the ongoing need to address instructional leadership and quality issues. Achieving consistent and excellent teaching outcomes is challenging despite significant professional development and educational reform investments (OECD, 2019). By examining how teacher commitment mediates the relationship between teaching performance and instructional leadership, this study aims to shed light on essential characteristics that can enhance the impact of instructional leadership. Findings from this study can help design focused initiatives to increase teacher dedication, leading to better teaching methods, higher student performance, and higher academic standards in public primary schools.

MATERIALS AND METHODS

This study was quantitative descriptive research that utilized the correlation technique. The study was conducted in the Municipality of Mauban, Province of Quezon, Philippines. Specifically, it was conducted in Mauban North District, Division of Quezon which was composed of 13 public elementary schools.

There were 132 research respondents. These were taken from the 160 total population of teaching personnel of the Department of Education (DepEd) Mauban North District. This study utilized a total population of elementary school teachers from thirteen schools in Mauban North District. All schools were given a survey questionnaire through the school head. However, due to the different activities the Department of Education – Division of Quezon conducted, like the Sports Competition, Festival of Talents, and attendance at specific seminars, 28 out of 160 could not complete the online questionnaire.

The researcher utilized the online survey questionnaire to gather data and information about the school head's instructional leadership, teachers' commitment, and teaching performance. This method will simplify the data gathering and consolidation. To determine the connection between instructional leadership and teaching performance, considering teachers' commitment, the researcher crafted an online survey questionnaire divided into four parts: the respondent's profile, perception of instructional leadership, perception of teaching performance, and perception of the teacher's commitment. Part 1. Respondents Profile. This part deals with the respondent's profile, including the name, age, gender, civil status, educational attainment, designation, and length of teaching experience. Part 2. Instructional Leadership. This accords with the respondent's perception of instructional leadership given by their school head. This includes Instructional Resource Providers, Maintaining Visible Presence, Professional Development, Maximizing Instructional Time, Monitoring Student Progress, Feedback on Teaching and Learning, and Curriculum Implementers. Part 3. Teaching Performance. This concerns the respondent's perception of their teaching performance. This includes Teaching Preparation and Teaching Plans, Instructional Techniques, Facilitative Classroom Management, Teaching Materials, and Evaluation and Feedback. Part 4. Teachers' Commitment. This section concerns the respondents' perceptions of their commitment to the teaching profession.

To ensure the congruency and accuracy of the survey questionnaire, the researcher presented it to the thesis adviser and other panel members for corrections and suggestions on its enhancement. The researcher asked for the content validation conducted by Teacher III, Master Teacher, Head Teacher, School Head, and English expert to guarantee the quality of statements and alignment to the subject matter under the study.

To measure the internal consistency of the items in the survey questionnaire, the researcher administered a pilot test to thirty-two teachers before the actual conduct of the study. Not all respondents involved in the pilot study were selected for the research. The researcher encoded the data gathered from the pilot testing. The data were subjected to Cronbach's Alpha. Through Cronbach's Alpha, an item included from family and community support and an item from responsibility were deleted because these two items did not obtain the value needed to be accepted.

Table 1 Level of Internal Consistency of the Validated Research Instrument

Subscales	No. of Items	Cronbach's Alpha	Interpretation
Instructional Leadership			
Instructional Resource Provider	5	.834	Good
Maintain Visible Presence	5	.851	Good
Professional Development	5	.932	Good
Maximizing Instructional Time	5	932	Excellent
Monitoring Student Progress	5	.934	Excellent
Feedback on Teaching and Learning	5	.933	Excellent
Curriculum Implementer	5	.946	Excellent
Teacher's Commitment	10	.899	Good
Teaching Performance			
Teaching Preparation and Teaching Plans	5	.903	Excellent
Instructional Techniques	5	.888	Good
Facilitative Classroom Management	5	.909	Excellent
Teaching Materials	5	.800	Good
Evaluation and Feedback	5	.873	Good

Legend: a ≥ 0.9 Excellent, 0.9 > a ≥ 0.8 Good, 0.8 > a ≥ 0.7 Acceptable, 0.7 > a ≥ 0.6 Questionable,
0.6 > a ≥ 0.5 Poor, 0.5 >a Unacceptable

Table 1 shows the level of consistency of the validated research instrument. In terms of Instructional Leadership, the sub-variables were all greater than 0.8, interpreted as Good and Excellent; Teachers' Commitment falls greater than 0.8, interpreted as Good; and regarding Teaching Performance, the sub-variables were all higher than 0.9, which indicated that the statements used were good and excellent.

In exploring topics on instructional leadership, teaching performance, and teachers' commitment, several consultations were considered between the researcher and the adviser. The researcher presented the concept formulated and prepared to the panel members and consolidated suggestions to improve the paper's content further. The researcher made a letter of request to conduct the study. The researcher also prepared the needed data-sharing form and asked permission from the superintendent. The study was conducted after the approval of the Schools Division Superintendent, Public Schools District Supervisor, and Principal/School Head of the involved school. The researcher made an online questionnaire through Google Forms distributed to the concerned school heads. The school heads disseminated the link of the researcher-made online survey questionnaire to the respondents. The respondents were given enough time to answer the questionnaire. The researcher collected the data after the respondents completed the online questionnaire. The data gathered are recorded by the researcher before submission to the statistician. The data was subjected to statistical treatment by the researcher's statistician for proper treatment before its presentation through tables.

The researcher ensured the privacy of the research respondents. The respondents' names were excluded from the study. An adequate level of confidentiality of the research data from the online survey questionnaire was guaranteed. The researcher honestly presented the data collected from the respondents.

Mean, frequency, percentage, and standard deviation were used to examine the support the school heads gave or extended to their teachers in public elementary schools through instructional leadership and were utilized to describe the teacher respondents' perceptions of instructional leadership, their commitment to work, and their teaching performance in their schools. The Pearson Product-Moment Correlation Coefficient was used in response to the analysis to describe the relationship between instructional leadership and teachers' commitment, teachers' commitment to teaching performance, and instructional leadership and teaching performance teacher-respondent. Lastly, mediation analysis proved the study's hypothesis that teachers' commitment significantly mediates the relationship between instructional leadership and teaching performance.

RESULTS AND DISCUSSION

Perception of Teacher-Respondents of the Instructional Leadership of their School Heads

Table 2 shows the perception of teacher-respondents of the Instructional Leadership of their school heads in terms of Instructional Resource Provider, Maintain Visible Presence, Professional Development, Maximizing Instructional Time, Monitoring Student Progress, Feedback on Teaching and Learning, and Curriculum Implementer. It reveals that the school heads practice all the variables of instructional leadership, with a total mean of 4.69. They provide strong and effective leadership in delivering various aspects of instruction to teachers and students. Among the five subscales, maximizing instructional time has the highest mean of 4.75. This indicates that school heads prioritize optimizing classroom time for learning activities to deliver high-quality education that will boost student achievement and performance. Moreover, 4.59 was documented as the lowest mean related to the instructional resource provider, but it is still highly observed. This demonstrates that the school head provides teachers with resources and ensures their adequacy and accessibility for effective teaching and learning. These findings collectively emphasize the critical role of effective instructional leadership in creating a supportive educational environment.

Table 2 Summary Table for Instructional Leadership

Variables	Mean	SD	Verbal Interpretation
Instructional Resource Provider	4.59	0.58	Highly Observed
Maintain Visible Presence	4.73	0.51	Highly Observed
Professional Development	4.69	0.52	Highly Observed
Maximizing Instructional Time	4.75	0.46	Highly Observed
Monitoring Student Progress	4.68	0.52	Highly Observed
Feedback on Teaching and Learning	4.72	0.48	Highly Observed
Curriculum Implementer	4.69	0.50	Highly Observed
Overall	**4.69**	**0.51**	**Highly Observed**

The teacher-respondents strongly agree with the seven variables of Instructional Leadership. Initially, the variables of Instructional Resource Provider had a mean score of 4.59, the lowest among the dimensions but still interpreted as highly observed. This indicates a strong commitment from school heads to ensure that teachers have access to the necessary resources for effective teaching. Although there is room for improvement, this aligns with Poudel's (2022) findings that school heads, as resource managers, play a crucial role in motivating and supporting teachers to enhance learning outcomes. Enhancing resource availability and utilization could further strengthen this aspect of instructional leadership. In addition to the first variable, maintaining a Visible Presence scored a mean of 4.73, highlighting the importance of school heads being actively engaged within the school environment. This includes attending co-curricular activities, conducting meetings, and being physically available to address instructional issues. Such visible leadership fosters trust,

promotes accountability, and enhances teaching quality, as emphasized by Robinson (2018). School heads' active engagement is crucial for creating a supportive and responsive educational atmosphere, which is positively recognized by stakeholders.

Additionally, in the realm of Professional Development, the mean score was 4.69, reflecting a strong endorsement of the school head's efforts in fostering continuous professional growth among teachers. Providing opportunities for professional development, such as seminars, training activities, and orientations, is essential for maintaining high teaching standards and improving educational quality (Austria, 2022). This finding underscores the significance of ongoing professional development in building a competent and effective teaching workforce.

Another variable is Maximizing Instructional Time achieved the highest mean score of 4.75, underscoring the prioritization of efficient classroom time use by school heads. Effective use of classroom time is crucial for delivering high-quality education and boosting student achievement. Andersen (2019) notes that maximizing instructional time by catering to student differences can significantly improve academic performance. This finding indicates that school heads are successful in ensuring that classroom time is used efficiently and effectively, positively impacting student outcomes. Similarly, the variable of Monitoring Student Progress scored a mean of 4.68, indicating a high level of engagement from school heads in fostering an environment conducive to student success. This high level of support aligns with Adhikari's (2022) emphasis on the importance of collaborative leadership in improving classroom practices and achieving lasting change. Regular monitoring ensures that student learning is continuously assessed and addressed, contributing to improved academic performance.

Likewise, Feedback on Teaching and Learning had a mean score of 4.72, signifying that school heads provide effective and supportive feedback to teachers. Regular feedback is crucial for aligning teaching efforts with student achievement goals and for the professional growth of teachers, as highlighted by Francisco (2022). This practice helps in identifying areas of improvement and reinforcing successful teaching strategies, thus enhancing overall instructional quality.

Finally, the dimension of Curriculum Implementer scored a mean of 4.69, indicating that school heads effectively support teachers in executing the curriculum. This support is vital for achieving educational standards and goals. Rahayu et al. (2023) emphasizes the pivotal role of school heads in motivating educators and improving their instructional competencies through ongoing support and development programs. This finding underscores the importance of effective curriculum implementation in fostering high-quality education.

Level of Teacher's Performance
Table 3 provides a comprehensive summary of the teacher's performance level. The overall mean of the data across all subscales is 4.63, which was verbally interpreted as outstanding, with a standard deviation of 0.53, showing the oneness of teaching performance among the teacher-respondents; this indicates that the teacher demonstrates exemplary proficiency in their instructional practices and classroom management.

Table 3 Summary Table for the Level of Teacher's Performance

Variables	Mean	SD	Verbal Interpretation
Teaching Preparation and Teaching Plans	4.70	0.47	Outstanding
Instructional Techniques	4.61	0.52	Outstanding
Facilitative Classroom Management	4.64	0.52	Outstanding
Teaching Materials	4.50	0.60	Outstanding
Evaluation and Feedback	4.57	0.55	Outstanding
Overall	**4.63**	**0.53**	**Outstanding**

Teacher-respondents' performance regarding teaching preparation and plans achieved a mean score of 4.70 verbally interpreted as an outstanding level of teaching performance. This suggests that the teachers are proficient in designing effective lesson plans, simplifying complex concepts, and employing appropriate teaching strategies. According to Siahaan (2022), these practices are critical for supporting productivity and efficiency in educational settings, thus enhancing overall teaching quality.

Next to it is instructional techniques show a mean score of 4.61 interpreted as outstanding. This indicates that teachers are proficient in engaging students and facilitating their learning effectively. According to Mousawi (2021), a range of elements, such as personal, organizational, environmental, and job-related traits, have an impact on teachers' effectiveness. It is essential to make efforts to enhance performance through direction, oversight, inspiration, and assessment. Moreover, professional development and mentorship, as highlighted by Toe et al. (2022) play a crucial role in enhancing teacher's confidence and efficacy, contributing to their outstanding instructional techniques.

In addition, the facilitative classroom management yielded a mean score of 4.64 was outstanding. This indicates high competence and effectiveness among the teaching staff in achieving the department's objectives and core competencies. Effective classroom management, driven by teachers' self-awareness and socio-emotional maturity, creates a supportive learning environment, as argued by Karagianni (2023). This ability to maintain an organized and positive classroom atmosphere ensures that educational objectives are met, benefiting the whole class.

Following this, the evaluation of teaching materials showed a mean score of 4.50 was outstanding. This indicates that teachers are proficient in creating original teaching materials, utilizing various resources effectively, and ensuring

that materials are updated and aligned with learning competencies. The importance of using up-to-date and relevant materials is emphasized by Navidad (2019), who recommends ongoing training for teachers to enhance their technological proficiency and resource management in which essential for adopting to changes in education and ensuring that teaching materials are aligned with learning competencies.

Lastly, the evaluation and feedback revealed a mean score of 4.57 was outstanding, demonstrating that teachers consistently provide high-quality assessment and feedback. This practice is crucial for monitoring student progress and tailoring instructional methods to meet individual needs, as highlighted by Wang (2022). Effective evaluation and feedback mechanism support continuous improvement and are vital components of modern educational practices.

Level of Teachers' Commitment

Table 4 revealed a consistently high level of commitment among teachers in Mauban North District, with an overall mean score of 4.49. This suggests a consistently high level of commitment among teachers towards their profession and the school, indicating that most teachers are deeply dedicated to their roles and responsibilities. Specifically, teachers demonstrated the highest level of commitment (Mean: 4.75, SD:0.45) towards ensuring good social relations among students, highlighting their dedication to creating a harmonious and supportive learning environment. This aligns with the belief that fostering positive social interactions is crucial for student development. Additionally, teachers showed strong commitment to their mission of ensuring student success (Mean: 4.73, SD: 0.44), indicating a profound belief in the potential of all students to succeed.

Table 4 Level of Teachers' Commitment

Indicators	Mean	SD	Verbal Interpretation
1. I frequently encounter areas where I appreciate the alignment of this organization's policies on crucial matters concerning teachers' commitment.	4.40	0.60	Committed
2. I speak highly of this school to my friend as a great school to work for.	4.45	0.60	Committed
3. I find that my values and my school's values are very similar	4.45	0.58	Committed
4. I believe all students can succeed, and my mission is to ensure their success.	4.73	0.44	Highly Committed
5. I am responsible for ensuring good social relations among my students.	4.75	0.45	Highly Committed
6. I feel obliged to mediate among the rival groups of students.	4.48	0.65	Committed
7. I used to be more ambitious about my work than I am now.	4.34	0.63	Committed
8. I reflect at night about the work during the day and think ahead about the next day's work.	4.48	0.57	Committed
9. I find pleasure in teaching.	4.44	0.61	Committed
10. The best decision that I ever made was to become a teacher.	4.41	0.70	Committed
Overall	**4.49**	**0.58**	**Committed**

Other indicators, such as the alignment of personal and organizational values (Mean: 4.45, SD: 0.58), speaking highly of their school (Mean: 4.45, SD:0.60), and finding pleasure in teaching (Mean: 4.44, SD, 0.61), further underscore the positive work environment and the teacher's satisfaction with their roles. While there was a slightly lower mean score (Mean: 4.34, SD: 0.63) for the indicator related to teachers' ambition over time, it still reflected a high level of commitment, suggesting that despite some changes in ambition, teachers remain dedicated to their profession. Reflective practice (Mean: 4.48, SD: 0.57) and a strong sense of responsibility towards mediating student conflict (Mean: 4.48, SD: 0.65) also indicate proactive and engaged teaching practices.

These findings are consistent with Alante's (2022) study, which highlighted teachers' enthusiasm and dedication to student welfare, lesson preparation, and timely task completion, even under tight deadlines. Similarly, Hidayat (2018) emphasized the importance of optimizing school quality culture to enhance teacher commitment through supportive environments, professional development, and collaborative practices.

In conclusion, the high commitment levels among teachers in Mauban North District suggest a positive and supportive educational environment that aligns well with existing research on factors that contribute to teacher dedication and effectiveness.

Regression Analysis of Teacher's Commitment to the Relationship between Instructional Leadership and Teaching Performance

Table 5 shows the mediating analysis of Teachers' commitment to the relationship between the instructional leadership of the school head and the teachers' performance. The results revealed a significant indirect effect of the teacher's commitment to the instructional leadership of the school head and the teacher performance of the teachers. Furthermore, the direct effect of the instructional leadership of the school head on the teachers' performance in the presence of the mediator was also found to be significant (p= .0000, t=6.6293). Hence, the commitment of the teachers to teaching the students partially mediated the relationship between the school head's instructional leadership and the teachers' teacher performance.

Table 5 Mediation Analysis of Teacher's Commitment to the Relationship between
Instructional Leadership and Teaching Performance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.3202	.0483	.2246	.4158	6.6293	.0000
Indirect	.2824	.0488	.1926	.3835		
Total	.6026	.0554	.4931	.7122	10.8806	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Instructional L --> T Commitment	.6274	.0844	.4604	.7943	7.4344	.0000
Instructional L --> T Performance	.3202	.0483	.2246	.4158	6.6293	.0000
T Commitment --> T Performance	.4402	.0421	.3670	.5334	10.7045	.0000
IL --> TC--> TP	.2824	.0488	.1926	.3835		

The findings suggesting a significant indirect effect of teacher commitment to the instructional leadership of the school head and teacher performance underscore the interconnectedness between organizational leadership, teacher dedication, and instructional outcomes. When teachers are deeply committed to their profession and feel supported by their school leaders, they are more likely to exhibit higher engagement, motivation, and effectiveness in their teaching practices. The positive relationship between teacher commitment and instructional leadership reflects the influence of supportive leadership on teacher morale, job satisfaction, and overall performance. Instructional leaders prioritizing teacher support, professional development, and collaboration create a conducive environment where teachers feel valued, empowered, and motivated to excel, contributing to enhanced teaching performance.

Moreover, the direct effect of instructional leadership on teacher performance, even in the presence of the mediator, highlights the significant impact of effective leadership practices on instructional outcomes. School leaders who demonstrate solid instructional leadership by setting clear expectations, providing resources, and fostering a culture of continuous improvement create conditions that enable teachers to thrive professionally. When school heads actively engage with teachers, provide feedback and model best practices, they create a positive and supportive work environment that promotes teaching excellence. Consequently, teachers are better equipped to meet the diverse needs of their students, deliver high-quality instruction, and facilitate positive learning experiences that lead to improved student outcomes. Therefore, investing in developing instructional leadership skills among school heads is essential for promoting teaching performance, enhancing student learning outcomes, and cultivating a culture of excellence within the school community.

Khan (2020) states that instructional leadership of the school head indirectly improves students' academic performance through teacher organizational commitment. Schools with higher instructional leadership had better teacher commitment and student academic performance. It is recommended that instructional leadership components be incorporated into principal training programs. In addition, instructional leadership positively impacts teacher efficacy through faculty trust, with specific practices like defining the school's mission and managing the instructional program. Also, it improves school organization and influences teacher efficacy beliefs, which refer to teachers' belief in their capability to accomplish teaching tasks. Furthermore, instructional leadership activities can enhance teacher self-esteem, motivation, and instructional practices (Ma et al, 2019). Lastly, according to Vally (2016), Principal leadership is essential for school success, and they need to manage teachers and students effectively. Training for principals should focus on instructional leadership and curriculum development to improve teacher performance and commitment.

CONCLUSION
The perception of teacher-respondents of the instructional leadership of their school heads is highly observed across several variables, including being an instructional resource provider, maintaining visible presence, supporting professional development, maximizing instructional time, monitoring student progress, providing feedback on teaching and learning, and implementing the curriculum. Teachers rate their teaching performance as outstanding in areas such as teaching preparation and plans, instructional techniques, classroom management, teaching materials, and evaluation and feedback. Additionally, teachers exhibit a high level of commitment to their work. The study finds positive, significant relationships between instructional leadership and teacher commitment, between teacher commitment and teaching performance, and between instructional leadership and teaching performance. Furthermore, it highlights that teacher commitment partially mediates the relationship between instructional leadership and teaching performance, indicating that while instructional leadership directly affects teaching performance, it also indirectly influences it through its impact on teacher commitment. These findings emphasize the critical role of strong instructional leadership in enhancing both teacher commitment and teaching performance.

FUNDING INFORMATION

DECLARATION OF CONFLICT
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

1. Adhikari, N. P. (2022). Instructional leadership of principals on students' achievement in public schools in Nepal. *Interdisciplinary Research in Education*, *7*(1), 103-114.
2. Andersen, S. C., Guul, T., & Humlum, M. K. (2019). Instruction Time, Information, and Student Achievement: Evidence from a Field Experiment.
3. Francisco, L. B. (2022). School Heads as Instructional Leaders in support of Teachers' Holistic Development. *American Journal of Interdisciplinary Research and Innovation*, *1*(2), 14-27.
4. Hidayat, R., Suharyati, H., Patras, Y. E., Harjanto, S., & Andi, H. (2018). Optimalisasi budaya mutu sekolah untuk meningkatkan komitmen guru. *Jurnal Manajemen Pendidikan*, *6*(2), 595-606.
5. Karagianni, E., Papadaki, A., Karabatzaki, Z., & Driga, A. M. (2023). The teacher's key role in the challenge of the effective classroom management. *Research, Society and Development*, *12*(2), e20412240054-e20412240054.
6. Khan, A. A., Asimiran, S. B., Kadir, S. A., Alias, S. N., Atta, B., Bularafa, B. A., & Rehman, M. U. (2020). Instructional leadership and students academic performance: Mediating effects of teacher's organizational commitment. *International Journal of Learning, Teaching and Educational Research*, *19*(10), 233-247.
7. Ma, X., & Marion, R. (2021). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Educational Management Administration & Leadership*, *49*(1), 188-207.
8. Navidad, R. S. (2019). Management of Learning Resource Materials, Technology Utilization, and Teachers' Competence in Selected Public Schools. *Navidad, RS (2019) Volume*, *1*, 82-91.
9. Poudel, R., & Subedi, R. (2022). Exploring Head Teacher Leadership as Instructional Resource for Staff: Stories from a School of South Asia. European Journal of Educational Technology, 5(1), 16-29.
10. Rahayu, A. S., & Aisyah, N. (2023). Analisis Pengembangan Kompetensi Tenaga Pendidik dalam Strategi Kepala Sekolah di SD Negeri Kedurus 1 Surabaya. *ARZUSIN*, *3*(3), 172-181.
11. Robinson, V. (2018). The impact of leadership practices on school climate and student outcomes. Educational Management Administration & Leadership, 46(1), 21-37.
12. Siahaan, A., Syukri, M., Hendriyal, H., & Azhar, A. (2022). Teachers' Performance Improvement Planning and Learning Optimization. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, *4*(5), 6473-6481.
13. Toe, D. M., & Longaretti, L. (2022). Teacher efficacy in high performing teachers: Barriers and enablers for new graduates. *Australian Journal of Teacher Education (Online)*, *47*(4), 1-20.
14. Wang, J., Liu, C., & Gao, W. (2022). Teaching quality evaluation and feedback analysis based on big data mining. *Mobile Information Systems*, *2022*.