

Determining the Effect of Students' Leadership and Self-Efficacious Beliefs on Institutional Driving Commitment: Integrating and Moving Forward

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Abstract

Students' leadership is confidence, the symbols of dedication, commitment to strive, and embrace the complicatedness with buoyancy attitudes, and behavioral modification. The aspect of institutional commitment, utilization, progress, and development through resources at the exact place is the ultimate purpose of student leadership. Student leadership is applicable in public sector educational institutions in terms of "class monitors" that play alternate roles of their teachers due to overcrowded classrooms and a staff shortage. The current research attempted to determine the students' leadership and self-efficacious potential used to enhance institutional commitment about classrooms' first, second, and third monitor on a sample of 702 students: 351 male and 351 female randomly selected from District Lahore. The standardized instrument assists the researchers to collect the data from elementary students; classroom monitors, and three leaders/monitors from each eighth class. The results of the regression analysis technique reported that only 23.20% of students' leadership and 39% of students' self-efficacious beliefs have affected institutional commitment. The study recommends that the School Education Department concentrates on students' leadership and self-efficacious beliefs for the smooth running of schools focusing on their institutional commitment. Moreover, the current study recommends that focusing on students' choices, quoting examples of successful personalities, teachers' conduct of collaborative activities, assigning encouraging tasks, and arranging workshops among students are important aspects that entirely change students' level of commitment.

Keywords: *Elementary level, institutional commitment, public sector, students' leadership*

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Introduction

Students' Leadership; SL encompasses the process of patronizing and cherishing the talents and skills of teachers, and students with the context of community and parents for the achievement of educational goals. The term is also associated with the concept of school leadership in many countries. It also refers to the concept of educational management in many variants (Hoch & Dulebohn, 2017; Hoch & Kozlowski, 2014; Karadag, 2020). The participation of students in active involvement ensures students' positive and concrete development towards better institutional growth. The teachers entirely inspire the students in creating educational culture through collaboration and community involvement. The ultimate use of students' leadership is to assist their teachers, trainers, and parents to finalize educational targets living in a set paradigm. To support the concept of student leadership, there are stated theoretical aspects as well. Among them, the situational and contingency theories postulate that a variety of situations entails a variety of characteristics. According to the plurality of theories in this paradigm, there is no possibility of existing of leaders' psycho-graphic data. The theory has enriched support that situational and contingency theories of leadership report that "the actual working of any individual, in case of holding leadership right, its major performance/functioning is based on that exact situation in which a leader work (Lussier & Achua, 2010). The components of neo-emergent leadership theories described that the formation of leadership is founded by the emergence of data and information that is being collected/created by the specific leader ensuring his/her realistic actions (Karimova, 2022). Comprehensively, the neo-emergent theories of leadership capitulate the production of information, myths, or case studies for the perception of the majority about leadership (Meyer & Norman, 2020). In modern society, numerous social and political institutions like the press, blogs, and media frequently represent their views about leaders that may or may not be based on certainty. However, these views are initiated on a dogmatic declaration or any vested interest of the author, media group, manager, or leader (Myran & Sutherland, 2019). Hence, it is plausible to assert that the perception of leaders in today's world is created and hardly reveals the real and essential qualities of the leaders. The authors contributed in diverse aspects of students' leadership in educational institutions. The research conducted by Li and Liu (2020) reported that leadership leverages the students toward better success, and teacher-student relations enhance self-efficacious beliefs and able students in acquiring social skills. In this regard, the researchers administered a questionnaire to collect the data from the participants. Current research focuses on exploring SL potential focusing on educational commitment. To find out the correlation among variables, the authors constructed two research questions to find out the perception through a two-stage stratified random sampling technique based on the tri-structural equation model. The results revealed a significant

positive relationship between SL towards their self-efficacious beliefs and educational success (Leskinen et al., 2021). Furthermore, based on the results of the research, the authors have provided a practical framework to strengthen students' leadership beliefs toward educational success and institutional commitment.

Self-efficacy is an important construct of Social Cognitive Theory, put forward by Albert Bandura (1997). The theory has in view that human experiences, other responses, and environmental aspects are the key indicator that brings an abrupt change in human behavioral modifications. Students' Self-efficacy states that better educational success, fostering emotional aspects and mental well-being, and inspiration toward learning are the key indicator of students' self-efficacious beliefs (Chiang et al., 2022). Students' Self-Efficacious Beliefs; SSEB able them to obtain better success, built strong associations among peers, enhance cognitive abilities, and potentially promote beliefs on abilities (Thompson et al., 2022). Moreover, students have more self-efficacious beliefs are committed to institutions, and accepted the assignment from heads and teachers. Leaders possess better beliefs about assigned tasks toward goal accomplishment. There is strong evidence about the SSEB that instigates their potential and leadership potential. There is evident that students have better efficacious beliefs, eagerly solve problems (Asha et al., 2022), have better leadership abilities (McNair et al., 2022), and have a strong educational commitment (Otache & Edopkolor, 2022). When there are certain situations of failure, efficacious students sustain their performance and hardly lose their confidence (Bagheri et al., 2022; Liu et al., 2022). More confidence provides them with a strong approach to grasping the situation with zeal and zest. In this regard, students' intentions toward escaping, submissiveness, poor commitment, and salute which disappointment are to be anticipated (Bandura, 1997; Siriparp et al., 2022). While working in an institution, the student's leadership potential enhanced their self-observational, self-judgmental, and self-reaction (Street et al., 2022) that vigilantly planned the proximal goals. Maximum targets lose students' confidence and hardly enjoy their confidence toward leadership potential (Aldhahi et al., 2022) which is a significant indicator for institutional development (Prifti, 2022). It is reported that SSEB strengthens peer relations, task accomplishment (Chiang et al., 2022), and acquiring new challenges (Hidayat & Panggabean, 2022; Nguyen, 2019; Li et al., 2022; Park et al., 2022).

Commitment is a term that revolves around the contractual agreements made mandatory among participants/parties for the sake of strong economic and social associations. The commitment is correlated with institutional or organizational betterment focusing on instruments sources and resources accordingly. When there seem one's intentions then he/she may entirely indulge in institutional betterment (Kahne & Spote, 2008). Institutional Commitment; IC is reported that properly indulging in completing assigned tasks related to institutional betterment. The completion of assigned tasks,

participation in curricular and co-curricular activities, respect and cooperation of peers, and teachers, and following the directions/instructions of teachers/headteachers is the symbol of responsible students. The selected students of any class actively participate and enthusiastically contribute to institutional betterment by focusing on committed aspects (Cansory et al., 2022). Institutional commitment helps in goal accomplishment during time domain; good/bad times with a major focus on essentials and ability. Students are curious about selecting a specific institute based on its feasible locality, monthly expenditure, and well-worth societal status. Most of them get enrolled due to teachers' attitudes, and quality of education as well (Firestone & Rosenblum, 1988). Burning aspects attract the students in obtaining admission to any of the institutes. Due to leadership potential the students, entirely focus on accepting teachers' directions (Mart, 2013), accepting risks (May et al., 2022), target to achieve set targets (Ponsford et al., 2022), potentially communicating (Shann 1998) and collaborating, respects and cooperate with peers (Sukarmin & Sin, 2022), help needy and the poor, acknowledge the social rules (Berlian & Huda, 2022), codes and procedures (Li et al., 2022), safety seeker (Bastable et al., 2022), accept the change, sincere and academic integrator (Cansory et al., 2022; Dias, 2022).

Statement of the Problem

The education system of Pakistani schools is going to bleak gradually. The state is trying its best to control the alarming situation. In Pakistani public sector institutions, the teachers are not only related to the teaching-learning process, motivating students, and classroom management strategies, they are paying for their bulk of services by providing extra duties. The high-ups indulged the teachers in door-to-door surveys, census duties, polio duties, free textbooks delivery, exam duties, and multi-faceted clerical jobs; torturing and sucking the teachers' blood. As there is a severe shortage of teaching staff, based on personal experience and students' intention, the said classrooms in charge selected three actives, visionary, end self-motivated students from each class that is vocalized as first, second, and third monitors. In this regard, student leadership plays an important role to divide teachers' classroom tasks. From each class, these selected students are more task-oriented, task-manager, and committed to institutional betterment commitment. The selected three students were entirely responsible to accomplish teacher-assigned tasks; students' engagement, classroom management, copy checking, assigning multiple tasks and engage the students in learning flux. The authors have planned the current research to find out the influence of students' leadership abilities focusing on students' self-efficacious beliefs use to develop their institutional commitment. The researchers are eager to figure out current alarming situations happening in male public sector elementary schools of Lahore, Punjab-Pakistan.

Research Questions

The researchers framed the following research questions

1. To determine the influence of students' self-efficacious beliefs and leadership beliefs on their institutional commitment
2. To what extent do the factors of students' leadership administrative, interpersonal, and conceptual affect institutional commitment?

Research Methodology

The methodology used in the research is an important aspect that aids the researcher toward ending results. It is used to attain participants understanding (Mertler, 2021) of the social world (Zina, 2021) which is an important aspect to observe the respondents' responses (Schweigert, 2021). In the current research, the researchers use quantitative research to find out the effect of students' leadership on their institutional commitment.

Population and Sample of the Research

The population of the current research consisted of 122,657 students; 59,001 male and 63,656 female students enrolled in 230 elementary schools; 87 male and 143 female working in Tehsil City, Shalimar, Raiwind, Model Town, and Cantt of District Lahore. In each of the elementary schools, there are working first, second and third monitors based on classrooms' active participation and institutional commitment. Hence, the authors targeted 702 students; 3 from each school of eighth-grade class.

Instrumentation

The important part of quantitative studies is the instrument (Best & Kahn, 2006; Dörnyei & Dewaele, 2022). The instrument administered in research has played an imperative role in this regard. In this research, the researchers administered one questionnaire having two parts: **Part A** consisted of *Wielkiewicz's (2000) Leadership Attitudes Beliefs Scale; LABS* to collect the data from the participants. The scale is constructed by the authors, validated by the experts, and piloted on a sample of 676 participants to ensure reliable statistics. The initial items of the instrument consisted of 86 items mode of 5-point Likert type options ranging from strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. **Part B** consisted of Rowbotham & Schmitz's (2013) *Student Self-Efficacy Scale* containing a 10-item mode of 5-point

Likert-type responses. The items of the instruments were highly correlated with the scale, calculating $\alpha = .84$ internal consistency on a sample of 65 participants. Additionally, the mean score was 34.23, median, 34, mode 34, and 3.80 standard deviations, and **Part C** consisted of *Lin and Chang (2015)* Commitment Scale; SICS having 12-items mode of 5-point Likert type options. The researchers ensured respondents that collected data were used for research purposes only. Collected data were entered in SPSS to ensure Cronbach's' Alpha reliability statistics, given below.

Table 1
Cronbach's Alpha Reliability Statistics

<i>Factors</i>	<i>Cronbach's Reliability</i>	<i>N of Items</i>
Students' leadership scale	.851	28
Students' self-efficacious beliefs scale	.809	10
Students' institutional commitment	.827	12

After obtaining the permissions for the instrument, focusing on the cultural settings, the authors ensured the reliability of the instrument on a sample of small participants not included in the final data collection. As the instruments were adopted from the authors, the important aspect of reliability was assured; .851, .809, and .827 respectively. After ensuring reliability the researcher collected the data from the participants and entered them in SPSS.

Data Analysis and Interpretation

Data were analyzed by applying simple and multiple linear regression techniques to explore the effect of the independent variable on the dependent variable. Moreover, the researchers applied independent samples t-test to compare male and female students' leadership intentions in developing institutional betterment.

Table 2
Determine the Influence of SL on IC

<i>Model</i>	<i>F</i>	<i>R</i>	<i>R²</i>	<i>B</i>	<i>SE</i>	<i>β</i>	<i>t</i>	<i>p</i>
SICS; Constant				35.060	4.500		7.791	.04
SL	249.970	.232 ^a	.400	.474	.067	.632	7.069	.05
SSEB	365.367	.390	.469	1.23	.056	.541	6.091	.03

Table 2 reported that simple linear regression was applied to explore the effect of students' leadership and self-efficacious beliefs on their institutional commitment. Interpretation reflected a .232 value of R^2 reflecting 23.20% in the case of students' leadership with the construction of a significant regression equation ($F(1,701)=249.970$, $p<.05$), while .390 value of R^2 focusing on SSEB with the construction of significant regression equation ($F=(1, 701)=365.367$, $p<.05$) with explained variations were reported with standardized regression coefficient in case of SL ($\beta=.632$) and SSEB ($\beta=.541$).

Focusing on the output of regression co-efficient, the results of an independent sample t-test reflect that SL, $t(701)=7.069, p<.05$ and SSEB, $t(701)=6.091, p<.05$ was a significant predictor of SIC. The application of SL and SEB was a significant predictor that was measured in the smooth running of institutions and was equal to $35.060+.474+1.23$ points. It is concluded that public sector elementary school students' leadership and self-efficacious beliefs were enhancing 1.704 points on their institutional commitment.

Table 3

Effect of SL on Administrative, Interpersonal, and Conceptual Commitment

<i>Model</i>	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>
SICS; Constant	29.629	4.418		6.706	.001
Administrative	.089	.153	.058	.579	.564
Interpersonal	.350	.220	.149	1.593	.116
Conceptual	1.360	.153	.749	8.870	.001

Note: $R = .179^a, R^2 = .607; F = (3, 699) = 37.559, p < .01$

As revealed Table 3 reflected that multiple linear regression was applied to find out the effect of factors; students' leadership; administrative, interpersonal, and conceptual on their SIC showing the formation of a significant regression equation ($F(3, 699) = 37.559, p < .05$) with a .179 value of R^2 reflecting 17.90 % explained variations were reported with standardized regression co-efficient in favor of administrative ($\beta = .058$), interpersonal ($\beta = .149$) and conceptual ($\beta = .749$). Concerning the value of the regression coefficient, the output of the independent sample t-test portrays that factors regarding students' administration were non-significant, $t(701) = .579, p > .01$ while interpersonal, $t(701) = 1.59, p < .05$ and conceptual was significant predictor, $t(701) = 8.870, p < .05$ on students' institutional commitment. SL was equal to $29.629+.089+.350+1.360$ where leadership was measured on account of their classrooms' active participation skills applied for the smooth running of institutions. It is concluded that SL in terms of administrative, interpersonal, and conceptual was increased by 1.779 points on their IC.

Discussion

Students' leadership arouses the institutional commitment to embracing difficulties with optimistic behavior, keen understanding, and the potential to acknowledge hard work and institutional commitment. The result of the current research is congruent with the research structured by John and Taylor (1999) whose findings ensured that leadership behavior is a key indicator and is a major indicator toward institutional betterment. Students' leadership also entails; charismatic, transactional, transformational, visionary, and culture-based (Skalicky et al., 2020). According to Ngodo (2008), leadership is a reciprocal process that evokes social influence within which to achieve institutional aims and objectives, leaders and subordinates considerably

influence each other. There are stated diverse aspects of students' leadership like good passion, the aspect of emotional assimilation, being flexible and adaptable, having command of managerial beliefs, and being courageous in target achievements (DuBrin, 2013). That is imperative for institutional commitment as well. Literature has reported that students' self-efficacious beliefs are rooted in Bandura Social Cognitive Theory, which is the confidence in the potential to accomplish tasks focusing on assigned tasks (Affuso et al., 2023; Amirian et al., 2023; Nguyen, 2019; Shang et al., 2023); students' leadership. Students' self-efficacy focusing on their leadership beliefs is an important aspect (Hannah et al., 2008; Kodama & Dugan, 2013) that plays a catalytic role in establishing institutional health. Students with more self-efficacious beliefs have better abilities to clutch their failures and enthusiastically participate with their teachers (Komives & Dugan, 2010) for institutional betterment. Komives et al. (2009) identified that students' leadership approach makes them consistent in institutional betterment and strengthens leader-centric personal potential. This process in entire students' institutional life shifted in post-institutional and post-organizational models (Machida & Schaubroeck, 2011). The student's involvement in institutional curricular and co-curricular activities put a significant influence on institutional development (Astin & Astin, 2000; Roberts, 2003). The results of the current research establish a significant influence on the SSEB in institutional commitment. The results of current research are congruent with the findings of Day et al. (2009) whose results assured that students' efficacious beliefs and leadership capacity are interconnected and that instigate their educational and long-life achievements. Ultimately students' working performance and coping with challenges persist in panic situations (Hannah et al., 2008; Machida & Schaubroeck, 2011). The results of the current research also correlate with the findings of the quantitative research planned by Nguyen (2019) whose outcomes ensured that SSEB and leadership potential enhance their professional aspirations toward institutional-related commitment. The authors identified that SSEBs are a rich source of producing leadership behavior that aids in polishing their hidden potential. Correspondingly, the result of the current research has strongly correlated with the results of other studies (McCormick et al., 2002; Bandura, 1997; Chemers, 2000; Hannah et al., 2008; Komives & Dugan, 2010; Paglis, 2010; Thompson et al., 2022) whose findings reported that SSEB changes institutional scenario, polish their thoughts, develop judgmental skills, make them mastery in leadership abilities, one's leadership skills and leverage one's leadership capacity toward recovering and one step ahead institutional commitment.

Conclusions

Leadership acts as a backbone of educational institutions. It leads the nation towards the dynamic of growth of societies. Since the last decade, student leadership are conceived as combinations in which traits, characteristics, skills, and behaviors are interrelated when

leaders are observed to communicate with their workforce. The states establish educational institutions and invest money and resources to cope with societal demands. The present study was conducted to explore the effect of students' leadership on their institutional commitment on a sample of 702 students randomly selected from public sector elementary schools of District Lahore. The administration of standardized instruments assisted the researchers to collect the data from the participants. The results of the research concluded that students working in public sector schools were weak in their leadership potential and self-efficacious beliefs that ultimately affected their commitment to institutions. Students of elementary schools are low in their age, remain poor socially, and hardly understand the aspect of responsibility. As they are hardly aware of their educational and social progress level and hardly accept the burden of teachers' responsibilities. As there is a manifold dilemma of problems in public sector schools, the teachers inspire their students toward better educational, social, and moral development but this is limited to the class level.

Recommendation

Based on the results of the results, the authors suggested the following recommendation in research:

1. Students are the important future leader of society. They play influential roles, motivate their peers, guide others, and help the needy and the poor students. Based on the results of the current research, the authors suggested that heads of the institutions arrange speech competitions, conduct quiz events, and historical and motivational dramas to
2. Teachers need to quote leadership examples in class to inspire students toward gaining long-life leadership potential in every walk of life. Teachers may practice active listening and conversation among students to discuss new ideas, and coincide with goals; an important skill to improve leadership ability.

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