Instructional Leadership and The Commitment of School Organizations

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Abstract
Principal's Instructional Leadership is an important factor for a school's academic success. In fact, principals spend more time doing routine management and administrative tasks, rather than teaching leadership. The purpose of this study is to examine the culture of Instructional leadership practiced by principals as well as to identify the relationship and contribution of instructional leadership to the commitment of school organizations. Instructional leadership is an independent variable while school organization commitment is a study-dependent variable. This study were carried out using the questionnaire techniques. The study also used a quantitative approach with a measure of principal communication style that is by using the CSM "Communication Style Measure" questions. The Principal Instructional Management Rating Scales (PIMRS) questionnaire developed by Hallinger & Murphy (1985) is used to measure principal instructional leadership. The questionnaire are related to organizational commitment that is the Three-Component Model Employee Commitment Survey (TCM-ECS) revised version by Meyer & Allen (2004). The researcher have randomly select samples from Kedah's secondary school teachers in order to measure the organizational commitment. In total, this research managed to collect in total of 370 samples overall. The studies used the Descriptive statistics, T-tests, one-way ANOVA, Pearson Correlation, Multiple Regression Analysis and Hierarchical Regression Analysis to analyse the overall data. Quantitative data were analysed using SPSS 18 and AMOS 18 software.
Keywords: Leadership, Commitment, School Organizations.

Introduction
In this matter, the principle are practising the instructional leadership which they will supervise the student's works, and do the supervision to the teachers to create the 'teaching teacher, student learning' culture. This action is in line with the studies made by Sanzo et al (2011) where the principle must involve with various school or organisation activities for them to create an organization mission, and the school vision in the organisation.

According to the Bakker et al (2011) the two dimensional concept which is the work and involvement and working out of the work. Moreover, the organisation also play the important role by recognising the employees values and showing some support to in order to make them more hardworking. This is because the employees is the asset or important resources to an organisation (Demirel & Goc, 2013). The most productive employees are well-rounded

professionals with well-balanced lives. Fostering the employee health and well being will enhance the organizational performance and productivity. It is undeniable that one's hard work and commitment to work is the key to the success in one organization

Literature Review
A great leader should be more prepare with few plan or strategies as a backup plan for any unexpected things in future. Yet, as the leaders of the school, the principle must implement few strategies in order to overcome the unexpected obstacles. The school principle also have to focus on how to surge the teacher's commitment level from time to time so that the aftermath quality are always at the highest level (Anderman et al., 1991). According to Davies & Davies (2011) over-ornate and unbalanced lifestyle will reduce a school leader purpose, vision, talents, and creativity to integrate work. The leadership of a great school principal will give a big impact to the quality, students successfulness, and the teachers commitment. (Tschannen-Moran & Gareis, 2015; Hallinger 2012, 2008, 1998,1996).

Sanzo et al (2011) a principle that give full attention, corporation and involvement with numerous school activity will help him to always redevelop the organization vision and polish their creativity to set the school's future direction. By that, there is no doubt that the principle who is practice the instructional leadership have the credibility to increase the students achievement.The instructional leadership concept emphasize the classroom practice based on the assumptions that we can improve the teaching and learning process if the school principle give feedback and great suggestion to teachers by having a meeting or spending time to exchange opinion, knowledge and advices in order to regenerate a new fresh creative idea about the teaching skills (Louis et al., 2010).

However the instructional leadership must be seen differently in a different community (Castello, 2015). As example, a school principle that have the lower to lowest academic achievement have to give more focus on the student's examination achievement data in order to examine the student's weaknesses hence, improve the classroom teaching approach. This situation is totally different with the school that has been achieving a great and good examinations result. The principle maybe just need to introduce the new idea such as the peer supervision in order to make sure that the teachers is using the appropriate teaching approach to the student's potential. So, as a principle have to observe and analyse the school surrounding and climate before applying any instructional leadership model.

Researchers have found that there are differences between Meyer and Allen (1997) Commitment theory, Porter et.al Commitment theory (1974) Mowday et.al (1982) commitment theory and Steers (1977) commitment theory. According to Meyer & Allen (1997) commitment theory formulate a definition of organizing commitment as a psychological construct that is the situation of the employee's relationship with the organization and its implications toward individual decisions to continue his work in organizing. The organization commitment is a basic concept that connect the motivation, labor and productivity (Tolentino, 2013). The importance of the organization commitment are undeniably and the employee in one organization must work harder to in order to improve the organization achievement. The working place commitment has draw the attention of the academics and practitioners for more than half century (Cohen & Hecht, 2010; Eisenberger et al.,1990). The improvement of the organization commitment concept can be seen when the

employer is focusing more on their employee that have the high commitment in the organization. This is because that the leader's believe that an organization can overcome any challenges if they have a committed employee or the employee with high commitment (Uygur & Kilic, 2009). A person that committed in completing one task will always continue with his or her commitment even there is an obstacles throughout their journey (Tolentino, 2013). From that, this commitment concept will always be the motivation for employee to overcome any challenges and obstacles. The studies on the organization commitment concept is important because it is an predictable predictor for an particular behavior (Carmeli & Freund, 2004). The previous researcher has start to look for an alternative to develop and understand the commitment and determine the contribution in both theory and practical (Cohen & Veled-Hecht, 2010).

An organization consists of employees, so the involvement of the employees means that they have the emotion commitment toward the organization and the goals. The employees that fully involve in their job and always be on standby to give their best service will lead to the organization success (Yadava et al., 2015).

Theory
Hallinger's Instructional Leadership Theory (Hallinger, 2000). The findings of this study found that local researchers defined Instructional leadership as appropriate or equivalent to Hallinger's opinion. Hallinger (2000) has redefined the model and concept of instructional leadership from a previous model developed jointly by himself and Murphy in 1985.In this model, instructional leadership is explained as a leader who prioritizes the school goals, manages instructional programs and promotes the school climate (Hallinger, 2000).

By placing student achievement as the main goal, as well as leveraging the efforts of teachers as facilitators, the concept of instructional leadership is easier to understand. It is on this factor that Hallinger & Murphy (1985) from the very beginning conceptualized the role of instructional leaders involving three inseparable elements namely functions, processes and work activities.

Alig-Mielcarek Model (2003), this model states that instructional leadership is to work collaboratively with staff to identify and explain school goals. Goals are used as a guide for organizational decision making, determining teaching practices, purchasing curriculum materials and building targets for progress. This goal will be the main focus to be achieved. This dimension describes the activities performed by instructional leaders in the academic field. This includes always being seen at school, talking to students and teachers, giving praise and feedback to teachers, students and the community regarding academic performance and finally ensuring that teaching time in school is not interrupted. Consistent practice of lifelong learning. Instructional leaders ask teachers to learn more about student achievement based on data analysis, provide professional development in line with school goals, provide materials and resources to the teachers. In the dimension of defining a school mission, Weber explains that this dimension is a dynamic process that requires cooperation and reflective thinking in order to produce a clear and honest vision and mission. The goal of the school should be to be able to mobilize and mobilize the efforts of all teachers and support staff, students and parents to achieve the goal together. Accordingly, instructional leaders need to

provide opportunities for stakeholders to discuss values and expectations to set school goals together.

Further organizational commitment theory, Meyer & Allen (1991) have developed ideas related to organizational commitment and further identified the three dimensions of commitment in the organization, namely affective commitment, continuous commitment and normative commitment. These three dimensions are closely related to the emotional feelings, ideas, philosophies and values held by an individual while performing tasks (Mowday, 1982; Meyer & Allen, 1997). The three dimensions as introduced by Meyer and Allen (1991) are affective commitment, continuous commitment and normative commitment. Meyer & Allen (1991) have identified Three Commitment Component Model that encompasses three types of organizational commitment, namely affective, continuous and normative Mowday et al., (1982) commitment theory describes three characteristics of organizational commitment:
1)   Strong belief and acceptance of organizational goals and values
2)   Willingness to make great efforts on behalf of the organization
3)   Strong intentions or desire to remain with the organization.

Researchers chose Allen & Mayer (1982) Commitment theory (1982) because this theory is complete and defines commitment in the organization has three commitments namely affective commitment, continuous commitment and normative commitment. These three dimensions are closely related to the emotional feelings, ideas, philosophies and values held by an individual while performing a task.

Summary
The instructional leadership must be seen differently in a different community (Castelo, 2015; King, 2002). As example, a school principle that have the lower to lowest academic achievement have to give more focus on the student's examination achievement data in order to examine the student's weaknesses hence, improve the classroom teaching approach. This situation is totally different with the school that has been achieving a great and good examinations result. The principle maybe just need to introduce the new idea such as the peer supervision in order to make sure that the teachers is using the appropriate teaching approach to the student's potential. So, as a principle have to observe and analyse the school surrounding and climate before applying any instructional leadership model. Commitment theory formulate a definition of organizing commitment as a psychological construct that is the situation of the employee's relationship with the organization and its implications toward individual decisions to continue his work in organizing.The organization commitment is a basic concept that connect the motivation, labor and productivity

	Researchear
Instructional Leadership	(Anderman et al., 1991; Ary et al., 1996; Bakker et al 2011; Buckner, 2011; Coelli, & Green, 2012; Cayetano, 2011; Costello, 2015; DuPont, 2009; Davies and Davies, 2011; Eyal, & Roth, 2011; Fullan, 2011; Hallinger, 2011; Horng & Loeb, 2010; Ibrahim & Al-Taneji, 2013; Leithwood et al., 1999; Leithwood & Levin, 2010; Leithwood, & Sun, 2012; Packard, 2011; Parise & Spillane, 2010; Peariso, 2011; Hallinger & Murphy, 1986; Robinson et al., 2008; Sahin, 2011; Sanzo et al., 2011; Sergiovanni, 1984; Tschannen-Moran & Gareis, 2015)
Commitment of School Organizations	(Alhyasat, 2012; Allen & Meyer, 1996; Anari, 2012; *Bakker* et al., *2011:* Carmeli & Freund, 2004a; Chambers, 2010; Cohen & VeledHecht, 2010; Cooper et al., 2011; Davies and Davies, 2011; Demirel & Goc 2013; Fu & Deshpande, 2011; Brooks, 2010; Hakanen et al., 2006; Huang et al., 2012; Jehn & Bendersky 2014; Kya et al., 2011; Malik et al., 2010; Mowday et al., 1982; Meyer & Allen, 1991; Myers & Sadaghiani, 2010; Yadava et al., 2015).

Method

The researcher have randomly select samples from Perak's secondary school teachers in order to measure the organizational commitment. In total, this research managed to collect in total of 370 samples overall. The studies used the Descriptive statistics, T-tests, one-way ANOVA, Pearson Correlation, Multiple Regression Analysis and Hierarchical Regression Analysis to analyse the overall data. Quantitative data were analysed using SPSS 18 and AMOS 18 software.

Conclusion

What is particularly ironic about this studies is the dimension between the leadership behavior and the good mentor that explain on how involvement, motivation, satisfaction and productivity affect or give changes to the organization vision. The sustainable professional and personal life of a leader will leave great relationship between the employer and employee in archiving the organization goals (Lai & Han, 2017).Studies conducted by Leithwood & Sun (2012) have shown that school leadership leadership has a moderately strong and positive effect on teachers' inner feelings and motivation, thereby influencing teacher behavior.

Researchers believe that Mayer and Halen's organisational commitment theory and Hallingger's instructional leadership theory are highly helpful in boosting academic standards in school Instructional Leadership Theory of Hallinger (Hallinger, 2000). As a result of this investigation, the researchers discovered that local researchers regarded Hallinger's definition of instructional leadership as adequate or equivalent. According to this paradigm, a leader that prioritises the establishment of school objectives, oversees instructional initiatives, and fosters a positive school climate is referred to be an instructional leader (Hallinger, 2000). The idea of instructional leadership is greatly simplified by focusing student achievement the primary objective and by utilising teachers' efforts as facilitators. There are three theory of organisational commitment, that is affective commitment, continuous commitment, and normative commitment which have been recognised by Meyer & Allen (1991, 1997) who have developed ideas concerning organizational commitment. These three aspects are deeply connected to the emotional states, thoughts, philosophies, and values that a person possesses while carrying out a work.

According to the researchers, the finding of this research should also benefit schools in identifying how instructional leadership might be accepted in classrooms. The school, in particular the school leadership, can discover and pinpoint the crucial elements that will determine whether instructional leadership and organisational commitment are successfully implemented in classrooms. All efforts should be directed at boosting organisational commitment, especially among those in a school, as it is undoubtedly one of the key factors in enhancing a school's performance. As a result, it is anticipated that this study will assist administrators in raising the level of commitment among the school community.

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