

# Enhancement of Learning Outcome Quality SMK Business Skills and Management in Bandung City

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## Abstract

The problem studied in this research is not yet optimal competence quality of Vocational High School (SMK) Bandung city. This is evident from the problem of the low graduation rate and the unemployment rate in Indonesia is a phenomenon of the quality of graduate competence that has not been optimal. The purpose of this research is to get the concept of Vocational High School (SMK) education in Bandung City in improving the quality of competence so that it can produce skilled workers from qualified vocational high school (SMK) graduates and in line with the needs of employment. Technique of collecting data using questionnaire with ordinal scale. While the method used is Explanatory Survey Method. Respondents size 150 teachers, taken randomly from 30 Vocational School Skills Program Business and Management in Bandung. Data processing techniques using path analysis. Based on the data analysis, it can be concluded that (1) the leadership of the principal has a strong, positive, and significant influence on teacher teaching performance and teacher work motivation; (2) Principal leadership, teacher teaching performance and teacher work motivation, have a positive and significant impact on the learning process; (3) Headmaster leadership, teacher teaching performance and teacher work motivation, and learning process, have positive and significant impact on the quality of graduate competence. Recommendations proposed that the intervention of the foundation of the principal's policies should be reduced. The principal should strive to foster motivation and teaching standards that have been adapted to the 2013 curriculum, making it easier for teachers to convey the content of learning in teaching and learning activities in schools.

**Keywords:** *Principal leadership, teacher performance, teacher work motivation, learning process and graduate competence*

## 1. Introduction

This research focuses on the low competence of graduating students. Low competence of human resources has been the cause of ever rising unemployment in Indonesia. High unemployment, thus, is a reflection of the reality that to this day, the quality of graduating students does not meet job requirements on the labor One of type of education which should create high competence graduates is vocational education. However, the reality shows a different story. The low quality of vocational high school graduates can be discerned from the not yet optimal absorption in the job market. Table below depicts unemployment by highest educational attained.

**Table1 :** Unemployment by quality by level of highest educational attainment 2015 -2016 (percent)

Highest educational attainment	2015		2016	
	February	August	February	August
Elementary school to lower levels	3,69	3,64	3,61	3,51
Junior school	7,80	7,76	8,24	7,60
General high school	10,34	9,60	9,39	9,74
Vocational high school	9,51	9,87	7,68	11,19
Diploma I/II/III	7,50	6,21	5,65	6,01
University	6,95	5,91	5,04	5,50

Source: National Bureau of statistics, accessed in 2016

Based on the table above, it is evident that in February 2015 open unemployment rate for vocational high school graduates was 9.51 % and increased by 0.36% to reach 9.87% in August 2015. In February 2016 open unemployment of vocational high school graduates declined by 2.19% from August 2015 figure to 7.68%, but rose again in August 2016 by 3.51% to 11.19%. To that end, the inference can be drawn that open unemployment facing vocational high school graduates shows an upward trend during 2015 and 2016. The number of vocational high school graduates who are categorized as unemployed reached 813,776 persons, or represented 11.24 percent of total open unemployment in Indonesia of 7.24 million people. The head of national bureau for statistics, Suryamin attributed the problem to the problem of a missing link between skillsets of vocational high school graduates and job requirements in industries (the *link and match* problem).(1)

Meanwhile, other factors, which are equally responsible for low efficiency of education include low management capacity of various inputs into educational process both during the process of learning and teaching and educational management in general at the level of the education unit as well as educational management that holds overall responsibility. Such a problem is reflected in the low quality of supervision function of education, both discharged by functional personnel such as supervisors of study programs at the level of junior school; general High school and vocational high school. As well as supervision that is undertaken by the head of school in the capacity of the school manager. The low quality of planning has the implication that outcomes of learning and

teaching activities are not monitored and evaluated effectively by supervisors with the consequence that problems and weaknesses that inhere in the teaching and learning process remain undetected, not identified which facilitate correction.

Based on the above empirical facts, an inference can be drawn that several factors influence the quality of education service delivery which among others include: teaching personnel, educational supervisors, media, and cost. In light of the above backdrop, coupled with results of several relevant previous research that are backed up by opinions of experts, lay the groundwork for an in-depth research which is expected to generate information that is comprehensive concerning problems which Indonesian education face to which solutions can be determined and established.

## 2. Problem Formulation

The formulation of the problems revealed in the research question as follows: "Whether the quality of graduate competence is influenced by the leadership of the principal, the performance of teacher teaching, teacher work motivation, and the learning process". The formulation of the problem can be detailed as follows: How is the empirical picture of principal leadership, teacher teaching performance, teacher work motivation, learning process and graduate competency quality in SMK Management and Business Expertise in Bandung City.

1. Whether principal leadership, teacher teaching performance, and teacher work motivation have an effect on the quality of the learning process.
2. Whether principal leadership, teacher teaching performance, teacher work motivation and learning process influence the quality of graduate competence.

## 3. Literature Review

### 3.1. Concept of Leadership

Contents that leadership is "the way a leader influences the behavior of subordinates in order to work together productively to enable the organization to achieve its goals"(2) Yukl (3) defines leadership as:..... leadership is defined broadly as influence processes affecting the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization. The implication of the above definition is that leadership is a process that influences subordinates or followers through (a) interpretation of the organizational environment, (b) choosing goals of an organization, (c) organizing work and motivating followers to achieve organizational goals, (d) maintain cooperation and team work, (e) organize support and cooperation from outside the organization. Scholarly interest in the theory of authentic leadership has increased but the notion is still in its emerging stage of development.(4)

The importance of leadership in an organization, according to [2] is reflected in the emergency of various theories or approaches that take forms of attitude approach, behavioral approach, power influence approach, situational approach and integrated approach. Leadership has different meaning to different people. Researchers define leadership in accordance with individual perspectives and aspects of phenomena in which they have most interest [2]. [2]proposes an integrated taxonomy and is based on a combination of existing approaches, consisting of fourteen categories of leadership behavior known as managerial taxonomy. The fourteen leadership behaviors are: (a) Planning and organizing,(b) Problem Solving, (c) Clarifying Roles and Objectives, Delegating, (i) Supporting, (j) Developing and Mentoring, (k) Team Building, (l) Networking), (m) Recognizing, (n) Rewarding. The dimensions of

the principal's leadership include: (1) Making decisions, (2) influencing people, (3) building relationships, (4) Searching and providing information, (5) Conducting oversight. Moreover, in future a comparative study is recommended to investigate the effects of ethical leadership on subordinates' behavior in public and private sector counterparts. (5)

### 3.2. Concept of Teacher Performance

Performance is "comparison of work outcome achieved by an employee with the pre-determined standard outcome". The performance of teachers has certain specifications. Teacher performance can be gauged and measured in accordance with the specifications or competence that a certain teacher has at his/her disposal. In relation to that, the form that teacher performance takes is manifested in teacher activities during the teaching and learning process. In accordance with the performance standard of a teacher as noted in Sahertian(6), teacher behavior is described as follows:

Teacher performance standard has relationship with the quality of the teacher in conducting his/her activities such as: (1) working with individual students,(2) preparations and planning of teaching, (3) making use of teaching media aids, (4) involving students in various teaching experience, and (5) active leadership shown by the teacher. Teacher performance dimensions include: (a) Learner and Learning (b) Content (Content / Subject Content), (c) Instructional Practice, and (d) Professional Responsibility (Professional).

### 3.3. Concept of Teacher Work Motivation

Work motivation is a factor that encourages or motivates a person to work and this motivation is based on unmet needs. Here is a hierarchy of human needs expressed as follows: Physiological Needs (physiological needs), namely the need to eat, drink, physical protection, breathing, and sexual. This requirement is the lowest level requirement or also referred to as the most basic needs, the need for safety needs, the need for protection from threats, hazards, disagreements, and the environment, the need for social needs, accepted by the group, affiliated, interacted, and the need to love and be loved, the need for esteem needs, ie the need to be respected and valued by others, the need for self actualization needs, the need to use the ability, skills, potential and the need to argue by bringing up ideas and judging and criticizing something. Teacher motivation indicators include: (a) achievement, (b) responsibility, (c) enthusiasm, (d) cooperation.(7)(8-10)

### 3.4. Concept of Teaching and Learning Process

With the over arching goal of enhancing the quality of education, the government issued government regulation No. 19/2005 concerning National education standard (SNP), which is a manifestation of the implementation of Law on National educational system, which stipulates the establishment of standard. In chapter I, on the general considerations of the law, the law stipulates that standard means national education standard which relates to the implementation of the teaching and learning in an education unit with the purpose of achieving standard competence of graduates. Article 19, clause 1, Chapter IV of the law on the national education system states that the conduct of teaching and learning process is done interactively, imbued with inspiration, an interesting manner, challenging, and motivating to students who are expected to participate actively, and are accorded opportunity for initiative, creativity, and capability enhancement in accordance with their respective talents, interests, physical and physiological development.

The relationship of the standard process with other standards is found in government regulation No. 19/2005 which give details on the components that are used in formulating the

education system. The standard process in teaching and learning system highlights the importance of the learning process. This is because however important the inputs that take the forms of students and instruments that take the form of curricular, personnel, costs and management, enhancing the competence of students and the

Creation of quality graduates who have positive impact on their environment largely depends on the quality of the teaching and learning process. To that end, the quality of the teaching and learning process is a portrait of the quality of products of the teaching and learning process itself. Schools are considered to be of good quality if they contribute to change in the behavior, attitude and skills of students who pass through them. Subsequently, the quality of education as a system depends on the quality of components that constitute the system as well as the teaching and learning process, all of which contribute to generate the outcomes.

Dimensions of the learning process include: (1) learning process planning, (2) implementation of learning process, (3) assessment of learning outcomes, and (4) supervision of learning process (11)

### 3.5. The Concept of Quality of Competence of Graduates

The quality of the competence of graduates in principle concerns the ability that inheres in the qualifications that graduates obtain which include attitude, knowledge, and skills in accordance with the predetermined national standards. With respect to the quality of vocational high school graduates, competence quality relates to the ability that such graduates have in relation to the demands of the jobmarket.

Vocational high school graduates are expected to have the capacity to adapt to developments and advances in technology. Rapid change have significant impact on the competence that is demanded of graduates, the types of jobs they can work in, and demand for quality in various jobs and positions. In light of that, the curriculum for vocational high school must be adaptive and sustainable. Such efforts are intended to ensure that vocational high schools produce graduates that have relevant skillsets that are demanded in the working place.

Changing curriculum constitutes an important requirement that must occur to enable graduates of vocational high schools meet the demands of the global working place, which is as dynamic as it is replete with challenges. Measurement of the quality of graduate competence in this case is measured through three dimensions: (1) the ability of graduates, (2) productivity and work result, and (3) quality standard of graduates. The concept of globalization leads to new challenges, a universal skill set is required to overcome these challenges. Higher education institution plays primary role for the skill development of the professionals in the country (12)

## 4. Theoretical Framework

The thrust of this research is the quality of competence of graduates of vocational high schools. The quality of competence of graduates is defined as competence standard of graduates of vocational high students at the national level. This is based on government regulation No.32/2013 on national education standard which in successive sections in chapter I, article I on general considerations stipulates that qualifications constitute the measure of competence standard of graduates that include attitude, knowledge, and skills. Law No. 20/2003, article 3, on National education system states that "to develop the ability and form character as well as foster the sustainability of civilization of the nation that has integrity with the overall framework of creating the conditions that favor the development of the Potential of students to become faithful and God fearing individuals, have high integrity, healthy, religious, creative, have high capabilities, and become responsible democratic citizens".

Competence of graduates is influenced by various factors. With respect to factors that influence quality of competence in this research, are underpinned by a grand theory of learning behavior. From the perspective of learning behavior, the quality of competence of graduates can be achieved through complex interrelationships of various components that form the quality of the teaching and learning system.

The teaching and learning process stimulates students, which in turn helps to foster change in cognitive behavior that can be measured. The application of teaching and learning in a behavioral manner requires two factors: stimuli-response and reinforcement. The two factors influence the behavior or habit that are exuded by products of the teaching and learning system.

The theory of learning behavior is based on classical conditioning process which was postulated by B.F skinner in Learning Theory and Educational perspective, pg 125),(13) which states that : operant conditioning model is three termcontingency:  $SD \rightarrow R \rightarrow SR$ . A certain discriminative stimuli (SD) prepares theground for some response (R), which in turn is strengthened through reinforcement of the stimuli (SR). Reinforcing stimuli includes all stimuli (events, or effects) which enhance the probability that the response will recur in future, whenever the discriminating stimuli is present. Using a common term, we can say represent the process using the A-B-C model, where A (*antecedent*)  $\rightarrow$  B (*behavior*)  $\rightarrow$  C (*consequence*). This is depicted as follows:

**Table 2:** Operant conditioning model

<i>SD Discriminating stimuli</i>	<i>R response</i>	<i>SR reinforcing stimuli</i>
G gives time for learning on one's own	S learning	G praise S based on the good work attained

Winfred F.Hill, 2009,page. 136), which is simple terms leads to the inference that the quality of competence of graduates is a product of the activities in a teaching and learning process. The learning process consists of insight, meaningful learning; purposive behavior; life space; and transfer of learning.(2)

The quality of competence of graduates is epitomized by an effective learning outcome. An effective learning outcome in turn, is based on a teaching and learning process which then teacher delvers to students. The essential aspect in a teaching and learning process, according to Laurilard (2002) is the existence of ample opportunity for discussion between the teacher and students, which fosters effective interaction and communication. (14)

Based on the various empirical sources on factors that play an important role in the quality of the competence of graduates, this research focuses on the following factors: school head leadership, teacher work motivation, performance teachers and the teaching and learning process. The above factors are hypothesized to be determinants of competence of graduates. The above factors are subsequently categorized into three groups interalia; driver, process, and outcome factors. Driver factors consist of leadership of the school head, while the process factor is embodied in teacher work motivation and performance of teachers, while output factors consist of the teaching and learning process and outcome factors relates to the quality of competence of graduates. (11)

## 5. Research Methods

This research uses quantitative approach which involves by testing the hypothesis. In order to achieve the objectives of this research, the research uses an *Explanatory Survey Method*, which is survey research method that conducted testing of hypothesis

Which is based on observation of the effects that occur and glean through data to search for factors that possibly are the causes of the aforementioned effects. Explanatory Survey Method involves the collection of data directly from the primary source using written questions that are in the form of questionnaires. As a consequence, using this method requires the operationalization of variables into measurable quantitative indicators that can be measured using quantitative tools.

Population of this research is the entirety of the normative, adaptive, and productive, teaching manpower, who are charged with teaching courses or lessons in vocational state and private vocational high schools in the field of business and management in Bandung city.

## 6. Research Findings and Results

Response variable results which were obtained, based on average of values, percentage, and category of dimensions on competence of graduates, are presented in the table below.

**Table 3:** Recapitulation of Response variable of competence of graduates

Dimension	Average	Percent	Category
Continued with advanced education	3.10	62%	Moderate/modest
Normative aspect	3.77	75%	High
Adaptive aspect	3.60	72%	High
Productive aspect	3.73	75%	High
Personal aspects	3.49	70%	High
Total	3.57	71%	High

Source: Analyzed data

The results of the response variable of the quality of competence of graduates in the table above generated an average score of 3.57 or 71%. Based on the interpretation scale table, the response from respondents fell within the range of 3.40–4.19. The results shows that respondents perceive the competence of graduates of vocational high school in Bandung to be high. Meanwhile, results gleaned from the perception of respondents based on achieved, percentage, and category of teaching and learning process, are presented in the table that follows.

**Table 4:** Recapitulation of Perception of respondents about the process of teaching and learning process

Dimension	Average	Percentage	Category
Planning	3.29	66%	Moderate/modest
Implementing	3.62	72%	High
Evaluation	2.84	57%	Modest/moderate
Total	3.43	65%	High

Source: Data analyzed

Based on the results from the perception of respondents about the teaching and learning process variable as showed in the table above, an average score of 3.43 or 65% was obtained. In accordance with the interpretation table scale in table 3.8, the value that falls within the range of 3.40–4.19 is categorized as high. The results, thus, indicates that respondents perceived the process of teaching and learning in vocational high school in Bandung to be high. The results of the perception of respondents about the quality of teaching and learning are accordingly presented below.

**Table 5:** Recapitulation of the Perception of Respondents about the Variable of management of teacher work motivation

Dimension	Average	Percentage	Category
Achievement	3.43	69%	High
Responsible	3.37	67%	Modest/moderate
Enthusiasm	3.37	67%	Modest/moderate
Cooperation	3.47	69%	High
Total	3.41	68%	High

Source: Data analyzed Data

Based on results gleaned from the perception of respondents about the quality of management of teacher work motivation variable shown in the above table, an average score of 3.41 or 68%. In line with the interpretation table scale, an average score that falls within the range of 3.40–4.19 is categorized as high. Thus, respondents perceived the quality of management of teacher work motivation in vocational high school in Bandung to be high. Results from perception of respondents about the average score, percentage, and category on the quality of teacher performance are depicted below.

**Table 6:** Recapitulation of Respondents about the variable of the quality of teacher performance

Dimension	Average	Percentage	Category
Ability to formulate teaching plan	2.59	52%	Low
Ability to implement teaching	3.14	63%	Moderate/modest
Ability to forge interpersonal relations	3.37	67%	Moderate/modest
Ability to evaluate students tasks/output	3.20	64%	Moderate/modest
Ability to effect enrichment	2.86	57%	Moderate/modest
Ability to undertake corrective/remedial activities	3.68	74%	High
Total	3.17	63%	High

Source: Data analyzed

Based on results gleaned from the perception of respondents about the quality of teacher performance variable shown in the above table, an average score of 3.17 or 63%. In line with the interpretation table scale, an average score that falls within the range of 2.60–3.39 is categorized as modest. Thus, the perception respondents about the quality of teacher work motivation in vocational high school in Bandung to be modest/average. Results from perception of respondents about the average score, percentage, and category on the quality of school head leadership are presented below.

**Table 7:** Recapitulation of Perception of school head leadership variable

Dimension	Average	Percent	Category
Determining common direction	3.39	68%	Modest
Developing human resources	3.25	65%	Modest
Developing organizational culture	3.45	69%	High
Total	3.35	67%	Modest

Source: Analyzed data

Based on results gleaned from the perception of respondents about the quality of school head leadership variable shown in the above table, an average score of 3.35 or 67%. In line with the interpretation table scale, an average score that falls within the range of 2.60–3.39 is categorized as modest. Thus, the perception respondents about the quality of teacher work motivation in vocational high school in Bandung to be modest/average. Meanwhile, results of correlation coefficient and path analysis, can help to estimate both direct and indirect influence between driver, process and output variables. Results are presented in Table 7 below.

**Table 8:** The direct and indirect influence of driver variables on process variables

Influence of Variable	Causal influence	Total			
		Direct	Indirect		
			Through X2	Through X3	Through X4
X1 on X2	0,933	–	–	–	0,933
X1 on X3	0,686	–	–	–	0,686
X1 on X4	0,901	0,883	0,493	–	2,277
X1 on Y	0,947	0,879	0,578	0,839	3,243
X2 on X4	0,946	–	–	–	0,946
X2 on Y	0,942	–	–	0,881	1,823
X3 on X4	0,718	–	–	–	0,718
X3 on Y	0,843	–	–	0,668	1,511
X4 on Y	0,931	–	–	–	0,931
X1X2X3X4 on Y	0,98	–	–	–	0,980

Based on Table 8, it is apparent that school head leadership (KSS) as the driver variable, and process variables which consist of teaching performance of the teacher (KMG), teacher work motivation management (MKG) and learning process (PP) on the quality of competence of graduates is 0.98 or 98.0%, while the

indirect influence through X2 is 0.883 (88.30%) and 0.879 (87.9%), through X3 is 0.493 (49.30%) and 0.578 (57.8%), through X4 is 0.839 (83.9%), 0.881 (88.1%) and 0.668 (66.8%). To determine.

The level of significance of the proposed hypothesis, test of the path analysis is done, using F and *t* tests. Table 8 presents results of the tests.

**Table 9:** Results of the tests of significance for the hypotheses

Variable	F Test	F-table	t-calculate	t-table	Explanation
KKS-MKL	2523,63 7	2,256 8	16,090	1,971271( $\alpha = 0,05$ )	Significant
KMG-MKL			4,013		Significant
MKG-MKL			21,934		Significant
PP-MKL			5,169		Significant

Source: Data analyzed based on field data

Results of the model significance tests (F test) for the two hypotheses shows that estimated F value and F table values ( $2523, 210 \geq 2, 2568$ ), which means that the model is very significant. The same applies to the *t* tests for the two hypotheses both of which show the value of 1,971271. The above results show that the variable of school head leadership (KSS) as the driver variable and process variables that comprise teacher teaching performance (KMG) and teacher work motivation management (MKG), have significant influence on the process variable that in this case takes the form of teaching and learning process as the outcome variable. To that end, all the three sub hypotheses are not rejected. Based on estimated regression coefficient results, path analysis and coefficient of determination and significance tests.

The practical benefits that can be derived from the model on the competence of graduates is that its existence can help in efforts to enhance the competence of graduates by achieving the pre-determined curriculum standards that were set for education units that fall under the vocational high school education level, by among others through improving attitude, knowledge and skills". Other benefits, include the fact that competence quality achieved can achieve and fulfill several aspects which among others include social, cultural, academic, and personality. Thus, the quality of competence can be enhanced and forest improvement in all other aspects which include but limited to its determinants such as school head leadership, teacher teaching performance, teaching and learning facilities management and the teaching and learning. The structural model among factors which can foster enhancement in the quality of competence of graduates is based on an international framework, which among others entail (1) Framework A Systemic Framework For Quality Assurance For Learning And Teaching (2) Framework Principles Of Effective And Development (3) Framework For Understanding Quality Of Center-Based ECE Services (4) The Learning Environment, Learning Processes And Learning Outcomes (LEPO) Framework (5) Representation of Biggs' 3-P model (6) The extended Laurillard conversational framework. What is more important, however, is the fact that the above model is based on theory and other reference materials.

## 7. Conclusion

Based on the structural model between the variables that has been elucidated above, the conclusion that can be drawn is that there is an interrelationship among structural variables, both directly and indirectly, in influencing the quality of competence of vocational high school graduates program in the management and business field in Bandung city. The variables among others include leaders

of the heads of schools, the teaching performance of teachers, the management of teaching and teacher work motivation, and the teaching and learning process. The more detailed account is presented below.

The leadership of the school head, teaching performance of teachers, management of teaching and teacher work motivation, and the teaching and learning process in vocational high schools in the field of business and management in Bandung city have high quality.

The leadership of school head in vocational high schools in the field of business and management in Bandung city has strong and significant influence the teaching performance of teachers, teaching and teacher work motivation, and the teaching and the learning process. The above results indicate that school head leadership which consists of determining collective direction, developing human resources, and developing organizational culture. To that end, the higher the level of leadership quality of the school head, the higher the teaching performance of teachers, the better the quality of management of teaching and teacher work motivation, and the better the quality of the teaching and learning process in vocational high schools in the field of business and management in Bandung city.

The quality of leadership school heads in vocational high schools in the field of business and management in Bandung city, the performance of teachers, and teaching and teacher work motivation quality have positive and significant influence on the competence of graduates. The findings on the quality of competence of graduates is influenced by quality of leadership of school heads, teaching performance of teachers, management of teaching and teacher work motivation, and the teaching and learning process. To that end, the higher the quality of such variables the higher the quality of competence of graduates.

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