

The Influence of Instructional Leadership of Primary School Heads On Teachers' Commitment in Mauritius

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Abstract

One of leadership functions of the school head that impacts on the core mission of the school – effective teaching and learning- is instructional leadership. Teacher commitment is an important element that contributes to effective teaching and learning and the school head is a determining factor in realizing this mission. Numerous studies have been done on instructional leadership and teacher commitment, yet not much is known about the perceptions of teachers and headmasters on the role of the headmaster as an instructional leader and how the latter's role impacts on the teacher commitment in the primary school context. The actual instructional practices of the school heads were also explored. A descriptive mixed research approach was used to explore this phenomenon in ten primary schools in the Educational Zone 3 of Mauritius. The cluster sampling technique was used; a survey was carried among 150 primary school teachers and focus group interviews were conducted among teachers and headmasters. The findings of this research confirm previous empirical studies: primary school heads are perceived as doing visioning and goal setting; they build a positive school culture and support teachers and students to improve the teaching and learning process; they manage the school resources and empower others as well as encourage professional development of teachers. This study recommends the creation of a collaborative platform which promotes a community of practice among teachers and the school heads to enhance teacher commitment.

Keywords: collaborative, community of practice, effective teaching and learning, practices