

Instructional Leadership Practices and Its Influence on Teachers' Performance at Secondary Schools:

By

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Abstract:

The study was to explore the role of principals adopting instructional leadership practices and its influence on teachers' performance in secondary schools of Basima district Washuk of Baluchistan. To identify the facts comprising as objectives of the study, quantitative method has been utilized with deductive approach. The sites were selected on the basis of theoretical replication and Set related close- ended questions with five Likert scale were distributed among the teachers and principals in government schools of Basima as participants, where form the overall population under descriptive method 100 teachers and 12 principals of secondary schools in Basima district Washuk were selected as sample of the study, using simple random and comprehensive sampling techniques respectively. Data were collected and interpreted through SPSS and fit tests were applied for the reliability and validity of data. The study discovered that institutions work effectively on the basis of the performance of their heads, their effective role and the leadership quality and instructional leadership practices play central role in development of schools. Future recommendations and implications are also discussed respectively.

Keywords: Instructional leadership, Principal, Teachers, Best practices,

Introduction:

According to Lewis, Goodman and Fandt, it is expected from the school administrators to survive effectively in the rapidly changing working

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world of education. So, they are required with the abilities to be good communicators, team oriented, team players, change makers and transformational leaders. The term of instructional leadership is defined by Robinson, Lloyd, & Rowe in 2008 but the research in educational leadership defined the instructional leadership as the school leaders whose efforts are focused on improving the school environment that is supporting to teaching and learning.

It has been a point of debate among the scholars on the concept of instructional leadership. The concept of instructional leadership is as broad as leadership itself by distilling what to count as instructional leadership and what does not. Different authors Hallinger and Murphy in 1985 maintained that this issue is a multifaceted that has been debated for decades. However, 2010 different aspects of instructional leadership i.e. monitoring of classroom, formulation of clear goals etc. have been discussed by Horng and Loeb. Furthermore, the literature agrees on the role of instructional leaders is more engaging in curriculum and teaching and learning issues, more comfortable in working with teachers directly and love to spend time in classroom. No one can deny the dynamic role of principals in the development of good organization. To make the school a better performance place, the role of principal as instructional leader becomes more significant in the present era of change. Although, the matter is questionable in a sense how much the behaviors of instructional leadership are being demonstrated by the principals in dealing their administration. The study is primarily concerned with the role of principal as in instructional leader and its influence on teacher's performance. The results of the study may shed light on the behaviors of principal as instructional leaders as well as how the teacher's performance may be improved. Although, an extensive literature is available on instructional leadership but most of the studies are carried out with a small sample. Consequently, concerns of generalizability may be raised with small sample. This concern may be avoided with a survey. Similarly, most of studies concerned with the influence of instructional leadership on student's achievement but a little work could be found regarding Instructional leadership practices and its influence on teachers' performance at secondary level.

Statement of the Problem:

According to Hallinger (2003) the relationship of principal with teachers in school and the role of principal come through a supportive environment created by the principal itself. An instructional leadership quality of Principal practices to influence the teachers is significant in secondary level of schools. Therefore, the situation in Baluchistan paints a deplorable image in sense of collaboration of teachers with their principal for creating a conducive environment in schools. A mounting gap among teachers, principals and students brought the situation worst in the province and in its rural areas like district Washuk with an alarming pace. A dire progressive need is the required for highlighting the instructional leadership qualities of a principal for the sake of educational development. This study brought out the causes of this issue in forefront and provided progressive measurements for resolving this by conducting a study on “the Instructional leadership practices and its influence on teachers’ performance at secondary schools”.

Hypothesis of the Study:

1. There is lack of instructional leadership to influence teacher’s performance, in secondary schools of Besima, District Washuk.
2. Instructional leadership influence teacher’s performance in secondary schools of Besima, District, Washuk.

Literature Review:

Instructional leadership has been regarded as one of the most important tool influencing different school factors including teachers’ performance. It involves the coordination, control, supervision, and development of curriculum and instruction (Hallinger & Murphy, 1987). This chapter aims to present review of the current literature on instructional leadership. First, the meaning of instructional leadership is given, Successful Leadership models are subject to faddism being seen in different aspects and areas of education, brands ever changing frequently, as In the field of leadership for last three decades many new conceptual models have been emerged but in foremost list instructional leadership appears almost at top, measured in different empirical studies(Heck &Hallinger, 1999) and in field of educational leadership in contrast with earlier models has brought much improvement as outcomes in context of school leadership (Leithwood& Jantzi,1999). In spite of many models since 1980s (e.g. contingency theory, situational leadership, transformational leadership, trait theories) internationally instructional leadership has become more

popular after adoption by most of school principals and leading schools to heights (Hallinger & Wimpelberg 1992).

A Brief History of Instructional Leadership:

The research on instructional leadership emerged in 1970s. The preliminary researches identified instructional leadership as a tool for effective schools where students were performing much better than other schools (Edmonds, 1979; Weber, 1970). In these researches, Weber (1970) found that the outstanding and strong leadership with a strong purpose and vision is one of the most important factors that influence success of effective schools. Edmonds (1979) on the other hand, claimed that successful schools have strong leaders who set tones for their respective schools, select and apply suitable and effective instructional strategies, and efficiently utilize and distribute school resources and create a school environment effective for instructional practices. However, this model as an effective and certainly as a new and different model for school leadership was introduced by (Hallinger, 2003, 2005; Hallinger & Bryant, 2013). Based on these studies, a great number of studies are found on instructional leadership (Barnes, Camburn, Sanders, & Sebastian, 2010) that confirm its role as an effective model of educational leadership.

Instructional Leadership Model by Hallinger and Murphy (1987):

In 1987, Hallinger and Murphy (1987) introduced a model for instructional leadership which comprised of three dimensions of instructional leadership named as: 1) defining the mission, 2) managing the instructional program, 3) and promoting the school learning climate. And each dimension further consists of functions. For instance, the dimension 'defining the mission' involves two functions as framing and communicating school goals. In this dimension, according to Hallinger and Murphy (1987), the leaders as instructional leaders depict a clear vision for their schools. They by involving school teachers develop a common vision and also try to achieve it. Thus, an instructional leader along with developing school goals or vision, gives importance to it timely and effective communication and dissemination as well. The second dimension, is based on four functions as: 1) knowing curriculum and instruction, 2) coordinating curriculum, 3) supervising and evaluating, and monitoring the school progress. In this dimension, school leaders as instructional leaders, manage the instruction and curriculum by developing, implementing, evaluating, and monitoring the curriculum and instructional processes.

The third dimension 'promoting the school learning climate' also consists of four functions as setting standards, setting expectation, saving instructional time, and promoting school improvement. According to Hallinger and Murphy (1987), the school climate is formed by the school leader mainly. To create an effective school climate, school leaders ensure their visibility in their schools, try to use the school instructional time effectively, clarify school standards and expectations to the teachers and students, and supervise, monitor, and evaluate instructional process in schools.

Study Design and Setting:

The study was conducted through a Cross sectional descriptive study. The data was collected from the Government Secondary boys of District Washuk. The study was intended to inquire the instructional leadership practices and its influence on teachers.

Sample and Sampling Technique:

Under descriptive method 100 teacher 12 principal of secondary schools of 12 schools in Basima district Washuk are the population of the research. The population sampling had chosen randomly under teacher's comprehensive means with respective technique.

Study Tool:

The tool was designed by the experts of Institute of Education and Research by reviewing an extensive literature on the problem under study. Furthermore it was pilot tested with five teachers and two principals so that reliability and validity may be ensured. A scale of Likert five points rating was used to collect information from the principal and teachers of secondary school from Washuk.

Ethical Consideration:

The observed ethical considerations for the study were as under

- Before collection of data a Written permission letter was obtained from Balochistan Study Centre, University of Balochistan, Quetta
- A consent form was attached with questionnaire for due signature by participants where they were also allowed to quit participation at any stage without justifying reasons and explanation.
- The participants were fully assured for the confidentiality and anonymity under this study data.

Statistical Analysis:

SPSS Statistical packaged for the Social Sciences, 14 versions being the best software to analysis the logical batched and non-batched statistical

figures was utilized in this study to scale large data. Researchers find this software as most suitable in research studies.

Findings:

It is found that instructional role of principal is significant and it has direct and indirect influence on the teacher's performance. The study is primarily concerned with the role of principal as in instructional leader and its influence on teacher's performance. The results of the study shed light on the behaviors of principal as instructional leaders as well as how the teacher's performance can be influenced. The finding of the study was as under;

T-test With Interval of The Difference.

	Test Value = 0					
Statement	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How instructional leadership style effects on teachers performance?	16.225	99	.000	1.780	1.56	2.00
Why in rural areas education is very poor than that of urban areas of the province.	20.588	99	.000	2.100	1.90	2.30
What can be the teacher's role to support principal as instructional leader for a progressive education?	23.730	99	.000	2.300	2.11	2.49
How have the teachers of rural areas respond to their principal for being a strong instructional leadership	25.604	99	.000	2.900	2.68	3.12

The Results after applying T.Test in tabular form.

	N	Mean	Std. Deviation	Std. Error Mean
How instructional leadership style effects on teachers performance?	100	1.78	1.097	.110
Why in rural areas education is very poor than that of urban areas of the province.	100	2.10	1.020	.102
What can be the teacher's role to support principal as instructional leader for a progressive education?	100	2.30	.969	.097
How have the teachers of rural areas respond to their principal for being a strong instructional leadership	100	2.90	1.133	.113

Interruption of T Test:

It is explication from above table that all hypotheses of this study are statically significant because P –value is less then level of significance 0.05 as the above table shows that instructional leadership style has significant effect on teacher's performance. It also indicates that the education in rural areas is significantly poor then that of urban areas of the province. Furthermore, it has been found that the teachers play a significant role to support principle as instructional leader for progressive education .and the teacher of rural areas respond to their principle for being a strong instructional leadership.

Conclusion:

Discussion for future recommendations constructed in this first study on instructional leadership in District Washuk. The researcher himself being an school teachers has worked in the field with prior experience regarding school system and leadership behaviors, therefore investigating this research study became more reliable with the data regarding principals' instructional practices from principals' points of view and to recognize if principals' instructional practices have an association with teachers rehearses inside the classroom only utilizing instructional

leadership as positive change by implementation (Hall & Hord, 1987). Principal is the key instructional leader in school under its practices and influence on teachers for improvement of educational and institutional betterment which has relevancy with views of Hallinger & Wimpelberg (1992) that instructional leadership has become more popular after adoption by most of school principals and leading schools to heights. A principal can play its due role for the change in the school management and schooling of students. The instructional leadership qualities of a principal are very important for the teachers and schools by his practices and influence of teachers. A friendly and learning environment is possible by the role of a principal in school where (Kursunoglu & Tanriogen, 2009) refer leaders, who are more practicing more instructional leadership practices are more inclined towards change and transformation. Principal is the sole instructional agent of the school to control the teachers and school management. Instructional leadership qualities are the main source of a principal to bring them in practice to influence the teachers. But in Balochistan the situation is quite different from the other developed countries of the world generally and particularly is worse than in Pakistan. Principal is under the pressure of political parties and associations from where he cannot play his due role. However, along with this teachers are not cooperative with the principal to change the educational fate of Balochistan. The net result of this research pointed out the entire pitfalls of the principal's weak instructional qualities in practice to influence the teachers in Balochistan and in the rural areas like Basima, Washuk. This research was based to Basima.

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