



“Impact of instructional leadership on teachers’ job performance in secondary schools in district Quetta”

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Received: 13th September 2022
Accepted: 24th December 2022
Published: 31st December 2022

KEY WORDS

ABSTRACT

Instructional leadership style, teacher’s job performance.

The study centered on impact of instructional leadership on teachers’ job performance in district Quetta. Objective of the study was to find out the relationship between instructional leadership and secondary school teachers’ job performance as perceived by teachers. The research design of the study is correlational. Data was collected through questionnaire, which was distributed among 186 participants that includes 12 principals and 174 high school teachers. 12 govt girls’ high schools were included for data collection. Data was analyzed using SPSS software. It was found out that instructional leadership style with teachers’ job performance is significant at the 0.01 level. The value of “r” between instructional leadership style and teachers’ job performance is .507, which indicates a significant moderate correlation is found between instructional leadership style and teachers’ job performance as perceived by teachers.

Introduction

An education system of a country is a main source for the sustainable socio-economic development and teacher is a main component of this system (national education policy, 2017). Dr. S. Chamundeswari (2013) asserted that one of the honorable occupations was teaching and teachers had to adopt several strategies to mold the pupils to meet the requirements of the present world and to face the challenges to achieve their goals therefore teachers had to be effective in their job. In Pakistan no institutes are found where continuously trainings can be held with job and institutes that train teachers for professional development are generally of short duration and are not linked with promotion and upward progression of teachers (National education policy 2017). Zafar Khan (2012) found that there were only two places where teachers could learn and those were the universities where a teacher get trained and second was the school where he/she teaches. In training institutes teachers only learned to overcome the mechanical difficulties of teaching but the schools were the only place where teacher learned the actual problems and the way to overcome such problems because they exercised their training in schools. Therefore, getting target of quality education teacher, need to be continuously educated and the only person who could help teacher to get her/his goal was principal of the school who was most experienced person of the school. According to Abdullah Faisal (2011), It is generally accepted that leadership is a relationship between an individual and a group to get common goal of an organization where a person who has authority, purposely employ inspiration on other individuals to get objectives of

organization therefore due to leaders, effective education system can be obtained. Similarly, Zafar Khan (2012) purports that success of schools is dependent on effective leadership. Leadership arranges material and human resources to get maximum production. Principal does not directly affect students learning. Teacher is mediator between principal and students and principal has influence on students through teachers. The work of a teacher is significantly influenced by different leadership characteristics including interactive skills and management skills (Keith Graham, Peter Hudson, and Jill Willis, 2014). Konsolas Emmanouil, Anastasiou Osia MA and Loukeri Paraskevi-Ioanna (2014) contends that school has become a learning organization. Leadership must be motivating, inspiring and supportive towards teachers so that maximum output could be taken out from teachers. Such leadership style improves teacher efficacy. Moreover Zafar Khan (2012) argues that teacher job performance is strongly affected by instructional leadership.

Statement of the problem:

Empirical studies revealed that due to low quality of secondary education and poor teaching and learning in the province of Baluchistan public school are losing trust and confidence. It is becoming alarming situation for administration and leadership of schools. Principals of schools may overcome this problem through their instructional leadership. They can enhance teacher efficacy and students' achievement to achieve their goal of quality of education. The duty of educational managers, leaders and teacher educators is to provide educated, skilled, and devoted teachers to schools

(National education policy, 2017). Therefore, it seems unavoidable to observe the ways, leadership exists in secondary schools and the impact of instructional leadership on teachers' job performance in secondary girls' schools of district Quetta, Baluchistan.

Literature review

Teachers' job performance:

One of honorable occupations is teaching and teachers must adopt several strategies to mold pupils to meet the requirements of present world and to face challenges to achieve their goals therefore teachers must be effective in their job (Dr. S. Chamundeswari, 2013). Teachers' job performance is directly linked with learning of students and after technological advancement, students have become shrewd, their thirst for learning can be quenched through teachers' sense of creativity and innovation and their advancement in technology (Chika P. Enueme and Ebele J. Egwunyenga, 2008). Highly qualified teacher has much importance, but highly skilled and trained teacher can present lesson in better way (Zafar Khan, 2010). To meet today's requirements of learning, teacher need to be professionally developed and skilled and principal has vital role in the development of teacher's profession (Chika P. Enueme and Ebele J. Egwunyenga, 2008). Teacher's training should be according to his or her professional need (Ahmed Bilal, 2012). Educational organizations have two types of leaders, one who does administrative tasks and supervise all work of institute, is principal of institute and the other, who has direct interaction with students and he or she has direct influence on ground levels, is teacher (Shehla Ahmed, 2016). Trainings have

positive effect on teachers either that is related to teaching strategies or teaching content (Ahmed Bilal, 2012). A good teacher is that person whose purpose is to fulfil the aims of education and to achieve the targets of school, set by principal and to train students according to the culture's norms and values (Zafar Khan, 2010). Similarly, trainings that are given to teachers, enhances their capabilities, boost their teaching skills and overall teacher job performance is upgraded viz a viz when curriculum gets changed then trainings for teachers' professional development becomes unavoidable (Faizul Hassan Shah, 2013). Teachers, after acquiring new teaching practices, are answerable for applying those innovations in their teaching methodologies (peña-lópez, I ,2009). When there is continuous professional development among teachers their sense of creativity and innovation also increases that makes teaching and learning process easy and communication between teacher and student becomes easy and clear (Muhammad Javaid Akram, 2010). Therefore, getting target of quality education, teacher, need to be continuously educated and the only person who can help teacher to get her/his goal is principal of the school who is most experienced person of the school (Zafar Khan, 2012). In positive organizational climate teacher feels free to take risk and attempt different activities in their classrooms (Blasé Jo Blasé, 2000). Ivana Josanov-vrgovic (2014) found that the leadership style influenced greatly on the job satisfaction of teachers.

Instructional Leadership Style:

Instructional leader is a one whose top priority is learning in the school, and he

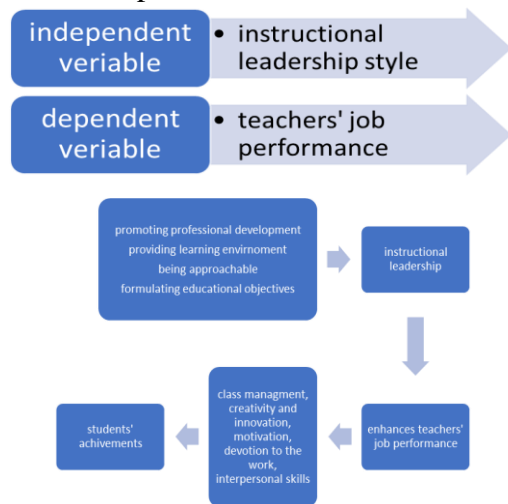
makes himself free from bureaucratic work and he focuses on the professional growth of teachers (Billy Jenkins, 2019). Principal's priority is to pay special attention to teachers' professional growth and development (Blasé Jo Blasé, 2000). Under instructional leadership, collaborative learning among teachers increases, they learn from each other's experiences and knowledge (peña-lópez, I, 2009). School is an organization where teaching and learning is main target, for the purpose of school effectiveness, instructional leader plays key role because his priority is teaching and learning (Hulya Senol and Figen Yaman Lesinger 2018). In early 1980s the term academic leader was replaced with instructional leader. Instructional leader's priority is to enhance teaching and learning in educational institute and instructional leader focus on professional growth of teachers (Shehla Ahmed, 2016). Instructional leader has various responsibilities regarding enhancement of teaching and learning. These are comprised of professional development of teachers, protecting instructional time, promoting collaborative learning among teachers, enhancing positive culture in school (Hulya Senol and Figen Yaman Lesinger, 2018). In TALIS countries instructional leader arranges different programs for teachers' professional growth moreover it was found that collaboratively teachers learn with each other under the supervision of instructional leadership, on contrary that the principals who poses administrative leadership style do not give much attention to teaching and learning and teacher's professional growth (peña-lópez, I, 2009). With technological advancement, teaching and learning is being challengeable for teachers, instructional

leadership can resolve this issue through ordering teaching and learning number one (Chika P. Enuemel and Ebele J. Egwunyenga, 2008). Schools can be self-developed and more productive under instructional leadership without any additional cost. Even though principal is not the only factor that is responsible for overall school performance, but research shows that principal is the chief factor that leads school. Where schools' principals do not define properly school plans and goal, there school lacks improvement in teaching and learning, and lacks in interaction and collaboration among teachers (Niaz Ali, 2017). Egwunyenga (2008) claims that instructional leader always focusses on teachers' professional growth and promote trainings for teachers' job performance and principal should always have hold on to curriculum to support teachers in curricular issues. Connie L. Fulmer (2006) finds that instructional leadership has a countless impact in output of schools and effect of instructional leadership remains for long period. Instructional leader knows that for improvement of schools they need huge knowledge, and they learn how to guide teachers for betterment of students. Instructional leaders provide chance for collaboration among teachers and educators for sharing experiences and new ideas, they learn new teaching strategies from each other through open professional dialogue (Blasé Jo Blasé, 2000). Sabah Khalifa Hejres (2018) explores that instructional leadership style has encouraging impact on teachers' job performance and acceptance of that leader increases who poses this leadership style moreover to advance teaching and learning principal will have to transform his duties from administrative role

to instructional role. In some countries instructional leadership has positive impact on student learning and principals, who possess instructional leadership styles were found in good professional relationship with teachers and students (peña-lópez, I, 2009). Bendikson, Linda, Robinson, Vinviane, Hattie and John (2012) claims that instructional leadership is of two types, one is direct instructional leadership, and the other is indirect instructional leadership where indirect instructional leadership makes conducive teaching and learning culture and direct instructional leadership ponders over improvement in instructional practices and school goals are achieved under different kind of instructional leadership patterns. Blase Jo Blasé (2000) finds that instructional leaders always believe in sustainable professional growth in organizational climate, and they continuously analyze the situation that goes on within organization therefore they keep on learning new things endlessly.

Conceptual framework:

The four factors of instructional leadership will be independent variables and the five factors of teachers' job performance will be dependent variable.



Research Question:

The study focused on that is there any significant relationship between teachers' job performance and instructional leadership as perceived by teachers in district Quetta in govt girls' high schools. in the light of this objective of study the following question was answered in this study.

Does instructional leadership and teacher's job performance have any momentous relationship as perceived by teachers?

Research Methodology

In this chapter the research methodology is presented. The relationship between teachers' job performance and instructional leadership was explored and the leadership styles that principals possess in district Quetta was found out.

Research design:

To find out the impact of instructional leadership on teachers' job performance and to answer the research questions, the correlational research design is used in the study.

Population and Sampling:

According to Baluchistan education management information system there are 57 government girls' high schools in district Quetta. These schools have approximately 443 secondary girls high school teachers and 57 principals in this way the total population comprises on 500 participants in district Quetta in 2018 to 2019. The sample therefore comprises on 174 teachers and 12 principals which is 40 percent of the population, randomly selected from the 12 Govt girls' high schools in district Quetta.

Instructional Leadership Questionnaire:

Instructional leadership questionnaire was developed by the researcher to determine the perception of teachers regarding principals' instructional leadership style. In questionnaire teachers' job performance was assessed under instructional leadership style.

The five-point Likert scale questionnaire was designed. The scoring of scale was strongly agreed, agree, undecided, disagree and strongly disagree. There were 23 statements regarding instructional leadership style and teachers' job performance in questionnaire, 10 statements were related with instructional leadership, and 13 were related with teachers' job performance. The questionnaire was developed in the simplest way. It was easily understandable, and it took only 10 minutes to complete.

Validity and Reliability of Instructional Leadership Questionnaire:

validity of instructional leadership questionnaire was checked by the experts of Institute of Education and Research, UOB. And reliability of questionnaire was checked through pilot testing. For pilot testing questionnaire was distributed among 20 secondary school teachers and principals. To analyze data, mean, standard deviation and correlation techniques are used. Data was analyzed in SPSS software.

Result Analysis:

Frequency and percentage of the statements were taken out.

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal plans educational targets of schools with the help of teachers.	99	53.2	66	35.5	2	1.1	15	8.1	4	2.2

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal encourages teachers to share ideas and experiences through collaborative learning.	73	39.2	82	44.1	13	7.0	13	7.0	5	2.7
professional qualification.										

Mean and standard deviation of first statement.

Statement no 1	M	S.D
	4.3	.98

Mean score and standard deviation of 2nd statement.

Mean score and standard deviation of 3rd statement.

Statement no 3	M	S.D
	4.1	.98

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal arranges refresher courses and workshops for teacher's professional growth	50	26.9	77	41.4	15	8.1	28	15.1	16	8.6

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Mean score and standard deviation of 4th statement.

Statement no	M	S.D
4	3.63	1.26

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal encourages teachers for considering new techniques in teaching and learning process.	63	33.9	87	46.8	8	4.3	19	10.2	9	4.8

Mean score and standard deviation of 5th statement.

Statement no	M	S.D
5	3.95	1.10

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal recommends magazines and other resources that cooperate professional growth.	34	18.3	82	44.1	33	17.7	20	10.8	17	9.1

Mean score and standard deviation of 6th statement.

Statement no	M	S.D
6	3.52	1.17

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal facilitates teachers with instructional material according to the course/syllabus".	60	23.3	91	48.9	10	5.4	14	7.5	17	5.9

Mean score and standard deviation of 7th statement.

Statement no	M	S.D
7	3.94	1.10

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal evaluates instructional practices to find out its homogeneity with educational objectives.	33	17.7	109	58.6	22	11.8	15	8.1	7	3.8

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal conducts meetings with teachers to ensure fulfilment of educational targets of school.	63	33.9	96	51.6	5	2.7	9	4.8	13	7.0

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Mean score and standard deviation of 8th statement.

Statement no 8	M	S.D
	4.01	1.09

between instructional leadership and teachers' job performance.

Correlation between instructional leadership and teachers' job performance.

Mean score and standard deviation of 9th statement.

Statement no 9	M	S.D
	3.78	.95

	Pearson value	Teachers' job performance
Instructional leadership style	r	.507**
Leadership styles (democratic, autocratic, laissez-fair)	r	.602**

**correlation is significant at the 0.01 level (2 tailed).

Name of Variable	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	f	%
Principal gives feedback after evaluation of classroom.	44	23.7	105	56.5	11	5.9	22	11.8	4	2.2

Mean score and standard deviation of 10th statement.

Statement no 10	M	S.D
	3.88	.97

Table shows that instructional leadership style with teachers' job performance is significant at the 0.01 level. The value of "r" between instructional leadership style and teachers' job performance is .507, which indicates a significant moderate correlation is found between instructional leadership and teachers' job performance as perceived by teachers. furthermore, it was found out that the value of "r" between other leadership styles (democratic, autocratic, laissez-fair) and teachers' job performance is .602, which indicates a significant moderate correlation is found between other leadership styles (democratic, autocratic, laissez-fair) and teachers' job performance. Hence it is found that there is significant moderate correlation between instructional leadership style and teachers' job performance.

Discussion of finding:

Findings of the study explored that teaching is pleasure for teachers, similarly, teachers chose teaching as a profession because it gives them prestigious place in

The researcher finds out the answer to the question, "Does instructional leadership and teacher's job performance have any momentous relationship as perceived by teachers?" individual respondent scores were computed for each instructional leadership style and teachers' job performance. Correlations were used to explore the possible linear relationship

society and teachers are motivated because they take this responsibility as enjoyment and an important task (Farida Sheikh, 2009). Zafar khan (2010) purported that highly qualified teacher has much importance, but highly skilled and trained teacher can present lesson in better way, like wise study found that principal focuses on the professional growth of teachers. Similarly, Chika P. Enuemel and Ebele J. Egwunyenga (2008) claims that to meet today's requirements of learning, teacher need to be professionally developed and skilled and principal has vital role in the development of teacher's profession. Also, according to Ahmed Bilal (2012) Teacher's training should be according to his or her professional need. Study explored that teachers' job performance is improved well after training. And likewise, principal's priority is to pay special attention to teachers' professional growth and development (Blasé Jo Blasé, 2000). Study found that teachers' job performance is positively influenced by instructional leadership, likewise, Principals play key role to fulfil student's learning needs and to get teachers grown workwise, show great interest in teachers' activities related to teaching and learning, visits classrooms and guide teachers where needed and they sustain the atmosphere of teaching and learning, hence teachers' job performance increases with the increase in instructional leadership (Chika P. Enueme and Ebele J. Egwunyenga, 2008). Study found that instructional leadership style is most effective leadership style, teaching and learning process is enhanced under this leadership style. Similarly, School is an organization where teaching and learning is main target, for the purpose of school

effectiveness, instructional leader plays key role because his priority is teaching and learning (Hulya Senol and Figen Yaman Lesinger 2018). Teachers collaborate to share ideas and experiences with each other, similarly, Robert J. Miller, Yvonne L.Goddard and Roger Goddard(2010) proclaimed that instructional leaders collaborated teachers so that they might acquire knowledge from each other, in that way they got trained through each other's experiences and that was the duty of leader to manage time and structure for such collaboration.

Conclusion:

The emphasis was primarily made on instructional leadership and teachers' job performance. It was explored through analysis that instructional leadership style with teachers' job performance is significant at the 0.01 level. The value of "r" between instructional leadership style and teachers' job performance is .507, which indicates a significant moderate correlation is found between instructional leadership and teachers' job performance as perceived by teachers.

- Mean for "principals plan educational target of schools with the help of teachers" was 4.3 that shows there was maximum involvement of teachers in planning of school objectives.
- Similarly, principals assign duties to teachers according to their professional qualification, its mean was 4.1, which results that each teacher has responsibilities according to their capabilities.
- Principal encourages teachers to collaborate for sharing their ideas and experiences with each other, the mean was 4.1 that showed

principal encouraged teachers for collaboration.

- Mean=3.63 shows that, as compared to above statements principal was not much active in arranging refresher courses and workshops for their teachers.
- Mean=3.93 shows that principal encourages teachers to adopt new techniques in teaching practices.
- According to Mean=3.52, it was found out that most of the principals are not active in recommending magazines and other resources that cooperate professional growth of teachers.
- Principal was cooperative in facilitating teachers with instructional material according to their syllabus and course, mean for this statement was 3.94.
- Mean=4.01 showed that principals not only include teachers in making educational objectives, but also, they conduct meetings with teachers to ensure the fulfilment of those educational objectives.
- Mean=3.78 shows that principals also have check and balance on instructional practices to find out its consistency with educational objectives, which were made with the help of teachers.
- Mean=3.88 shows that principal regularly visits classrooms to evaluate the process of teaching and learning and after evaluation they give feedback to teachers.

Recommendations:

Some key recommendations are given below the application of which will improve the standards of education in the district Quetta.

- Principal is an institute in herself, she has several responsibilities, like, budgeting and planning, networking within and outside the organization. She makes

team for these tasks, but it is recommended to concentrate on process of teaching and learning by herself. Her presence can influence in the most effected way.

- With the advancement in technology, it is recommended that teachers should also be upgraded. Their professional growth should be the priority of principals and education department.
- Principals should arrange refresher courses and training programs for teachers within institute.
- To protect instructional time, education department should arrange trainings in winter vacations.
- After trainings feedback from teachers should be taken time to time.
- Modern instructional practices should be adopted in schools.

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