



## **TEACHERS' TEACHING EFFICIENCY AND PERFORMANCE IMPACTED BY SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP**

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### **ABSTRACT**

This research intended to explore the teaching efficiency and performance of federal school teachers based on the instructional leadership. Moreover, the Correlation between Instructional Leadership, Teachers' Efficacy and Students' Achievement were also be concluded by the mean of this research. The researcher used the Positivist paradigm for ensuring the impartial results. The researcher performed the survey in order to obtain the pertinent data. The secondary school teachers provided the data (SSTs). This research included 100 male and 100 female SSTs. They were chosen using the random sampling approach. as survey was conducted on a 5 point Likert scale. There were 11 subscales and 71 items on the used questionnaire. The results showed that school teachers were influenced by the their principals' possess good instructional leadership qualities. Similarly, the strong relationship between the variables was found. Based on the findings, leadership should increase teacher efficacy while promoting awareness via seminars and workshops. However, authorities should also urge administrators to assist teachers in this area while demonstrating instructional leadership.

**Keywords:** leadership, instructional leadership, performance , perception, efficacy, teachers

**JEL Codes:** I20, I29

### **I. INTRODUCTION**

Individuals who have received an education are better equipped to function in society, contribute to a more civilised and skilled society, and strive toward a more fair society. Education is a fundamental human right. Education can't be accomplished without competent teacher participation, though. Educators are essential, according to Ogunrin (2011). Aiming for national education objectives, they labour tirelessly and tirelessly. These are the educators who help raise the whole country to new heights of achievement (Zulfiqar, 2016). If the school doesn't provide instructors with an appropriate learning atmosphere, they will have a tough time imparting their knowledge. The school principals are now in charge. if the principals are successful leaders, the scenario will be more productive (Tatlah, Iqbal, Amin, & Quraishi, 2014). In order to do this, they must create a conducive learning atmosphere in the school and inspire, energise, and facilitate improved performance from the faculty (Barrett & Breyer, 2014). School principals are

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the school's leaders who have such a position inside the school that they can influence the instructors. They have the ability to impact instructors not just in terms of self-confidence and instructional efficacy, but also in terms of performance (Pearce, 2017). The principals cannot directly affect kids, but may do so indirectly via their professors (Tatlah, 2015). They are responsible for assisting instructors in carrying out their obligations and instilling efficacy in them. As a result, they could function more effectively (Rew, 2013).

As instructional leaders, they communicate established objectives to staff on a timely basis, make decisions on behalf of students' educational quality, and assist staff in making those decisions. Additionally, they provide an atmosphere favourable to pupils' successful learning (Pearce, 2017). Researchers has defined it as a variety of techniques. To begin, instructional leadership may be classified as either "exclusive" or "inclusive" (Robinson, Lloyd, & Rowe, 2008).

The principal is solely responsible for defining school objectives, supervising students, and creating curriculum that improves academic success. This approach often focuses only on the instructional leadership (Pearce, 2017).

The effectiveness of instructors is defined as their confidence in their subject matter knowledge and teaching abilities, both of which have a key impact in their performance. According to the findings of the research, the more efficacious a teacher is, the better performance will be shown (Alik et al., 2012; Pearce, M. L., 2017).

Pearce (2017) used a combination of methods in his research. In terms of teacher effectiveness, instructional leadership had a little effect on scores of variables, while scores of other variables had a large impact.

According to Kruger (2003), a purposive sample strategy was used to pick one principle and two senior teachers from each school for an in-depth qualitative investigation. The findings showed that strong instructional leadership was responsible for the high quality of teaching and learning.

It was also shown that the effectiveness of instructors was directly related to the effectiveness of the Instructional Leadership (Alik, Sezgin, Kavgaci & Kilnc, 2012; Enueme & Egwunyenga, 2008).

The effective school movement of the 1980s spawned the idea of instructional leadership in the United States. This movement's study found that a principal is essential to the achievement of children's education in disadvantaged urban primary schools (Hallinger, 2009). The best principals possess a high sense of self-awareness, a straightforward management style, and a lot of charm. Hallinger (2003) identified limitations of the aforementioned and the attentiveness of related investigations via a comprehensive analysis of empirical studies. It is assumed generally that the principals have only a duty to provide the learning environment for school. However, there are abundance of tasks that are performed by them for the provision of the aforementioned.

Second, instructional leadership styles are impacted by school contexts such as school size, linguistic background, neighbourhood, and socioeconomic level of a school. That is,

instructional leaders' successful actions that impact students' learning. In this respect, empirical research may be able to avoid attempting to quantify the impacts of instructional leadership without taking the school setting into account Hallinger (2003).

Only a few studies have been done on this subject, according to the literature. Particularly in the Pakistani context, no meaningful study has been done. As a result, more investigation into the subject was required. This research will contribute to the existing body of knowledge by providing current information.

The research was carried out at Lahore's Federal Government Schools. There is usually a lot of emphasis on instructors and their performance among education stakeholders. Teaching and learning is a team effort, and it is the school principal's role to ensure that the teachers have the greatest opportunity to do their best work by providing them with the finest instructional leadership. The problem is that there has been no research done within the framework of federally funded schools. As a result, principals' instructional leadership and the effects it has on teachers' teaching effectiveness and performance must be studied and focused on.

## **II. METHODOLOGY**

The researcher used the Positivist Paradigm along with the Quantitative approach for the conduction of this research. The Positivist Paradigm was used by the researcher with the purpose to maintain the objectivity of the results. The Survey was conducted by the researcher to collect the concerning data. There were 100 male and 100 female SSTs got selected randomly who participated in this study. Their perceptions were collected regarding the principals' instructional leadership practices through the "*Principal Instructional Management Rating Scale*" (PIMRS). This instrument was adopted by the concerning researcher from (Hallinger & Murphy, 1985). There were 11 subscales and 71 items on a 5 point Likert's rating scale bearing reliability of 0.81 Cronbach's Alpha. On the other hand, the "*Ohio State teacher efficacy scale (OSTES)*" was used to measure the teachers' efficacy. This was adapted from (Moran & Hoy, 2001). It was also a 5 point Likert's rating scale which was administered to the teachers. However, the students' achievement was measured with the help of their terminal performance which was taken in the form of GPA.

## **III. DATA ANALYSIS**

Mean SD, skewness, and kurtosis were utilized as descriptive statistics and Pearson r along with the Linear regression were incorporated for predicting the impact of instructional leadership on teachers' efficacy and their performance.

The mean and standard deviation values in the Table 1 above show how instructors in Federal Government Schools see their principals' ability to provide instructional leadership. These findings show that the majority of teachers believe their administrators possess strong leadership abilities in the classroom. In this case, the  $\bar{X}$  value is 3.81 and the SD is 0.61. Total instructional leadership and all subconstructs have values that fall within the acceptable range  $\pm 2$ . This demonstrates the normalcy of the data.

**Table 1: Federal Government School Teachers' Perception of the Instructional Leadership**

	$\bar{X}$	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
School Goals	3.91	.69	-1.54	3.81
Communication	3.83	.73	-.75	.43
Supervision and Evaluation	3.87	.70	-1.16	1.47
Curriculum	3.83	.83	-1.17	1.13
Students' Performance	3.75	.79	-1.22	1.70
Teaching-Learning Environment	3.60	.79	-.98	1.14
Incentive	3.73	.73	-.99	.85
Training and Development	3.86	.68	-1.33	2.90
Academic Standards	3.96	.81	-1.14	1.70
Total Instructional Leadership	3.81	.61	-1.32	3.00

**Table 2: Federal Government School Teachers' Perception of the Teachers' Efficacy**

	$\bar{X}$	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
Instruction Strategies	3.26	.68	-.26	-.23
Classroom Management	3.39	.66	-.83	1.15
Student Engagement	3.00	.75	-.24	-.12
Total Teacher Efficacy	3.22	.57	-.47	-.78

According to the data in the Table 2, instructors working at Federal Government Schools have a positive view of the effectiveness of their teaching efficacy as the  $\bar{X}$  and *SD* values are 3.22 and .57 respectively. There are no values of skewness or kurtosis more than the cut-off value of  $\pm 2$ , which includes all sub-constructs and overall teacher effectiveness. These show the normality of the data.

**Table 3: Students' Achievement**

	$\bar{X}$	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
Students' Achievement	4.01	.42	.57	0.24

As shown in Table 3, the mean and standard deviation of teacher performance in Federal Government Schools were 4.01 and .42 respectively. The skewness and kurtosis values are within  $\pm 2$  &  $\pm 7$  respectively within acceptable limits (Byrne, 2010).

**Table 4: Correlation between Instructional Leadership, Teachers' Efficacy and Students' Achievement**

	<i>Instructional Leadership</i>	<i>Teachers' Efficacy</i>	<i>Students' Achievement</i>
Instructional Leadership	1	.847**	.399**
Teachers' Efficacy		1	.434**
Students' Achievement			1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows relationships between teacher effectiveness, leadership, and performance as shown by data on these three variables. Independent factors (instructional leadership) and dependent variables (teacher efficacy) had a substantial correlation of  $r = .847$  and  $p < .005$ , as shown by the findings. Similarly, the Instructional Leadership has a substantial correlation with instructional leadership with  $r = .399$  as  $p < .005$ . On the same pattern, there is a substantial correlation between SSTs efficacy and their Students' achievement as  $r = .434$  and  $p < .001$ .

**Table 5: Effect of Instructional Leadership on their Teachers' Efficacy**

R Square	Adjusted R Square	<i>Df</i>	<i>F</i>	<i>Sig.</i>
.717	.716	1	501.89	.000

The effectiveness of federal school teachers' instructional leadership was predicted using simple linear regression analysis. For the dependent variable, the R-squared value was calculated, which is shown in Table 5. The percentage of the variance is 71% in teachers' efficacy (the dependent variable) may be attributed to the variation in instructional leadership of federal school principals (independent variable). The value of  $F = 501.89$ ,  $p < .005$ , which is evidence that the model is fit.

**Table 6: Coefficient of Regression Reflecting the Effect of Instructional Leadership on their Teachers' Efficacy**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
Constant	.19	.13		1.38	1.67
Leadership	.79	.03	.84	22.40	.000

Coefficients for independent variables (Federal school principals' teaching effectiveness) and dependent variables (teachers' effectiveness in federal schools) are exhibited by the Table 6. A strong effect of the effectiveness of instructional leadership on teacher efficacy was found as  $b = .79$  with  $p < .005$ . That's why the null hypothesis is rejected.

The normality of the data was checked with the help of below-given histogram. The data was found normally distributed.

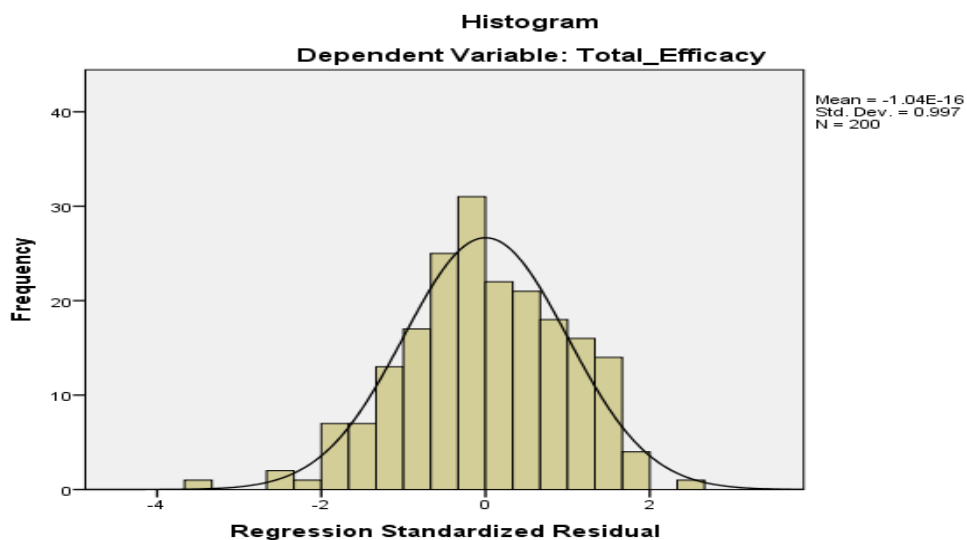


Figure 1 Histogram of Teachers' Efficacy

**Table 7: Effect of Instructional Leadership on Students' Achievement**

R Square	Adjusted R Square	df	F	Sig.
.159	.155	1	37.52	.000

It was used to determine the impact of instructional leadership on their teachers' performance. The table 7 shows the variation of the dependent variable. There was a 15% difference in teacher performance (the dependent variable) as a result of the variety in instructional leadership practiced by federal school administrators (independent variable). The value of  $F = 37.52$  and  $p < .005$  that prove the model's fitness.

**Table 8: Coefficient of Regression Reflecting the Effect of Instructional Leadership of Federal School Principals on their Students' Achievement**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.94	.17		16.64	.000
Leadership	.28	.04	.39	6.12	.000

The results from Table 8 show that how well principals' instructional leadership influence the student achievement (measured as student test scores) in federal schools. Federal school administrators' instructional leadership is strongly linked to teachers' performance as  $b = .28$  with  $p < .005$  correlation. That's why the null hypothesis is rejected.

The normality of the data was checked with the help of below-given histogram. The data was found normally distributed.

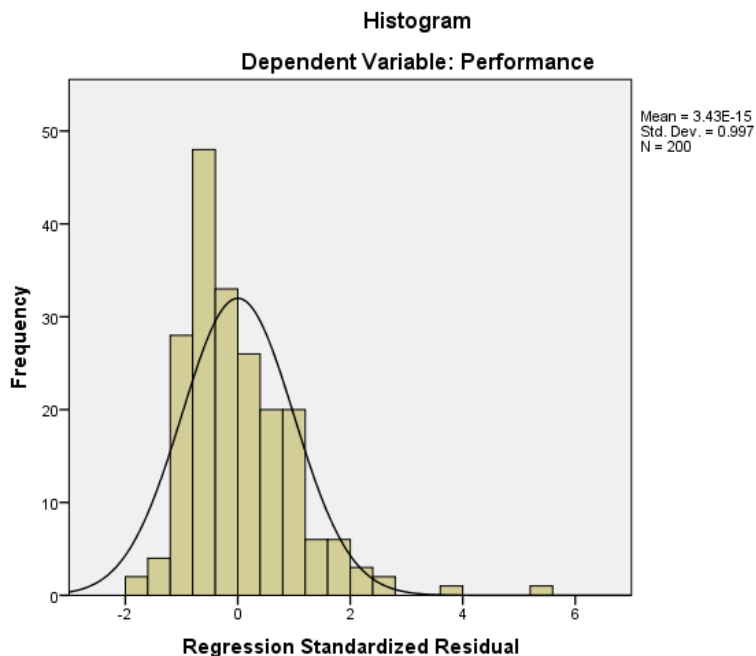


Figure 2 Histogram of Students' Achievement

#### IV. CONCLUSION AND DISCUSSION

The teachers at Federal Government Educational Institutions believed that their principals had strong instructional leadership skills, based on the findings of this study. Furthermore, they given the similar reactions about the efficacy of teachers. Similarly, the students' achievement in their examination was moderate in the same way as before. The findings also support the conclusion that the independent (instructional-leadership) and dependent (teacher efficacy and performance) variables have a significant association. Not only these were associated with each other, rather the dependent variable was also effected by the independent variable. The results of the prior studies such as those by (alik, Sezgin, Kavgaci, & Kilnc, 2012; Enueme & Egwunyenga, 2008; Kruger, 2003; Pearce, 2017) are supported by this research. These have the same results as the current study. These study also predicted the effect of the independent variable on the dependent variables that were the same as this study. As a consequence of the findings, it is advised that the leadership enhance their instructors' effectiveness while organising seminars and workshops. Therefore, it is recommended that the principals should be advised by the Directorate of Federal schools that they may practice the instructional leadership. As the teachers' efficacy influence the students' achievement positively, therefore, the principals should direct the teachers to teach with the efficacy. The teachers should also be directed by the Directorate of Federal schools that they may teach the students with efficacy so that the students' achievement could be enhanced. Similarly the Directorate should arrange the seminars for the principals and the teachers as well to awareness and practice the aforementioned.

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