

Percieved Instructional Supervision of School Heads, Work-Life Balance of Teachers as Determinants of Their Commitment to Change

*Jenely P. Olarte¹, Celso L. Tagadiad²

¹Department of Education, Mati City, Davao Oriental

²UM Panabo College, Panabo City, Davao del Norte Philippines

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ABSTRACT

This study investigates to determine the instructional supervision and work-life balance as determinants of teacher commitment to change of secondary public high school teachers in the Mati Division of Davao Oriental. A total of 300 teachers participated through random sampling, with data collected via three research questionnaires. Using a non-experimental, quantitative, and descriptive correlational research design. Even though planning and preparation may be improved, the results show that students are quite satisfied with instructional supervision, especially when it comes to feedback and evaluation. Although it is still difficult for work to interfere with personal life, teachers reported a solid work-life balance that is backed by workplace performance and satisfaction. Work-life balance, teacher commitment to change, and instructional supervision were shown to be significantly correlated. This suggests that these elements are important for promoting adaptability and that resolving work-life issues could further enhance engagement. It is recommended that administrators should focus on enhancing planning and preparation in instructional supervision and addressing work-life conflicts to further support teachers' flexibility and engagement that would eventually beneficial for teachers and students. Future researchers should explore additional factors influencing teacher commitment to change and develop strategies to strengthen the relationship between work-life balance and professional growth.

Keywords: instructional supervision, work-Life balance, teachers commitment, determinants, education, Philippines

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTRODUCTION

Constructing the assumption that education for sustainable development would remain imperfect without the commitment of teacher educators, who have the power to change educational practices and influence the knowledge and abilities of upcoming educators and, ultimately, future generations, this study gains even more significance by focusing on academics in the field of teacher education (Öztürk, & Pizmony-Levy, 2022).

Teacher commitment is an internal force that motivates teachers to continue their involvement in the school by devoting more time and effort to it. This readiness to support the school fosters an emotional bond between teachers and the school. It motivates them to look for methods to advance their careers as teachers and create a productive learning environment that enables students to achieve their goals. Teacher commitment is a key element in raising students' success levels and a crucial element in good teaching. High-quality education requires teacher commitment, which includes a commitment to the school, students, career advancement, professional development, and the teaching profession (Altun, 2017).

Employee engagement does not occur in a vacuum; supervisors must create an environment encouraging individuals to remain committed to their jobs. Employees who feel more committed will work more, lessening their intent to leave their jobs. Empirical research indicates that employees' healthy work-life balance benefits

both individuals and organizations. Employees will be significantly more motivated by a supportive supervisor, in addition to lessening their likelihood of quitting their positions (Kaur, & Randhawa, 2021). Employee commitment, creativity, and innovation make organizational goals and missions realistic. Therefore, exceptional performers are required to reach corporate objectives, provide specialized products and services, and gain a competitive edge. As a result, on a global scale, most businesses, political parties, academic institutions, families, people, and trade unions are concerned about work-life balance. Work-life balance in human resource management refers to the attainable blending of work and personal life (Gaffoor et al., 2022).

For these reasons, the researcher wants to look at work-life balance and instructional supervision as factors affecting teachers' commitment. Even though there have been previous studies on instructional supervision, work-life balance, and teacher commitment, they did not discuss these topics as factors affecting teachers' commitment, even though they had two independent variables and one dependent variable. Additionally, as studies have yet to be conducted in the Davao Region, the results of this study could contribute to new knowledge and help identify the factors that influence teacher commitment.

Instructional supervision aims to enhance the instructors' capacity to carry out their educator duties. The way a teacher teaches is a system. It includes interconnected elements such as goals, resources, plans, models, techniques, and evaluations. The purpose of instructional supervision is to enhance the effectiveness of the teacher's instruction and produce the best possible learning outcomes. Teacher competence is influenced by humanistic collaborative supervision (Bambang et al., 2021).

A school's only hope for high-quality instruction is instructional supervision. The accomplishment of these goals will need the school to use instructional monitoring, which is seen as an essential instrument. School-based instructional monitoring is a crucial instrument for improving such oversight. Good supervision also makes for exemplary teaching in schools, just as good education makes for good learning (Bwoi, 2019).

Influential school leaders' key responsibilities include educational supervision and teachers' professional development because they are directly tied to students' academic achievement. As a result, school administrators should be concerned about trends in educational monitoring and support teachers' professional development (Hong, 2020).

The findings of the study by Maisyaroh et al. (2021) indicated that the frequency of use of instructional supervision techniques and concepts varied in the Philippines. Seminars, lesson analysis, reflection on one's performance, peer conversations, and teacher meetings are standard in the Philippines. The principle of instructional supervision most significantly impacts the variety of teacher learning models and materials.

Additionally, Turkish teachers' evaluations of school administrators' instructional supervision behaviors were analyzed to examine these behaviors as a predictor of teacher job satisfaction. Based on the participants' school level, subject taught, and years of experience, a statistically significant difference was established between the teachers' ratings of the principals' instructional supervision behaviors and their level of job satisfaction. Additionally, it was discovered that the instructional supervision behaviors of principals were a statistically significant predictor of both overall teacher job satisfaction and the work satisfaction components. Future research directions and practical implications are presented (Ilgan et al., 2015).

The secret to better teaching and learning is effective instructional monitoring. Positive instructional supervision derives from positive psychology, which illustrates establishing rapport, setting goals, identifying competencies and exceptions, tracking work progress, reflecting on one's performance, and providing feedback. Additionally, there is a link between good teaching and supportive instructional monitoring. The following are ways the researchers suggest mentor teachers can employ to improve the mentees' teaching effectiveness: (1) working together to establish stretch goals and provide ongoing guidance for teaching improvement; (2) utilizing mentee strengths to foster positive energy and outcomes; (3) using positive questioning techniques to encourage self-directed teaching improvement; (4) motivating mentees to reflect and provide feedback to strengthen mentoring effectiveness; and (5) combining cooperative lesson planning, lesson observing, and discussions to improve the effectiveness of positive supervision (6) creating distinct positive supervision and actively creating models tailored to local communities (Ting & Wang, 2018).

In the research conducted by Ting et al., (2021), they examined the link between teachers' professional learning communities, effective teaching, and principals' supportive instructional oversight. Through the mediating function of the teachers' professional learning community, adequate instructional supervision from principals favors teaching effectiveness.

According to research by Žnidaršič & Marič (2021), a better work-life balance has a favorable impact on both life and work happiness, and higher levels of life satisfaction are linked to higher levels of work engagement. The understanding of the relationships between the researched constructs of work-life balance, life satisfaction, job satisfaction, and work engagement, as well as the knowledge of the significant effects of work-life balance, can also strengthen teachers' work engagement by respecting employees as actors in other roles and promoting work-family balance through family-friendly policies and practices, and this contributes to the field of employee behavior and management.

Additionally, Khan et al., (2022) studied the relationship between occupational commitment (OC) and work-life balance (WLB) as well as job burnout, with the mediating role of supportive cultures (SC) in the context of Malaysia's private higher education workers. According to the study, supportive cultures have a favorable impact on work-life balance.

Moreover, Kandemir & Nartgün (2022) analyzed the impact of distance learning on instructors' ability to balance work and life. The study concluded that role conflict among teachers and harm to family connections are common effects of remote education. Distance learning also harms instructors' ability to combine work and family life, interferes with their ability to fulfill their family's obligations, and breaks their interpersonal and family relationships in general. Based on the results, recommendations were made, including holding in-service training seminars for teachers to guarantee a successful work-life balance and lowering teachers' workloads, particularly in stationery.

On the same note, Bano & Wajidi (2020) aimed to determine how employees conduct and job stress affected the faculty members' ability to balance their personal and professional lives. However, the comparative results did not reveal a difference in viewpoint between faculty members at higher education institutions in the private and public sectors on the impact of work-life balance and workplace stress. In today's workforce, work-life balance ranks second only to pay in importance, and employees who feel they have a better work-life balance tend to work longer hours than overworked employees. These are just a few of the many strategies managers can use to promote work-life balance without compromising performance or productivity at work.

According to the survey conducted in the United Arab Emirates, many respondents think a work-life balance issue at higher education institutions needs to be addressed. As the employees claimed to have worked beyond the call of duty, long working hours, a primary predictor of work-life imbalance, triggered various negative impacts on familial responsibilities. Second, the effect on employees' productivity is frequently adverse due to the degree of work-life conflict in the research scenario. When working long hours and experiencing an imbalance between work and personal life, productivity levels will always suffer (Adekoya et al., 2021).

The work-life balance and stress of self-supporting college instructors in India have been examined by Kumar & Velmurugan (2022). The report's effects on the higher education system are extensive. This study sheds light on Trivandrum's self-funded professors' worries about work-life balance. Questionnaires gathered data for the analysis and were used through statistical techniques. The work-life balance of self-financing college instructors was slightly above average.

Sheppard (2016) investigated the work-life balance initiatives nonprofit school administrators use to boost staff productivity at a charter school organization. The success of work-life balance programs, the value of a supportive workplace, employee commitment and motivation, employee well-being and productivity, employee satisfaction and quality of life, organizational culture change, and other topics were among these themes. According to the study findings, work-life balance initiatives could enhance company culture and worker productivity. The findings of this study may aid in social change by situating individuals to strike the ideal balance between work and personal obligations and prepare employers for success.

In the study conducted by Polat & Özdemir (2021), they examined the connection between teachers' work-life balance (WLBT) and the job characteristics of the teaching profession (JCTP), as perceived by the teachers. The investigation results show that job characteristics of the teaching profession are not a reliable indicator of teachers' ability to maintain a healthy work-life balance. The research's findings have led to the following conclusions: (1) teachers in the research's participating schools strongly affirm the job characteristics of the teaching profession; (2) teachers believe they achieve a moderate level of work-life balance, but this balance is skewed toward work; and (3) there is a significant relationship between job characteristics of the teaching profession and teachers' work-life balance, but this relationship is not causal. Moreover, (4) teachers' work-life balance is significantly predicted by their employment characteristics.

The term "commitment to change" (C2C) refers to an employee's desire to support a change based on the essential benefits a change program may provide (emotional obligation for the change), help the change based on the sense of commitment and assurance (regulating commitment to change), and support the change based on the perception that there is no other option but to keep the change. People may exhibit both optimistic and pessimistic behaviors and attitudes about organizational transformation. The "commitment to change" concept examines employees' good or bad behavior in the face of change (Muhammad et al., 2022).

The success of this effort depends on the teachers' commitment to change or their identification with and desire to participate in school reform. Therefore, the most urgent issue in the Chinese educational system is how to successfully motivate and empower teachers' commitment to change. Teachers' commitment to change was cited by (Leithwood et al., 1994) as cited by Liu (2020) as teachers' identification with and desire to participate in changes in the architecture and growth of schools and classrooms. Moreover, it was thought that teachers' commitment to change is a motivation process with four elements: personal goals, beliefs about one's capacities, beliefs about one's context, and the emotional process. This belief was based on the motivation theories of Bandura (1986) & Ford (1992).

In the study conducted by Guerrero et al., (2018), they examined how effective change in leadership and management affect teachers' commitment to change in secondary schools. The results showed that: (1) teachers appear to have a more comprehensive and integrative view of change leadership schemas than do employees of business organizations; (2) teachers' change leadership schemas significantly predict the perceived effectiveness of change management and teachers' affective commitment to change, and (3) teachers' affective commitment to change is significantly mediated by perceived effectiveness of change management.

Additionally, Thien (2019) examined the connections between teachers' affective commitment to change and two perceived distributive leadership functions, namely leadership team cooperation and participatory decision-making, along with the mediating impacts of deliberate, emotional, and cognitive preparedness for change. Results showed that neither leadership team collaboration nor collaborative decision-making significantly influenced teachers' commitment to change. The mediators of purposeful, emotional, and cognitive preparedness for change were found to have significant but weak mediating effects between teachers' commitment to change and participatory decision-making. Limitations, repercussions, and recommendations for additional research are addressed.

According to Thien et al. (2021), in the Malaysian primary school environment, Thien & Adams (2021) discovered that the association between the leadership supervision feature of distributed leadership and teachers' commitment to change was stronger for early-career teachers than for middle-career teachers. In addition, few studies in the literature compare academic optimism among teachers of different genders and levels of experience.

Moreover, Cansoy et al. (2022), school principals' instructional supervision practices influence teachers' cooperation, professional motivation, and dedication. The analysis findings showed that instructional supervision behaviors of school principals might influence teacher commitment to change; as a result, it was determined that collective teacher efficacy was a mediator. More precisely, it was discovered that instructional supervision behaviors of school principals boosted teachers' collaboration and influenced teachers' commitment to change. Finally, the findings were analyzed, and several recommendations for academics and industry professionals were presented.

On the same note, Sukarmin & Sin (2022) determine the impact of the principal's instructional supervision on teachers' organizational commitment in Surakarta's junior high schools in India. Descriptive statistics showed that the mean score of principal instructional supervision and teacher organizational commitment indicated moderate levels of principal instructional supervision and teacher organizational commitment. The results of this study have advanced knowledge in the fields of organizational commitment and instructional supervision concerning education in Indonesia. The study showed that school administrators should engage in comprehensive instructional supervision to increase teachers' commitment to change in the school or organization.

Moreover, in the study of Abdulaziz et al., (2022), organizational commitment is directly and significantly impacted by work-life balance, whereas organizational commitment is adversely affected by work overload. Considering the moderating impacts of perceived administrative support and the mediating role of job engagement, this study examined the effects of work-life balance and overwork on teachers' commitment to change and be active in the organization. According to a study, the relationship between work-life balance and teachers' commitment to change is partly mediated by their job engagement.

The study is anchored from the study as the psychological connection between a teacher and his or her teaching career or occupation was the instructor's devotion to what they do. It requires the teacher's willingness to put up the effort necessary to provide successful instruction, to demonstrate tremendous excitement for the subject matter, and as a result, to commit more time to students as individuals in addition to the subject taught (Tyree, 1996). Furthermore, according to Somech & Bogler (2002), a teacher's commitment to the teaching profession entails an emotional attachment to the field or work connected to their sense of self-identification and fulfillment.

In addition, based on the Instructional Leadership Theory, this theory assumes that people anticipate the perfect change leader and contrast that image with what they see while organizations are transitioning. This revealed evidence supporting the association between the perceived efficacy of change management and the congruence between ideal traits and accurate observations of change leaders (Magsaysay & Hechanova, 2017). According to Epitropaki & Martin (2005), the implicit leadership theory (ILT) assumes that followers have expectations of their leaders and bases its assessment of a leader's effectiveness on these expectations cited in the study of Guerrero et.al, (2018). The main focus of instructional leadership theory is on how school administrators and principals, in particular, should support and enhance teaching and learning in their institutions. According to the theory, school administrators must be actively involved in the educational process, not only in administrative duties but also in providing teachers with direct support, encouraging professional growth, establishing clear expectations for student performance, and fostering a continuous improvement culture.

Moreover, the study's conceptual framework consists of two (2) independent variables: Instructional Supervision and Work-life Balance, and one (1) dependent variable of the study is Teacher Commitment to Change. The first variable is Instructional Supervision, taken from the study of Comighud et al., (2020), a professional ongoing procedure that involves collaboration for the enhancement of instruction, with the following indicators; *concept and purpose of instructional supervision*, which refers to the task of supervising, preparing, and empowering teachers to ensure that a school's instructional objective is carried out; *planning and preparations for instructional supervision* refer to planning presume control over your surroundings, whereas preparation entails practice, instinct, and intuition; *organization and implementation of instructional supervision* a process that involves both the technical adoption of new technology and more gradual adoption by organizational members, who then adapt it to their job requirements and probably change standard working procedures to meet the new situation; *dialogue and discussion in post-supervision* encourage individual sharing, sometimes at the price of hearing what others have to say and getting their opinions in a conversation, one listens to the other person to comprehend, decipher, and discover connections; *satisfaction with and evaluation of instructional supervision* refers to the level of satisfaction with the decision and its results;

The second variable is Work-life Balance taken from the study of A. Radashi Banu & K. Duraipandian (2014) is the equilibrium reached when a person equally prioritizes the responsibilities of their personal and professional lives, with the following indicators: *workplace support* refers to the availability or actual reception of support offered by one or more people to an employee; *work interference with personal life* is characterized as a situation in which a person's obligations to both their personal and professional lives overlap; *personal life interference*

with work occurs when family responsibilities are hampered by work obligations; satisfaction with work-life balance gives workers a sense of job satisfaction because they can perform effectively at work; & *improved effectiveness at work* refers to acquiring more effective time management skills;

Finally, the dependent variable, Teachers' Commitment to Change, is taken from the study of Yuet (2017) encompasses teachers' motivation to participate in attempts to introduce modifications to school and classroom structures and procedures, as well as their identification with those initiatives, with the following indicators: *personal goals* refer to the aspects concerned with how much an individual aligns their aspirations with organizational aims; *capacity beliefs* which refer to someone who assesses the level of motivation needed to meet personal objectives; & *context beliefs* which refer to a specific set of convictions empowers someone to lead.

Hence, the study would like to determine instructional supervision and work-life balance as determinants of teachers' commitment to change. The research specifically aims to answer the following: (1) to determine instructional supervision in terms of: concept and purpose of instructional supervision, planning and preparation for instructional supervision, organization and implementation of instructional supervision, dialogue and discussion of post-supervision, and satisfaction with and evaluation of instructional supervision; (2) to determine the work-life balance in terms of: workplace support, work interference with personal life, personal life interference with work, & improved effectiveness at work; (3) to determine the teachers' commitment to change in terms of: personal goals, capacity beliefs, & context beliefs. (4) to determine the significant relationship between instructional supervision and work-life balance; (5) to determine which domain of instructional supervision and work-life balance in their singular and combined capacities significantly influence teachers' commitment to change.

Hence, one of the research objectives is that the researcher wants to look at work-life balance and instructional supervision as determinants affecting teachers' commitment to change. Although some studies include two independent variables, which are instructional supervision and work-life balance, some studies did not examine instructional supervision, work-life balance, or teachers' commitment to change, even though these themes have been the subject of prior studies. The results of the study may provide the administrators, policymakers, and supervisors in the education sector to prioritize the teachers' work-life balance. Additionally, the findings could help the teachers balance the workload so that teachers can provide the quality of education the learners genuinely deserve. Furthermore, the results of this study may also advance knowledge and aid in identifying the elements that affect teacher commitment because research still needs to be done in the Davao Region.

METHOD

This chapter introduces the research participants, tools, design, and data collection process. The respondents of the study will serve as the research subjects. The data collection, analysis, and measurement processes all involved the research tools. The approaches utilized to carry out the study were design and process.

Participants

The participants of the study are secondary teachers of Mati Central. Before selecting respondents for the study, they were prepared for and considered. The responders were chosen after thorough consideration and selection from Mati Central, located in Mati, Davao Oriental. The survey needs 300 respondents, all chosen are secondary teachers from Mati Central.

The researcher will not include secondary teachers outside Mati Central. Moreover, elementary teachers will be excluded from the study as respondents of the study in Mati, Davao Oriental, or another school other than Mati Central. The respondents may revoke their participation in the study at any time and without incurring any fees unless the study has already been accepted. The participant may leave the study if they feel frightened or uncomfortable answering the survey's questions considering the circumstances.

Materials and Instrument

The information from the respondents will be gathered using three sets of survey questionnaires. Instructional supervision will be examined using the first set of questionnaires, work-life balance will be assessed using the second set, and teachers' commitment to change will be assessed using the third set of questionnaires. Experienced validators subject the three questionnaires to content validity and reliability analysis to assure the precision of measures.

Design and Procedure

The descriptive-correlational research design will be used for this investigation. According to Creswell, descriptive research comprises characterizing a phenomenon based on observation or examining the correlation between two or more factors. The researcher examines the participants' traits, actions, and experiences in a fact-finding study (Conner & Roberts). Furthermore, correlational research is a quantitative non-experimental methodology in which the researcher utilizes correlational statistics to evaluate and quantify the strength of relationships between variables or groups of scores (Creswell).

RESULTS AND DISCUSSION

Based on the previously stated research objectives, this part presents, analyses, and interprets the data collected from the respondents regarding work-life balance and instructional supervision as determinants of teacher commitment to change.

Instructional Supervision

Table 1. Level of Instructional Supervision

Indicator	Mean	Descriptive Level
Concept and purpose of instructional supervision	4.35	Very High
Planning and preparation for instructional supervision	4.23	Very High
Organization and implementation of instructional supervision	4.35	Very High
Dialogue and discussion of post-supervision	4.36	Very High
Satisfaction with and evaluation of instructional supervision	4.54	Very High
Overall	4.36	Very High

Presented in Table 1, the level of instructional supervision has a mean of 4.36 with a high descriptive level. The result shows that satisfaction with and evaluation of instructional supervision has the highest mean value of 4.54, with the descriptive value of Very High. Then followed by dialogue and discussion of post-supervision with the mean of 4.36, which is Very High. After which both Organization and implementation of instructional supervision and Concept and purpose of instructional supervision came next with the mean of 4.35, which are also Very High. Meanwhile, Planning and preparation for instructional supervision has the lowest mean of 3.23, a descriptive level of Very High.

According to the results, teachers appear to be rather happy with evaluation, satisfaction, and post-supervision conversations—all important components of instructional supervision. Nonetheless, the comparatively diminished emphasis on planning and preparation suggests a chance to enhance this stage. Teachers' professional development may be more successful and significant if planning and preparation are strengthened. By addressing this issue, instructional supervision may be more successful overall and instructors' performance and development may be improved.

The result is supported by the study of Ting & Wang, 2018; Ting, Chuang, & Wu, (2021) stating that enhancing teaching and learning requires positive instructional supervision. Positive psychology, which illustrates the process of establishing rapport, goal-setting, identifying competencies and exceptions, work progress, reflection and feedback, and follow-up sessions, is the source of positive instructional supervision. The researchers suggest the following methods for how mentor teachers can use positive instructional supervision to increase mentees' teaching effectiveness: (1) collaborating to set stretch goals and continuously guide teaching improvement; (2) leveraging mentee strengths to promote positive energy and results; (3) encouraging self-directed teaching improvement through positive questioning skills; (4) motivating mentees to reflect and provide feedback to increase the effectiveness of mentoring; (5) combining collaborative lesson planning, lesson observing, and discussions to increase the effectiveness of positive instructional supervision; (6) actively creating models unique to local communities and creating differentiated positive supervision.

Work-life Balance

Table 2. Level of Work-life Balance

Indicator	Mean	Descriptive Level
Workplace support	4.30	Very High
Work interference with personal life	3.22	Moderate
Personal life interference with work	2.65	Moderate
Satisfaction with work life balance	4.26	Very High
Improved effectiveness at work	4.32	Very High
Overall	3.54	High

Presented in Table 2, the level of work-life balance has a mean of 3.54 with a High descriptive level. The result shows that Improved effectiveness at work has the highest mean value of 4.32, with the descriptive value of Very High. Then was followed by Workplace support with the mean of 4.30, which is Very High. After which Satisfaction with work life balance came next with the mean of 4.26, which is also Very High. Meanwhile, Work interference with personal life has a mean of 3.22, and Personal life interference with work has the lowest mean of 2.65, a descriptive level of Moderate consequently.

According to the findings, workers typically have a good work-life balance, especially when it comes to job performance, workplace support, and general contentment. Nonetheless, the moderate degrees of personal life interference with work and work interference with personal life point to areas that could use development. Employees may find it easier to strike a balance between work and personal obligations if these disruptions are addressed. Organisations can further improve employee productivity and well-being by lowering these disputes.

This supports that there are six factors that are important in gauging the work-life balance. Teamwork was the most important aspect, followed by time management, social needs, compensation & benefits, personal requirements, and work, according to the mean score, which was used to rank the six dimensions in order of significance for preserving work-life balance (Jot, Sethi, & Lehal, 2024). Additionally, in the study of Navaneetha, Maryam Khalid Ahmed, & Noor Mohammed Alawi, (2024) revealed that organisational support systems, task management techniques, and family-friendly policies have both strengths and room for development. Furthermore, work-life relations are greatly impacted by cultural considerations, which highlights the necessity of culturally appropriate treatments. Opportunities for career advancement are also quite important in determining how people view work-life balance.

Teacher Commitment

Table 3. Level of Teacher's Commitment

Indicators	Mean	Descriptive Level
Personal goals	4.02	High
Capacity beliefs	4.09	High
Context beliefs.	4.08	High
Overall	4.07	High

Presented in Table 3, the level of teacher commitment has a mean of 4.07 with a High descriptive level. The result shows that Capacity beliefs has the highest mean value of 4.09, with the descriptive value of High. Then was followed by Context beliefs. with the mean of 4.08, which is High. After which Personal goals next with the mean of 4.26, which is also High, which also has the lowest mean.

According to the results, instructors are very dedicated, especially when it comes to their abilities and context beliefs. Nonetheless, the little lower score for personal objectives suggests that there might be an opportunity to better match teachers' career goals with their personal ambitions. Teachers' total commitment may be further increased by fostering a closer link between their own objectives and their instructional duties. By addressing this issue, educators may become more motivated and involved.

The result correlates to the study of Liu (2020) indicating that only responsibility and accountability had a significant impact on teachers' commitment to change whe.. This suggests that evaluation guidelines are important in encouraging school teachers' commitment to change. Furthermore, personal goals or personal ambitions were significantly impacted by responsibility and accountability in distributed leadership, demonstrating that teachers are encouraged to have specific personal goals by having clear management guidelines for educational management practices.

Significance of the relationship between instructional supervision and teachers' commitment to change

Table 4. Significance of the relationship between instructional supervision and teachers' commitment to change

Instructional Supervision	Teacher's Commitment to Change			Overall
	Personal goals	Capacity beliefs	Context beliefs.	
Concept and purpose of instructional supervision	.390**	.508**	.367**	.531**
	(0.000)	(0.000)	(0.000)	(0.000)
Planning and preparation for instructional supervision	.496**	.494**	.492**	.611**
	(0.000)	(0.000)	(0.000)	(0.000)
Organization and implementation of instructional supervision	.563**	.521**	.466**	.642**
	(0.000)	(0.000)	(0.000)	(0.000)
Dialogue and discussion of post-supervision	.546**	.364**	.526**	.593**

	(0.000)	(0.000)	(0.000)	(0.000)
Satisfaction with and evaluation of instructional supervision	.377**	.297**	.298**	.403**
	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.592**	.547**	.530**	.691**
	(0.000)	(0.000)	(0.000)	(0.000)

Presented in Table 4 shows the test results of the significance of the relationship between instructional supervision and teachers' commitment to change. The relationship tested at a 0.05 level of significance is reflected in the hypothesis. The overall r-value of .691 with a p-value of <0.05 signified the acceptance of the null hypothesis. It means a no significant relationship between instructional supervision and teachers' commitment to change. It shows that instructional supervision does not correlate with teachers' commitment to change.

The high p-value in the data shows that there is no significant correlation between instructors' commitment to change and instructional supervision. This implies that teachers' readiness to adjust or welcome change may not be immediately impacted by instructional supervision in its current form. Therefore, in order to better support and foster teachers' commitment to change, it could be important to reevaluate or improve the approach to instructional monitoring. To strengthen this relationship, other elements or approaches might need to be investigated.

Support from coworkers and students was a stronger indicator of teacher skill than monitoring and instructional guidance. According to Li, Cai, Y., & Tang, R. (2023), principals who create a supportive school climate that prioritises teaching and learning in their leadership practice and supports teachers in developing positive relationships with both students and colleagues will give teachers a strong sense of agency to continue in the teaching profession. Additionally, crucial school administrators are fostering successful teaching methods by creating welcoming learning settings where educators are inspired to share their work experiences and grow in self-efficacy. To do this, school administrators can implement leadership strategies that are mostly concerned with instruction and learning inside their institutions (Hammad, Hilal, & Bellibaş, 2024).

Significance of the relationship between work life balance and teachers' commitment to change

Table 5. significant relationship between work life balance and teachers' commitment to change

WORK LIFE BALANCE	Teacher's Commitment to Change			Overall
	Personal goals	Capacity beliefs	Context beliefs.	
Workplace support	.476**	.400**	.578**	.607**
	(0.000)	(0.000)	(0.000)	(0.000)
Work interference with personal life	0.088	-0.008	0.068	0.051
	(0.124)	(0.893)	(0.232)	(0.372)
Personal life interference with work	.136*	.274**	0.005	.161**
	(0.017)	(0.000)	(0.931)	(0.004)

Satisfaction with work life balance	.257**	.394**	.330**	.414**
	(0.000)	(0.000)	(0.000)	(0.000)
Improved effectiveness at work	.168**	.123*	.153**	.184**
	(0.003)	(0.031)	(0.007)	(0.001)
Overall	.315**	.345**	.278**	.382**
	(0.000)	(0.000)	(0.000)	(0.000)

Presented in Table 5 shows the test results of the significance of the relationship between work life balance and teachers' commitment to change. The relationship tested at a 0.05 level of significance is reflected in the hypothesis. The overall r-value of .382 with a p-value of <0.05 signified the rejection of the null hypothesis. It means a significant relationship between work life balance and teachers' commitment to change. It shows that work life balance correlates with teachers' commitment to change. Ho is rejected since all p-values are LESS than 0.05 level. It means that there is a significant relationship between the two variables. Ho is rejected since p-values are LESS than 0.05 level. It means that there is a significant relationship between the two variables except WORK INTERFERENCE WITH PERSONAL LIFE since the p-value is greater than 0.05.

The results show a strong correlation between teachers' commitment to change and work-life balance, indicating that teachers' readiness to adjust and welcome change is positively impacted by a healthy work-life balance. However, when work interferes with personal life, the association is not there (p-value > 0.05). This shows that although work-life balance in general is important for encouraging change, controlling the ways in which work affects personal life could need more focus. This relationship could be strengthened by concentrating on minimising work-related disruptions to personal time.

The study of Afia, Asravor, & Essuman (2023) concludes that support from the workplace has a good impact on both work-related and personal-life interference with work. In order to enhance workplace assistance, the study suggests that higher institutions prioritise addressing personal life interference with work and work interference with workers' personal lives as it will help improve workplace support.

Significance on the Influence of instructional supervision on teachers' commitment to change

Table 6. Significance on the Influence of instructional supervision on teachers' commitment to change

Instructional supervision	Teacher's Commitment to Change				
	<i>B</i>	<i>B</i>	Std. error	<i>t</i>	<i>Sig</i>
Constant	0.000	.761	.222	3.430	0.001
Concept and purpose of instructional supervision	-0.076	-.071	.065	-1.089	0.277
Planning and preparation for instructional supervision	0.294	.287	.068	4.230	0.000
Organization and implementation of instructional supervision	0.374	.318	.049	6.432	0.000
Dialogue and discussion of post-supervision	0.153	.148	.067	2.226	0.027
Satisfaction with and evaluation of instructional supervision	0.079	.082	.051	1.607	0.109
		R	0.709		

		R ²	0.502		
			0.494		
		F	61.156		
		P	0.000		

Presented in Table 6 is the significance of the Influence of instructional supervision on teachers' commitment to change. Planning and preparation for instructional supervision, organization and implementation of instructional supervision, and dialogue and discussion of post-supervision indicators significantly influence teacher commitment to change since their P-values are less than 0.05.

The findings show that teacher commitment to change is greatly influenced by the planning and preparation for instructional supervision, the organisation and execution of supervision, and the conversation and post-supervision discussions. This emphasises how crucial these particular facets of instructional supervision are to encouraging a teacher's flexibility and inventiveness. Teachers' participation in change projects may increase if these areas are improved. Teachers' dedication to improving their teaching strategies and professional growth may be further supported by strengthening these aspects of supervisory procedures.

In public universities in Cross River State, Nigeria, it was shown that quality assurance, instructional monitoring, and strategic planning were statistically significantly correlated. (Obona, Effah, Obi, & Agube, 2024) The study suggested, among other things, that university administrators set up a strong system of instructional supervision that includes effective classroom observation techniques, continuous professional development for staff, and a culture that encourages positive feedback. Moreover, student achievement and the standard of education are significantly influenced by the dedication and effectiveness of teachers. Thus, both directly and through teacher performance, academic supervision, management skill, and teacher empowerment have a substantial positive impact on teacher performance. The most important factor affecting teacher dedication and performance is teacher empowerment (Imron, Nani, Ajat, Uyung, Novianto, Fahri, & Muhammad, 2023)

Significance on the Influence of work-life balance on teachers' commitment to change

Table 7. Significance on the Influence of work-life balance on teachers' commitment to change

Work-life balance	Teacher's Commitment to Change				
	<i>B</i>	<i>B</i>	Std. error	<i>t</i>	<i>Sig</i>
Constant	0.000	1.419	.201	7.069	0.000
Workplace support	0.540	.464	.041	11.439	0.000
Work interference with personal life	-0.058	-.039	.037	-1.063	0.289
Personal life interference with work	0.193	.097	.027	3.531	0.000
Satisfaction with work life balance	0.184	.121	.033	3.671	0.000
Improved effectiveness at work	0.003	.002	.023	0.071	0.943
		R	0.658		
		R ²	0.433		
		ΔR	0.423		
		F	46.219		
		P	0.000		

Presented in Table 7 is the significance of the Influence of work-life balance on teachers' commitment to change. Workplace support, Personal life interference with work, and Satisfaction with work life balance significantly influence Teacher commitment to change since their P-value are less than 0.05.

The findings show that teachers' commitment to change is significantly influenced by workplace support, personal life interference with work, and work-life balance satisfaction (p-values < 0.05). This implies that raising these variables can significantly increase instructors' readiness to adjust and welcome change. An atmosphere that is more conducive to change may be created by bolstering workplace assistance and resolving personal issues that interfere with work. Encouraging teachers to prioritise work-life balance may also strengthen their dedication to innovation and professional development.

As stated by Freeman (2021), teachers' perceptions, beliefs, and practices demonstrated that there were advantages to their participation in professional development opportunities that improved their knowledge, skills, and motivation to use educational technologies to prepare students for the twenty-first century. Teachers were able to refine and enhance their existing skills while also learning new ones thanks to professional development. Furthermore, Fair (2023) recommended that school administrators advocate for systemic reforms that could lead to a better work/life balance for all educators, plan for the professional development needs of seasoned teachers, or proactively support their well-being as well.

Domain of instructional supervision and work-life balance in their singular and combined capacities significantly influence teachers' commitment to change

Table 8. Domain of instructional supervision and work-life balance in their singular and combined capacities significantly influence teachers' commitment to change

Indicators	Teacher's Commitment to Change				
	<i>B</i>	B	Std. error	<i>t</i>	<i>Sig</i>
Constant	0.000	0.457	0.227	2.012	0.045
Concept and purpose of instructional supervision	-0.042	-0.039	0.062	-0.638	0.524
Planning and preparation for instructional supervision	0.182	0.178	0.067	2.649	0.008
Organization and implementation of instructional supervision	0.295	0.251	0.049	5.140	0.000
Dialogue and discussion of post-supervision	0.183	0.177	0.068	2.588	0.010
Satisfaction with and evaluation of instructional supervision	-0.022	-0.022	0.052	-0.433	0.665
Workplace support	0.244	0.210	0.048	4.395	0.000
Work interference with personal life	0.025	0.017	0.034	0.505	0.614
Personal life interference with work	0.170	0.085	0.025	3.425	0.001
Satisfaction with work life balance	0.090	0.059	0.030	1.963	0.051
Improved effectiveness at work	-0.079	-0.038	0.020	-1.874	0.062
		R	.760		
		R ²	0.578		
		ΔR	0.564		
		F	40.770		
		P	0.000		

Presented in Table 8, the domain of instructional supervision and work-life balance in their singular and combined capacities significantly influence teachers' commitment to change. Planning and preparation for instructional supervision, Organization and implementation of instructional supervision, Dialogue and discussion of post-supervision, Workplace support, and Personal life interference with work indicators significantly influence teacher commitment to change since the P-values are less than 0.05.

The findings suggest that both instructional supervision and work-life balance, both individually and together, significantly influence teachers' commitment to change. Key factors such as planning and preparation for instructional supervision, organization and implementation of supervision, post-supervision discussions, workplace support, and personal life interference with work play a crucial role in fostering teachers' adaptability and engagement with change. Improving these aspects could strengthen teachers' commitment to evolving their practices. A balanced approach addressing both professional and personal factors is essential to support teachers in embracing change effectively.

This is backed up by Cicero (2024) stating that school culture, leadership, instructional supervision, and alignment with personal beliefs all had a big impact on their experience and commitment of the teachers. It brought attention to problems with wages, possibilities for growth, and work-life balance. To feel appreciated holistically, participants mentioned the necessity for flexible scheduling, on-campus education, and professional mentoring. The study's conclusions also showed a correlation between sentiments of support at work and personal values.

Significance on the Influence of Influence of the domains of instructional supervision and work-life balance on teachers' commitment to change

Table 9. Significance on the Influence of Influence of the domains of instructional supervision and work-life balance on teachers' commitment to change

Predictors	Teachers' commitment to change				
	<i>B</i>	B	Std. error	<i>t</i>	<i>Sig</i>
Constant	0.000	.123	.218	.564	.573
Instructional Leadership	0.635	.726	.047	15.557	.000
School culture element	0.219	.219	.041	5.370	.000
		R	.723		
		R ²	0.523		
		ΔR	0.520		
		F	167.750		
		P	0.000		

Presented in Table 9, Significance on the Influence of Influence of the domains of instructional supervision and work-life balance on teachers' commitment to change. Both independent variables significantly influence teacher commitment to change.

The findings show that teacher commitment to change is significantly impacted by both work-life balance and instructional supervision on their own. This emphasises how crucial it is to prioritise teachers' personal well-being through work-life balance programs and professional growth through efficient supervision in order to increase their openness to change. Teachers' flexibility and involvement in their jobs can be improved by improving these two areas. Supporting teachers' development and dedication to ongoing improvement may require a comprehensive strategy that takes into account both aspects.

CONCLUSION

Although teachers are very satisfied with elements like evaluation, communication, and post-supervision conversations, the planning and preparation stage of instructional supervision may use some work. By highlighting the use of constructive instructional supervision techniques, such as goal setting, reflective feedback, and cooperative planning, to promote teaching improvement, strengthening this phase could increase teachers' professional development and overall effectiveness in the classroom. Instructional supervision can improve classroom results and better support teacher development by addressing these issues.

Moreover, workers typically have a healthy work-life balance, especially when it comes to job effectiveness, workplace support, and general contentment. The modest degrees of conflict between work and personal life, however, indicate that certain aspects of this balance need to be improved. Stressing the value of organizational support, time management, and family-friendly policies in promoting a healthy work-life balance, addressing these disturbances may help employees better manage their responsibilities, resulting in enhanced productivity and well-being.

Furthermore, by implementing time management techniques and family-friendly policies that accommodate employees' personal requirements, organizations can greatly improve work-life balance. Businesses may promote a healthier workplace that not only enhances employee well-being but also increases overall productivity by addressing important issues including flexible work schedules and lowering stress associated with the job.

Teacher commitment to change is not much impacted by instructional supervision as it is currently implemented. In addition to concentrating on creating a positive school climate and solid interpersonal ties between staff and kids, it could be important to reevaluate and improve supervisory techniques to encourage increased teacher participation with change. Teachers' readiness to accept change may be greatly influenced by effective leadership techniques that put teaching and learning first.

A strong positive correlation between teachers' commitment to change and work-life balance, emphasizing that a good work-life balance motivates educators to welcome change. However, the lack of a relationship between teachers' desire to change and work interfering with their personal lives indicates that more work has to be done to lessen the detrimental effects of work on personal time. It is crucial for schools to concentrate on reducing work-related interruptions to personal lives to improve teacher engagement and workplace support generally.

Teacher commitment to change is significantly influenced by efficient preparation, coordination, and post-supervision conversations. Enhancing these facets of instructional supervision can promote professional development and increase teacher involvement in change activities. Additionally, creating a culture of empowerment and continuous professional development, as highlighted by various studies, can significantly improve teacher performance and contribute to overall educational quality.

RECOMMENDATION

Since the planning and preparation stage of instructional supervision had the lowest mean score, it is advised that schools concentrate on improving this area. Improving this area could help instructors' professional development and result in more efficient supervision. Schools can guarantee a more thorough and effective monitoring process that promotes teacher development and raises overall teaching effectiveness by strengthening planning and preparation.

To improve work-life balance, it is recommended that organizations strengthen their support systems by implementing more effective time management strategies and offering family-friendly policies that accommodate employees' personal lives. Additionally, addressing the factors contributing to work-personal life conflicts, such as flexible work hours and reducing job-related stress, could help employees better balance their professional and personal responsibilities, ultimately boosting productivity and overall well-being.

To assist employees' personal obligations, it is advised that companies give top priority to implementing remote work choices, flexible work schedules, and family-friendly benefits. Furthermore, controlling task expectations and cultivating an environment that promotes open communication can help lower stress and improve job satisfaction. These initiatives will help create a workforce that is more balanced, engaged, and productive.

To better meet the requirements of teachers and strengthen their commitment to change, school administrators are advised to examine and improve their current instructional supervision procedures. Teachers' willingness to accept change can also be greatly increased by creating a cooperative and encouraging learning environment in the classroom and giving leadership techniques that prioritise instruction and learning first priority. Schools can foster a more favourable environment for professional development by concentrating on these topics.

Since work-life conflict was found to have a lesser correlation with teachers' commitment to change, schools are advised to concentrate on resolving this issue. Schools can improve work-life balance and help instructors become more adaptable by creating plans to reduce work-related interruptions to their personal time. A more balanced and engaged workforce might also result from giving priority to workplace support that lessens disruptions from both work and personal life.

It is recommended that schools focus on enhancing the planning, organization, and post-supervision discussions in their instructional supervision processes, as these areas were found to significantly influence teachers' commitment to change. Strengthening these aspects can foster greater teacher engagement in change initiatives, professional development, and teaching innovation. Additionally, creating a culture of continuous professional development and empowering teachers could further support their commitment to improving their teaching practices.

Researchers in the future are urged to investigate how teacher performance and change commitment are affected over the course of time by better planning and preparation phases in instructional supervision. Examining how work-life balance affects teachers' capacity to adapt to change may also yield important information for developing more encouraging workplaces. Additional research could concentrate on how professional development, instructional leadership, and teacher empowerment interact to promote successful learning outcomes.

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