



RESEARCH PAPER

The Effect of Instructional Leadership on Teachers' Efficacy and Performance at Federal Government Educational Institutions

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ABSTRACT

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This study investigated the effect of Instructional Leadership on teachers' teaching efficacy and performance at Federal Government Educational Institutions (Cantts/ Garrisons). The data was collected through the Survey method from the Elementary School Teachers (ESTs) including males=223 and females=177 selected by the Simple Random sampling technique. The School Principals' Instructional Leadership was measured with a 5 point Likert rating scale developed by (Hallinger & Murphy, 1985) comprising 11 subscales and 71 items. Its reliability was 0.81 Cronbach's Alpha which is highly reliable. Whereas the Teachers' teaching efficacy was measured with a 5 point Likert rating scale by (Moran & Hoy, 2001) comprising 3 subscales cumulatively bearing 0.76 Cronbach's Alpha. These scales were administered to the ESTs for the collection of data. On the other hand, their performance was measured by taking their terminal GPA of the subjects they taught for the whole year. It is concluded that the teachers working in FGEI's were agreed that their principals possess good instructional leadership qualities but they gave neutral responses against teacher efficacy. In the same pattern, their performance was moderate. The results also showed the existence of a significant correlation between independent and dependent variables.

Introduction

Education enables individuals to be sound, civilized, skilled, and well adjusted in society and work for societal betterment. Each individual has the right to be educated. However, the process of education can't be completed without teachers' effective involvement. Ogunrin (2011) referred that teachers are vital to the educational process. They strive and work hard to educate the nation and achieve

the national goals of education. These are teachers who build and uplift the nation to the height of success. However, the teachers would be at great difficulty if they don't get a suitable environment in school where they could teach effectively. Here comes the school principals' turn to do. If the principals play the role of an effective leader, the situation can be more fruitful (Tatlah, Iqbal, Amin, & Quraishi, 2014). For that, they have to provide a learn-ful environment in the school as well as motivating, energizing and facilitating the teachers for better performance (Barrett & Breyer, 2014).

The school principals are the leaders who have such a position at school by utilizing which they can influence the teachers. They can influence the teachers not only to be self-confident and have teaching efficacy but also to improve their performance (Pearce M. L., 2017; Tatlah, 2015). The principals, being the school leaders have a dynamic role regarding the effectiveness of the school (Tatlah, 2015). They cannot influence the students directly, but indirectly while influencing their teachers. They are required to facilitate the teachers for their responsibilities and induce in them the efficacy. So, they could perform better (Rew, 2013). Being instructional leaders, they communicate the set goals to the staff well in time, take and help the staff decide for students' quality education. They also provide a conducive environment for the students' effective learning (Pearce, 2017; Kruger, 2003).

The teachers' efficacy is their belief about their knowledge of subject matter and teaching skills which play a significant role in their performance. It is also can be said as the confidence that a teacher has regarding how much the knowledge is possessed by the teacher and how well the teacher can utilize it while teaching the students in the classroom (Rew, 2013). One's teaching efficacy is also a factor that reflects the concerning teacher's self-understanding about own skills and the professional teaching maturity as well. One having the efficacy regarding teaching is benefited with the confidence of utilizing the teaching skills in a better way for teaching the students (Klump & Barton, 2007). This is self-efficacy that enables the teacher to handle the conflicting situation well without being pressured and losing temper. The more any teacher has self-efficacy, the more the teacher can deal with the stress and teach calmly regardless of the situation (Miller & Vrugink, 2010). The teaching efficacy keeps the teacher's morale up, keeps them encouraged for performing their duties and also making them improve their knowledge, skills and instructions as a whole (Rew, 2013).

The studies showed that the more a teacher has efficacy, the better performance would be exhibited (Çalik, Sezgin, Kavgaci, & Kilnc, 2012; Pearce M. L., 2017).

The Federal Government Educational Institutions (Cantts/Garrisons) aim to offer a quality and purposeful education to the civilians' as well as armed personnel's children. The FGEI's (C/G) aims to induce in them the education of citizenship and to make them the civilized successful individuals of this homeland

(Zulfiqar, 2016). This aim cannot be achieved without the teachers' active involvement and desired performance. The teachers and their performance is always a focused aspect of concern for the education stakeholders and is emphasized. But the aim is not achieved yet even despite frequent in-service teachers' training. The teachers surely hold the vital and pivotal point in the teaching/ learning process but they would be unable to give their best unless they are facilitated in the best way by the school principals' instructional leadership. So, here was the need to study and focus on the principals' instructional leadership aspect and its impact on teachers' teaching efficacy and performance but there was a limited literature as well as researches available regarding the Pakistani context because of which this research has been conducted.

Literature Review

The facilitation to the teachers for their teaching as well as the students for their learning is called Instructional Leadership (Barrett & Breyer, 2014). It is also concerned with the provision of a conducive teaching and learning environment (Enueme & Ekwunoye, 2008). The Instructional Leader endeavors to facilitate the teachers for their teaching and students for their learning (Gaziel, 2007).

The faith in one's knowledge and abilities regarding their successful usage is called one's efficacy. This belief doesn't remain theoretical only. Rather, it affects and controls one's behavior and performance as well (Çalik, Sezgin, Kavgaci, & Kilnc, 2012). Similar to the aforementioned stance, the efficacy concerned with the teaching is the teachers' faith regarding the possessed knowledge, its usage followed by the skills and their performance. A teacher is said to have teaching efficacy if he/ she has faith in his/ her teaching skills (Harry D. Ryan, 2007).

Pearce (2017) conducted a mixed-method study. It has been found by the quantitative results that the teachers' efficacy hadn't been influenced by the instructional leadership whereas the qualitative results were contrary.

Kruger (2003) conducted a qualitative study while selecting one principal and two senior teachers from each school with a purposive sampling technique and all these were interviewed. The results showed the sound culture of teaching along with learning was the result of effective instructional leadership.

(Çalik, Sezgin, Kavgaci, & Kilnc, 2012; Enueme & Ekwunoye, 2008) also revealed through their findings of the research that the Instructional Leadership has a meaningful relationship with the teachers' efficacy.

The literature shows that only a few researches have been conducted on the concerned topic. Especially no significant work has been done here in the Pakistani context. That's why there was a need for research on the concerned topic. This study will contribute to add updated knowledge into the already existed body of knowledge.

Material and Methods

Participants

The current research study was conducted under the Positivist paradigm using a Quantitative approach for the attainment of objectivity in the results. The data was collected through the Survey method from the Elementary School Teachers (ESTs) including males=223 and females=177 selected by the Simple Random sampling technique. The participants were selected from the FGEI's (C/G) Lahore.

Research Instrument

The School Principals' instructional leadership was measured by the "Principal Instructional Management Rating Scale" adopted from (Hallinger & Murphy, 1985). It was a 5 point Likert's rating scale with 11 subscales and 71 items. Its reliability was 0.81 Cronbach's Alpha which is highly reliable. Whereas the Teachers' teaching efficacy was measured by the "Ohio State teacher efficacy scale" adapted from (Moran & Hoy, 2001). It was also a 5 point Likert's rating scale but with 3 subscales cumulatively bearing 0.76 Cronbach's Alpha. Both of the aforementioned scales were administered to the ESTs for the collection of data. On the other hand, their performance was measured by taking their terminal GPA of the subjects they taught for the whole year.

Results and Discussions

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

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

		SD	Skewness	Kurtosis
School Goals	3.7940	.84815	-1.383	1.769
Communication	3.7638	.79971	-.782	.194
Supervision and Evaluation	3.7835	.82092	-1.019	.479
Curriculum	3.7850	.87986	-.978	.435
Students' Performance	3.7275	.84740	-1.064	.856
Teaching-Learning Environment	3.6031	.90156	-.823	.382
Incentive	3.6646	.87752	-.983	.284
Training and Development	3.7130	.82373	-1.200	1.225
Academic Standards	3.8667	.89648	-1.020	.783
Total Instructional Leadership	3.7384	.72936	-1.098	.876

The Table 1 presents the values of mean and standard deviation, incorporated to represent the perceptions of teachers working in Federal Government Schools regarding instructional leadership that their principals possess.

These results reflect that teachers were agreed that their principals' poses good instructional leadership qualities. As the values of \bar{X} and SD is 3.7384 and .72936 respectively. All values of skewness and kurtosis along with all sub-constructs and total instructional leadership are within the accepted range (± 2). That provides evidence of data normality.

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

	\bar{X}	SD	Skewness	Kurtosis
Instruction Strategies	3.4581	.79084	-.352	-.617
Classroom Management	3.5556	.77047	-.626	.295
Student Engagement	3.2944	.91872	-.348	-.479
Total Teacher Efficacy	3.4360	.74084	-.326	-.305

The aforementioned table points out the values of mean and standard deviation that reflect the teachers' perceptions who are working in Federal Government Schools regarding teachers' efficacy. These results show that teachers were given natural responses against teacher efficacy as the values of \bar{X} and SD is 3.4360 and .74084 respectively. All values of skewness and kurtosis along with all sub-constructs and total teacher efficacy are lesser than the cut point value i.e. ± 2 .

Table 3
Federal Government School Teachers' Performance

	\bar{X}	SD	Skewness	Kurtosis
Teachers' Performance	3.9970	.59541	-1.102	2.243

Table 3 highlighted the values of mean and standard deviation against teachers' performance working in Federal Government Schools. These results show that teachers got 3.996 CGPA out of 6 with .59541 SD. Skewness and kurtosis against teacher performance are within the accepted range i.e. ± 2 for skewness and ± 7 for kurtosis (Byrne, 2010).

Table 4
Correlation between Instructional Leadership, Teachers' Efficacy and Performance

	Instructional Leadership	Teachers' Efficacy	Teachers' Performance
Instructional Leadership	1	.861**	.521**
Teachers' Efficacy		1	.485**
Teachers' Performance			1

The results of Pearson r presented in Table4describe the correlations among instructional leadership, teachers' efficacy, and their performance. The results show the existence of a significant correlation between independent and dependent variables as $r = .861$ and $p < .001$. Which provides sufficient evidence to reject the null hypothesis. Similarly, there is also a significant relationship between instructional leadership and teachers' performance, $r = .521$ and $p < .001$, based on

these results null hypothesis is rejected. On the same pattern, there is a significant relationship between teachers' efficacy and teachers' performance, $r = .485$ and $p < .001$, therefore the null hypothesis is rejected.

Table 5
Effect of Instructional Leadership of Federal School Principals on their Teachers' Efficacy

R Square	Adjusted R Square	Df	F	Sig.
.742	.741	1	1143.613	.000

Simple linear regression was conducted for the prediction the effect of instructional leadership of federal school principals on their teachers' efficacy. Table 5 reflected the value of R-square that use to indicate the variance of the dependent variable. According to the aforementioned table, there exists 74 % variance in teachers' efficacy (dependent variable) with the reference of variation accounted in the instructional leadership of federal school principals (independent variable). Whereas $F = 1143.613$, $p < .005$, provide the evidence for fitness of model.

Table 6
Coefficient of Regression Reflecting the Effect of Instructional Leadership of Federal School Principals on their Teachers' Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	.166	.099		1.680	.094
Leadership	.887	.026	.861	33.817	.000

Table 6 reflects the value of the coefficient of the independent variable (instructional leadership of federal school principals) against the dependent variable (teachers' efficacy). Instructional leadership $b = .861$, $p < .005$ indicated that instructional leadership of federal school principals is highly related to teachers' efficacy. Which provides the evidence to reject the null hypothesis.

Normal distribution of data resented through the utilization of histogram along with the P-P and scatter plots to represent the linear relationship, which is given below:

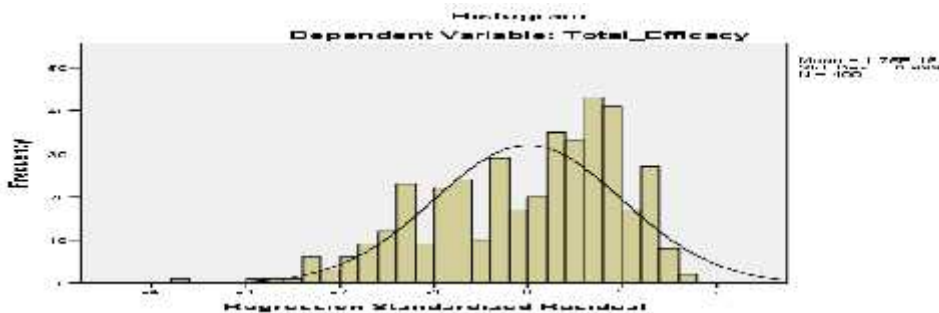


Figure 1 Histogram of Teachers' Efficacy

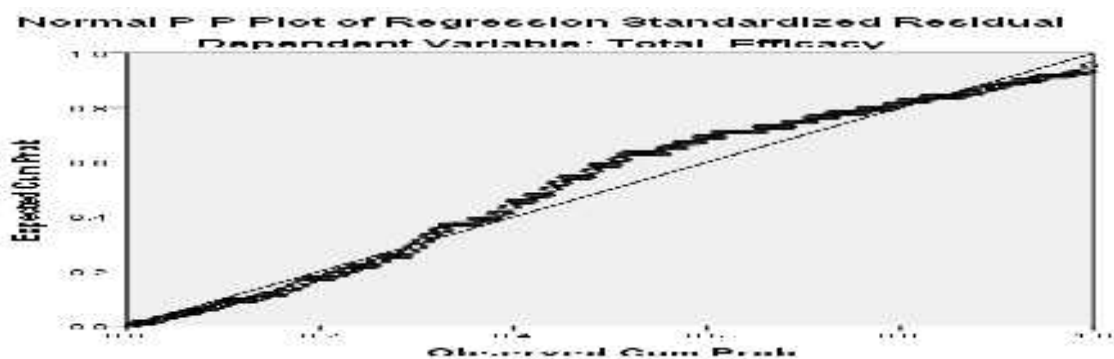


Figure 2 P-P plot of Teachers’ Efficacy

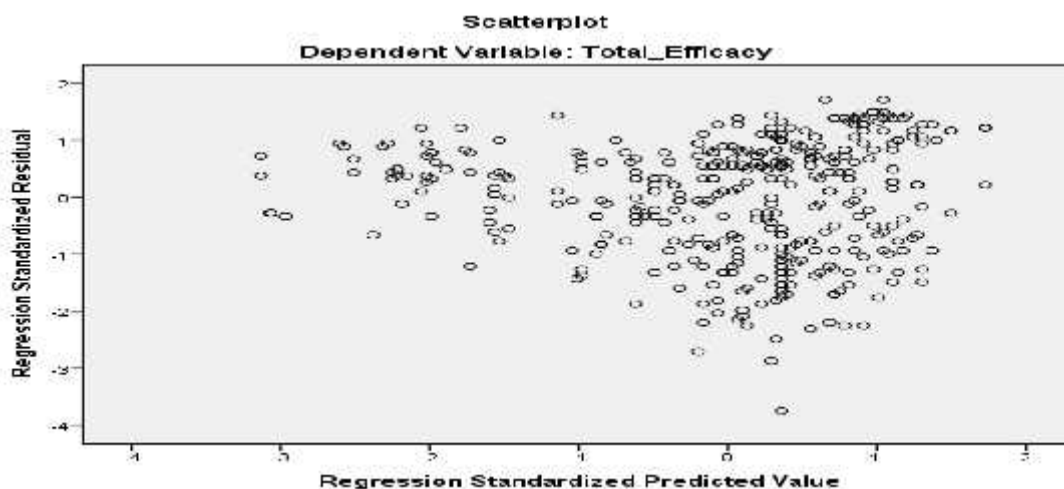


Figure 3 Scatter plot of Teachers’ Efficacy

According to the results presented in figure 1 reflect the histogram, indicating that the data is normally distributed. In the same pattern, figure 2 is about the P-P plot that highlighted the existence of a linear relationship. Similarly, in figure 3 no set pattern is observed that pointed out towards homoscedasticity.

Table 7
Effect of Instructional Leadership of Federal School Principals on their Teachers’ Performance

R Square	Adjusted R Square	Df	F	Sig.
.272	.270	1	38.407	.000

Simple linear regression was applied for the prediction of the effect of instructional leadership on teachers’ performance. The value of R-square reflected through table 7 indicates the variance of the dependent variable. The aforementioned table highlighted the 27 % variance in teachers’ performance (dependent variable) with the reference of variation accounted in the instructional leadership of federal

school principals (independent variable). Whereas $F = 38.407$, $p < .005$, provide the evidence for fitness of model.

Table 8

Coefficient of Regression Reflecting the Effect of Instructional Leadership of Federal School Principals on their Teachers' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.407	.133		18.093	.000
Leadership	.425	.035	.521	12.180	.000

The value of the coefficient of the independent variable (instructional leadership of federal school principals) against the dependent variable (teachers' performance) is reflected in table 8. Instructional leadership $b = .5211$, $p < .005$ indicated that instructional leadership of federal school principals is highly related to teachers' performance. Which provides the evidence to reject the null hypothesis.

Histogram, P-P, and scatter plots are given below to illustrate data normality and linear relationship between variables.

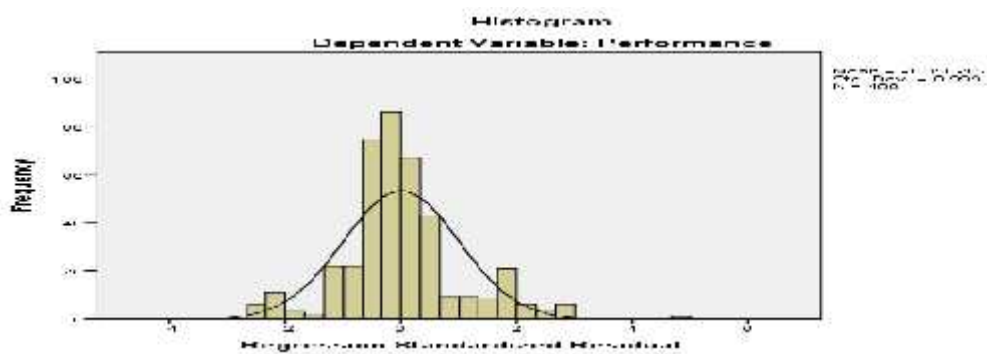


Figure 4 Histogram of Teachers' Performance

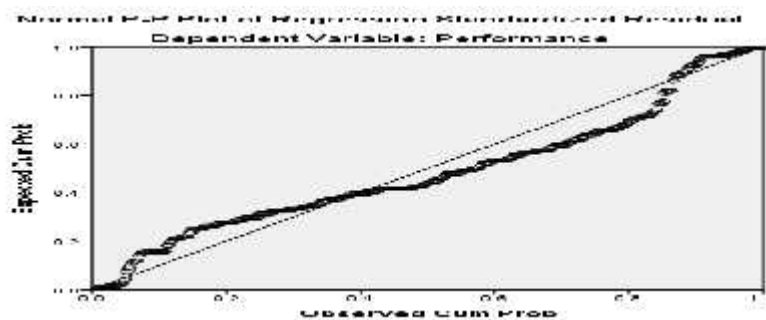


Figure 5 P-P plot of Teachers' Performance

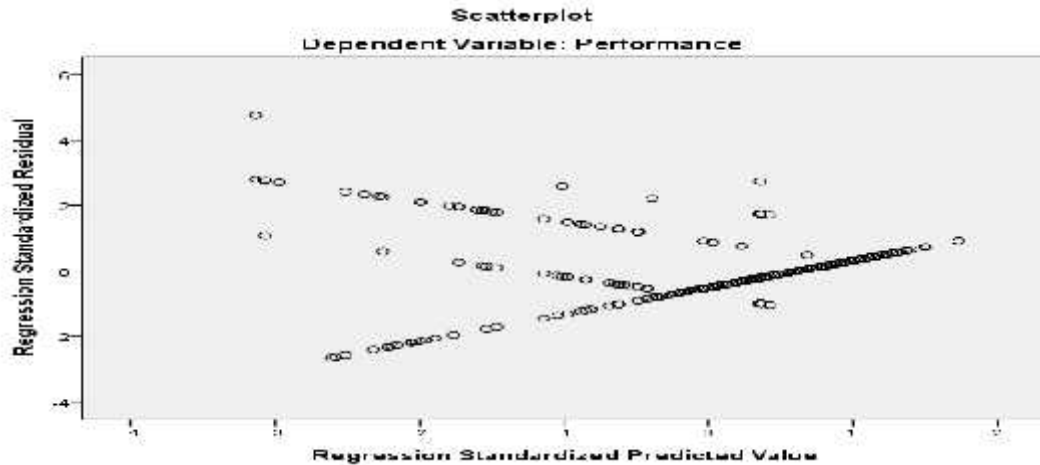


Figure 6 Scatter plot of Teachers' Performance

Figure 4 reflects the histogram, indicating the normality of data, figure 5 (P-P plot) highlighting the existence of a linear relationship, and figure 6 (scatter plot) pointing out the homogeneity of variance.

Conclusion

The aforementioned findings prove as a guideline to conclude the results that teachers working in FGEI's (C/G) were agreed that their principals possess good instructional leadership qualities but they gave neutral responses against their efficacy. In the same pattern, their performance was moderate. The results also help to conclude that there exists a significant correlation between independent (instructional leadership) and dependent variables: teachers' efficacy and performance.

The findings from previous studies like (Çalik, Sezgin, Kavgaci, & Kilinc, 2012; Enueme & Egwunyenga, 2008; Kruger, 2003; Pearce, 2017) have been supported by the current study.

Recommendations

It is recommended in light of the results that:

- The school principals should be given training regarding Instructional Leadership followed by concerned refresher courses from time to time.
- The school principals should facilitate the teachers for a conducive teaching/ learning environment and also promote the teachers' efficacy while utilizing their Instructional Leadership.

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