



**RESEARCH PAPER**

**Role of Instructional Leadership on Teachers' Performance at College Level**

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PAPER INFO	ABSTRACT
<b>Received:</b> February 18, 2020	In organizing education the instructional leadership has an important role. The study's main goals were to examine the role of instructional leadership on teachers' performance at the college level, and discover the factors that influence teachers' classroom performance at the college level. Target population for this study was public sector college teachers in Multan district. The nature of the research was descriptive. To select the sample for this study, researchers employed a simple random sampling technique and evoked responses with the help of a scale ranging five-points as Likert scale and collected data from 355 participants, in which there were 171 female participants and 184 male participants. Researchers employed descriptive and inferential statistics for analysis of collected data. Significant findings of the study ensured that high-quality teaching and learning is happening in all classes which provide constructive feedback to their concerned teacher at the proper time by the leaders. Significant recommendations for the study were that instructional leaders should have a clear vision about the teaching practice implementation process, clearly convey their vision and beliefs to their staff correctly, understand classroom issues, and have a global perspective on teaching-learning process.
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**Introduction**

To make a name for the institution, overall growth and development of its members and the position of a leader are required; as a result, leadership in general, and at the college level in particular, is regarded as a significant field of study. Leadership is expected to be multi-dimensional at the college level, and a leader

must have the necessary abilities and skills to meet the goals (Lopez & Ensari, 2014). Instructional leadership is described as a type of educational leadership that focuses solely on teaching and learning, the technical core of a school. This is accomplished by instructional leaders concentrating on the work of teachers (Ng, Nguyen, Wong & Choy, 2015).

Gaziel (2007) described instructional leadership as a leader's use of multiple management instruments to achieve the desired student outcome. Tatlah, Akhtar & Hashmi (2019) describe instructional leadership as a combination of supervision, staff development, and curriculum development that facilitates educational improvement. Instructional leaders have to convey expected outcomes to teachers while maintaining a positive instructional environment in their organizations to expand teacher commitment and most importantly their performance (Beteille, Kalogrides & Loeb 2009).

In a meta-analysis, Robinson, Lloyd, and Rowe (2008) discovered that instructional leader has a much more significant impact on student learning than transformational, strategic, or transactional leadership. As a result, instructional leaders lay out a comprehensive road map for staff members and clearly describe it to them. Resultantly, instructional leaders provide support to teachers' professional growth by engaging in their learning and development and modeling their contribution to the profession

Instructional leadership is a collection of fundamental organizational roles whose key goals are to ensure the successful and efficient delivery of applicable educational services while also ensuring legislative policy enforcement through preparation, decision-making, and leadership actions, allowing the organization to concentrate on predetermined goals. It promotes and coordinates technical and other staff to establish a cohesive social structure and a favorable organizational environment for optimum resource distribution and prudent resource maintenance to ensure the most effective use of resources, which encourages the identification of appropriate improvements to meet students' future and emerging needs (Bendikson, Robinson & Hattie, 2012).

The instructional leader is responsible for overseeing all policies as well as the teaching-learning process, expertly managing resources, providing constructive input, and establishing programs to train teachers professionally, implement advanced programs and technology, and efficiently operate them, as well as maintaining an effective and supportive environment in the institution. Instructional leadership activities are defined by Blase and Blase (2000) include providing a road map, monitoring policies, providing support, providing input, providing opportunities, promoting professional development, and admiring the teaching-learning process.

Instructional leadership influences the teaching-learning process by creating and collaborating with students. Job performance describes an individual's efficiency

in performing a specific task or job. It has to do with the amount of energy expended by a worker to complete a specific task that defines his actions. Motivated employees have to increase the amount of energy they expend to properly shape their actions and assess overall job efficiency (Bendikson, et. al. 2012).

One of the essential factors in the success of an educational institution's entire process is the competence of its teachers. Teachers are the cornerstone of every organization, and the work they do is critical to achieving the institution's goals (Akande, 2014). In his research, Heaven & Bourne (2016) discovered that task uncertainty harms job performance and improves employee performance when they contribute to the organization's purpose.

Enueme and Egwunyenga (2017) looked into the impact of instructional leadership on the job performance of secondary school teachers. They discovered that instructional leaders' conduct affects teacher success. Ilgan, Parylo & Sungu (2015) found that instructional supervision habits significantly affect work contentment and enactment among school teachers. It was also discovered that school principals are aware of their teachers' professional development needs and organize and deliver programs to help them improve their pedagogical skills and subject knowledge (Ng, Nguyen, Wong & Choy, 2015). Teachers always need a conducive work environment created and offered by their leaders. A conducive environment facilitates teachers' performance. Resultantly, they are able to perform at their best because they are under efficient and competent leadership. According to Enueme & Egwunyenga (2017) who realize that instructional leaders are driven to behave in ways that people feel would generally lead to their mission achievement at the highest level of operation. The strength of a person's motivation to act is determined by the emphasis placed on that objective and the decision made about the person's performance. The effectiveness of motivation is often determined by the individual's assessment of how beneficial a specific action would be in achieving the target. To minimize hostility, leadership must be shared at all costs. The benefits of sharing leadership roles with the teacher include improved education and student morale. Teacher empowerment, also known as sharing, has its origins in the literature on teacher dissatisfaction, autonomy, professionalization, and mutual decision-making (Liu & Hallinger, 2018).

The effect of instructional leadership on college achievement is essential. Throughout this report, the researcher uses the terms instructional leadership behavior and instructional leadership competency to describe instructional leadership. This is because college leaders need special skills to ensure that their colleges are effective (Seong, 2019).

College leaders must learn competencies in instructional leadership behavior from the three areas which have to be addressed to achieve, continue and lead an educational organization excellently. These leadership competencies would produce the knowledge and skills that would enable them to be innovative and learning leaders with the desired personalities. Leaders are said to be competent in leading their organizations when they are experienced, qualified, and have the required

personality in carrying out their duties as leaders. Therefore, educational leadership excellence or effectiveness is leadership competency (Bafadal, Nurabadi & Gunawan, 2018).

Undoubtedly, academic scenario is run by blend of its top management, however it is also evident that this top management are considered as a major determinant of any academic institution's collapse due to their selection of ineffective and poor instructional leadership strategies and tactics as their least inclination towards supervision and no agenda on leadership. Similarly, the principals or top management are backbone of any institute who can play their vital role in revolutionizing the standard of education at the college. When good principals are in place, education systems will run smoothly. The principal's leadership conduct has a significant impact on the teachers. In addition, principals' leadership may affect teacher success. Therefore, in a new era of college management, principals must embrace their positions as instructional leaders if they are to increase performance of teachers under their supervision. The success (or failure) of any college is inextricably linked to the form of leadership in place. A college's failure is never blamed on the teacher(s), as has always been the case in college administration. This is also true when an educational institution achieves success, implying that the principal has an overarching role in the institution. As a result, if a college is doing well academically, it is likely that the principal has adopted elements of instructional leadership and is in charge of the institution's management (Hallinger, et. al. 2018).

Instructional leadership is an action taken to create a more positive and rewarding work atmosphere for teachers and, as a result, providing better learning opportunities for students. Instructional leadership is described as a strategy for motivating teachers to develop their teaching skills and improving student learning outcomes (Harris et al., 2017). Furthermore, the effectiveness of a college's leadership and the standard of its teachers have a significant impact on students' achievement (Liu & Hallinger, 2018). The leadership informs teachers of their colleges, and their actions have a direct impact on student achievement. The standard of a teacher's output is influenced by several factors, the most important of which is the working environment (Mangin & Stoelinga, 2009).

Leaders who have the requisite leadership in managing teachers' success have a significant effect on their organization's work climate. A positive impact may lead to teachers reinforcing desired behavior at work, especially on their commitment to college organizations. This was demonstrated in a study by Hallinger (2007), who stated that leaders set high-performance expectations to improve teachers' dedication to the college. Conversely, uncertainty in the teachers' output can have adverse effects, such as reducing their level of engagement. As a result, if college leaders demonstrate positive leadership behavior, teachers' engagement is increased (Enueme & Ekwunoye, 2017).

The principal's role in instructional leadership is crucial in determining the college's course. The "mission" component focuses on the principal's role in collaborating with staff to ensure that the college is always running on straightforward, measurable, and time-based priorities that lead to student academic success. In addition, principals are responsible for communicating priorities to the whole college community, which should be well-known and embraced. It is critical in instructional leadership to ensure that the staff integrates success expectations into their daily routines (Hallinger, Heck & Murphy, 2014)

This second dimension focuses on the college's curriculum and all instructional elements' teamwork and control. Three leadership roles are included: supervising and reviewing teaching, planning the program and tracking student progress. The principal's active involvement in stimulating, supervising, directing, and controlling teaching and learning in the college is needed for managing the instructional program. The principal must be knowledgeable as well as dedicated, immersed for the college's teaching and curriculum (Mestry, 2017).

Several academic approaches are embedded in the third dimension of instructional leadership. Promoting a positive college learning environment is the broadest in scope and intent. It brings to life the commonly held idea that successful colleges build an "academic press" by creating high learning standards and higher expectations from both students and teachers. These colleges strive for a culture of continuous improvement in which incentives are aligned with the college's goals and practices. The instructional leadership should set an example of principles and activities that promote teaching and learning growth and progress (Freiberg, Huzinec & Templeton, 2009)

According to Seashore et al. (2010) instructional leader encompasses a wide range of specialized roles under a specific type of organization. Many different points, some of which are illustrated, can be used to describe the facets. Another way to express what an instructional leader has accomplished or contributed to is to use the word "contribute." It is a collection of assumptions about specialized roles and the skills required for these jobs.

The instructional leadership skill is to "put them all together" is what makes administration an art. Leadership should be shared among the members of the team. The numerous perceptions, dimensions, and tasks carried out by multi-purpose organizations' management demonstrate their significance and complexity. The instructional leadership works with people who have a wide range of resources, values, and life experiences, but they all work in organizations that help and support the community (Heaven & Bourne, 2016).

Numerous factors contribute to the college success, including a successful curriculum, high-quality teaching, and healthy professional culture. Strong instructional leaders, on the other hand, form and grow all of these.

## Hypotheses

- Ho1:** There is no significant difference between the performance of rural and urban respondents.
- Ho2:** There is no significant difference between the performance of male and female respondents.
- Ho3:** There is no significant difference between the performance of married and unmarried respondents.
- Ho4:** There is no significant difference between the performance of permanent and contract employees.
- Ho5:** There is no significant difference among the performance of respondents that belong to different qualification groups.
- Ho6:** There is no significant difference among the performance of respondents that belong to different age groups.
- Ho7:** There is no significant difference between the performances of respondents that belong to different teaching experience.

## Material and Methods

A survey design, and quantitative analysis were employed using SPSS version 23

The target population for this study was all the college sector teachers of Multan district.

**Table 1**  
**Distribution of Population**

Target Population =721		
Lectures =315	Assistant Professors =295	Associate Professor =111

While employing simple random sampling technique, 355 college teachers of both urban and rural areas were selected.

A self-developed scale was used as a tool to arouse responses from the participants. The statements of the scale ranged 1-5 which was got validated by experts' opinion who refined it and made it more understandable for participants. Alpha coefficient was also found as 0.73 which indicates that the tool was highly reliable and consistent. Tool was administered personally and its purpose, confidentiality of responses and procedure of selection of option were clearly explained to respondents.

Analysis was conducted under descriptive (Mean and Percentage) and inferential statistics asz-test was used to deduce gender based difference of opinions and further onmarital status, area, nature of employmentand cadre. ANOVA was also used for the analysis of the demographic variables as age, qualification, and teaching experience.

## Results and Discussion

**Table 2**  
**Demographics based Descriptive Analysis**

<b>Demographics</b>	<b>Frequency</b>	<b>%</b>
<b>Male</b>	184	52%
<b>Female</b>	171	48%
<b>Area</b>		
<b>Urban</b>	270	76%
<b>Rural</b>	85	24%
<b>Marital status</b>		
<b>Married</b>	255	63%
<b>Unmarried</b>	130	37%
<b>Nature of employment</b>		
<b>Permanent</b>	259	73%
<b>Contract</b>	96	27%
<b>Age</b>		
<b>20-30</b>	101	28%
<b>31-40</b>	251	71%
<b>41-50</b>	3	1%
<b>Teaching experience(Years)</b>		
<b>0-5</b>	158	45%
<b>6-10</b>	179	50%
<b>11-15</b>	18	5%
<b>Qualification</b>		
<b>M.A/M.sc</b>	137	39%
<b>M.Phil/MS</b>	211	59%
<b>P.hd</b>	7	2%
<b>Designation</b>		
<b>Lecturer</b>	170	48%
<b>Assistant Professor</b>	180	51%
<b>Associate professor</b>	5	1%

The results demonstrated that 76% of participants fall under the urban group, 24% of participants fell under the rural group, and 48% of participants fell under the female group 52% of participants were fall under the male group. 28 % of participants fell under the age group of (20-30) 71% of participants were fall under the age of (31-40) and 1% were fall under the age group of (41-60) and 63% fell under the married group, 37% of participants were fall under the unmarried group. The result demonstrated that 45% of participants fell under the teaching experience group of participants who have (0-5) 45% teaching experience of respondents were fall under the teaching experience group of ( 6-10) 50% and 5% were fall under the teaching experience group of 11-15. 39% of participants fell under the qualification group of M.A 59% of participants fell under the qualification group of M.Phil. Furthermore, 2% fell under the qualification group of PhD. 48% of participants fell under the group of lecturers, 51% of participants were fall under the group of assistant professor, and 1% fell under the designation group of associate professor. 73% of respondents fell under the group of permanent employees 27% of participants fell under the group of contract employees.

**Table 3**  
**Scale based Descriptive Analysis**

Statements	Agree	Disagree	Undecided	Mean
The principal inspire teachers to accomplish goals that might seem beyond their grasp.	53%	28%	19%	3.41
As a leader continuously monitors the effectiveness of our instructional practice.	67%	18%	15%	3.76
He/she make sure that the staff members of this institution follow the regulations strictly.	52%	30%	18%	3.39
He/she has knowledge about effective classroom assessment practices.	46%	37%	17%	3.14
He/she clear vision about teaching practices.	20%	61%	19%	2.41
He/she adopts leadership style according to the situation.	37%	46%	17%	3.18
He/she provides guidance to teacher related to effective classroom practices.	51%	29%	20%	3.35
He/ she encourages teachers to experiment with new methods	51%	28%	21%	3.34
He/ she provides constructive feedback to the concerned teacher at proper time.	56%	30%	14%	3.41
He/ she visits classroom to discuss college issues with teachers.	29%	47%	24%	2.73
He/she prepares college goals with consultation of teaching staff.	50%	29%	21%	3.32
He/she always coordinates with teachers by means of consultation.	58%	24%	18%	3.50
He/she does not impose ant restriction on staff members to speak during discussions.	44%	36%	20%	3.12
He/she observes lesson technique of teachers in their classroom.	47%	31%	22%	3.26
He/she has positive communication skills to interact with teachers.	57%	29%	14%	3.31
He/she has complete trust in teachers regarding	48%	36%	16%	3.18



their fulfilling duties.				
He/she discusses academic performance results with the faculty to identify curricular strengths and weakness.	37%	43%	20%	2.89
He/she passes instructions and supervises work regularly.	51%	28%	21%	3.27
He/ she encourages teachers to deal with educational matter creatively.	46%	38%	16%	3.12
He/ she discusses the academic goals of the institutions with the staff in faculty meetings.	52%	31%	17%	3.36
He/she takes decision related to curriculum according to educational goals.	53%	27%	20%	3.41
He/she advises teacher to solve their problems with the help available resources.	47%	36%	17%	3.20
He/she has got a global perspective of teaching standards.	18%	55%	27%	2.42
He/she utilizes different measure to assess teacher's performance and progress.	29%	47%	24%	2.74
He/she provides teachers with workshop lectures and training course's to keep them develop professionally.	24%	49%	27%	2.57
He/she communicates with parents to improve student performance.	19%	61%	20%	2.37
He/she ensures that the classroom priorities of teachers are consistent with the goals and direction of institution.	37%	45%	18%	2.94
He/she communicate the college mission effectively to the members of the teaching staff.	44%	34%	22%	3.19
He/she monitors the coverage of curriculum content being done in classroom.	36%	42%	22%	2.92
He/she suggests new teaching styles to enhance teacher's professionalism.	31%	48%	21%	2.68

The table depicts that participants were agreed upon most of the statements, but they also show disagreement regarding some aspects. They disagreed that that instructional leader had a clear vision about teaching practices and visit the classroom to discuss college issues with teachers. They disagreed that instructional leaders got a global perspective of teaching standards, utilizes different measures to assess teacher's performance and progress, and ensures that the classroom priorities of teachers are consistent with the goals and direction of the institution. Instructional leaders did not provide teachers with workshop lectures, and the training course keeps them developing professionally and did not suggest new teaching styles enhance teachers' professionalism. Respondents disagreed that Instructional leaders did not communicate with parents to improve student performance and did not monitor the coverage of curriculum content being done in the classroom.

**Table 4**  
**z-test for marital status, area, gender and nature of employment**

Marital status	N	Mean	S.D	z-value
Married	255	32.49	4.70	0.86
Un-married	130	32.96	5.21	

Nature of employment	N	Mean	S.D	z-value
Permanent	259	28.13	4.54	2.39
Contract	96	26.86	4.10	
Gender	N	Mean	S.D	z-value
Female	171	32.37	4.67	1.98
Male	184	32.94	5.08	
Area	N	Mean	S.D	z-value
Urban	270	71.94	6.80	0.924
Rural	85	71.12	8.0	

A gender based significant difference is evident along with permanent and contracted participants related with role instructional leadership. The calculated values were more than the table values at 0.05(1.96) at the significance level. Hypotheses were rejected. Contrary to it, an insignificant difference of opinion of both married, unmarried, urban and rural respondents as CV (0.92), is less than the TV at 0.05(1.96). Hypotheses accepted.

**Table 5**  
**Differences through ANOVA (age, experience and qualification)**

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	49.451	2	24.725	4.960	.003
	Within Groups	8425.327	352	23.936	1.033	
	Total	8474.777	354			
T.E	Between Groups	10.591	2	5.29	.40	.66
	Within Groups	4560.524	352	12.95		
	Total	4571.11	354			
Q.E	Between Groups	109.030	2	54.51	1.07	.34
	Within Groups	17859.156	352	50.73		
	Total	17968.18	354			

An aged based significant difference was apparent between teachers of various age groups as 0.05( $p < 0.05$ ). Hypotheses were rejected. On the other hand, an insignificant difference of opinion was also found on respondents' different teaching experience and qualification. ( $p > 0.05$ ). Hypotheses were accepted.

## Discussion

The focus of current work was on exploring role of instructional leadership as a predictor of improved teachers' performance at work. Instructional leadership is a bundle of such traits as reporting encouraging and demanding feedback, making

informed decisions, foreseeing circumstances and matters before they get out of hands and implementing a clear cut supervision policy for teachers' performance. For this, they strive to empower teachers by distribution of roles and responsibilities and effective planning. A questionnaire was administered over teachers of colleges to highlight this role of leaders by their responses. Results were in line with Bafadal et al.(2018) who also found leadership as influencer of teachers' performance. Enume & Egwunyenga (2017) found leaders playing their reflective and influential role affecting task performance of their subordinates who happened to be teachers. Hence, principles if equipped with instructional leadership traits directly affect their teachers' performance. Therefore, motivational strategies are always proposed to use by principles for teachers' enhanced quality of teaching performance.

## **Conclusions**

- The principal inspires teachers to accomplish their goal and uses interpersonal skills to interact with teachers.
- The leader continuously monitors the staff members of the institution follow the rules and regulations strictly.
- They give maximum opportunity and guide their teachers related to effective classroom practices.
- They care about the needs of their staff and provide knowledge about effective classroom assessment practice.
- They visit classrooms and provide clear directions to their staff and they always coordinate with their teachers to prepare college goals.
- They had complete trust and encouraged teachers to deal with educational matter creatively.
- Leader's sets clear objectives and pass instructions and supervise their work regularly.
- They use updated knowledge to discuss their academic goals of the institution with their staff.
- They regularly meet and discuss their instructional issues with their teachers.
- They advise and encourage their teacher to solve their problems with the help of available resources.
- They communicate the college mission effectively and discuss the academic performance of students' results with their teaching staff.
- They participate actively in reviewing curricular material and take decision-related to their curriculum according to educational goals.
- They ensure that high-quality teaching and learning is happening in all classes and provides constructive feedback to their concerned teacher at the proper time.
- They had consistent with their ideals and beliefs regarding colleges and positive communication skills to interact with their teachers.
- They observe the lesson technique of their teachers in their classrooms and vision about their teaching practices, and they develop goals that teachers in their college could easily understand.

### **Recommendations**

- Instructional leadership should have a clear vision about teaching practice and the implementation process.
- They should convey their vision and beliefs to their staff in their proper way.
- They should understand classroom issues and had a global perspective about the teaching-learning process.
- Instructional leadership should employ different measures to evaluate their staff performance and progress to get their complete picture.
- They should provide better opportunities to their staff to develop professionalism.
- They should develop positive associations with their parents to improve their student's performance in the classroom.
- They should monitor to see that curriculum content is presented according to the objective of the study.
- They should motivate students to perform well in every field of their learning process.
- They should monitor the teaching-learning process to make an influential classroom institution.

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