



RESEARCH PAPER

Effects of Principals' Instructional Leadership on Teaching and Learning Practices: Evidence from Secondary School Teachers at District Rawalpindi

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ABSTRACT

The primary objective of this study is to identify the effects of instructional leadership of principals on teaching and learning practices in secondary schools in Pakistan. The main objective of this study was to highlight the association between instructional leadership factors and teaching learning practices of teachers. The population consisted of teachers of secondary schools of Wah Cantt, Pakistan. The sample of the study comprises 300 teachers, from which 278 teachers responded to the survey. The study design was descriptive in nature, in which cross-sectional survey was conducted. For the selection of sample convenient technique was used. Through a modified and self-developed questionnaire. The data was interpreted through using different tests and statistical techniques like Pearson correlation, regression analysis. The findings discussed keeping in view their theoretical and practical allegations for conducting further research.

Introduction

Principal performs a central and key role in the working and development of schools. The role of principal is pivotal and therefore as an instructional leader, he is the person who engages in the instruction and guiding process; also observes his teachers in classrooms situation and works with them to improve teaching and learning process and thereby providing maximum input to the students. As a result, the response and output from the students also becomes positive. Rizvi, (2010) states that Instructive leaders are dynamic and they provide great support to the entire process of learning and teaching. Pakistan, since a developing country, faces a lot of issues and problems in the educational sectors as well. These

problems include a very traditional mode of education, the restriction caused by bureaucracy and bureaucratic procedures in achieving the targets and outcomes, and insufficient budget allocation for education sector. Principals are the backbone of meeting the targets and so they perform their role as an instructional leader which is essential in the direction to overcome different problems that exist and which create hurdles in achieving the objectives, they also take care of how to improve school capacity, how to improve teachers' capacities and to provide conducive atmosphere for teaching and learning process.

Gedik and Bellibas (2015) explains Instructional leadership by stating that setting clear goals, managing curricula, monitoring lesson plans, allocating resources, and evaluating teachers regularly to promote student learning. The principal once carved out these objectives are now in pursuit of achieving these targets. Since teachers are the main source of meeting the objective identified by the principal, they will have to be motivated. So, their primary concern is always to provide their best in terms of their teaching skills. Therefore, quality of teaching becomes the highest and the foremost priority for the principals. Principals are involved in the core business in teaching, learning and knowledge. Instructional roles, such as developing the vision and mission of their school, observing teaching and learning activities, and teacher feedback on their performance, to ensure quality learning. According to Leithwood (1994) the instructional leadership as a behavioral model designed to influence classroom instructions. In this context, school principal is responsible for providing teachers with information on new training strategies, techniques and tools for effective teaching. Principals must also support teachers in judging various tools when determining their suitability and applicability for classroom situation (King, 2017).

Instructional leader or the principal is the person who acts at secondary level in four crucial areas – as a resource provider, as a teaching resource, as a communicator, and a visible presence at school who is always critical of whatever activities are going on (Andrews & Soder, 1987). Instructional Leadership includes the behavior of principal that provides high expectations and outcomes and vivid policy objectives for the performance of students as well as the teachers. He is also responsible for providing supervision and feedback on the technicalities of teaching learning process. (teaching and learning). Moreover, he is also responsible to provide and promote professional growth of the workers (Edmonds, 1979; Hallinger & Murphy, 1985; Murphy, 1990; Weber, 1997; Blasé & Blasé, 1999). According to Hoy and Hoy (2003), the principal needs to give a comprehensible vision of teaching/learning and could provide continuous professional development to his subordinates. This whole process will be responsible for improving teaching and learning.

Teaching and learning practices are related to classroom instructions and student outcomes. Teacher's role is also crucial in the teaching learning process since he has to transfer knowledge in a concrete and comprehensible shape. In addition, he is also responsible to provide the best solutions, to ensure that the

problems given to the students are vivid and concrete, and to make sure that disciplined has also been maintained.

Theoretical Framework

Instructional leadership is a great source of developing professionalism in teachers that has contributed to the improved level of teaching and learning (Millward & Timperley, 2010). Coldren and Spillane (2007) describe instructional leadership practices include different techniques and activities which include developing a shared instructive vision, management of school programs of the organization through the planning and programming of the curriculum coordination, monitoring student learning and teaching practice, promoting professional staffing and the implementation of academic standards. Kursunoglu and Tanriogen (2009) describe instructional leadership as very meaningful and productive since it is a set of conduct and habits which were intended to influence/improve classroom instruction and learning. Other researchers are of the view that instructional leadership which more professional and experts like principals and who can influence to achieve positive results based on motivation and coordination for the betterment of teaching learning process.

Research Questions

1. How factors of instructional leadership are related to teaching and learning practices of teachers?
2. What relationship exists between demographic characteristics and teaching learning practices of teachers?
3. Which instructional leadership practices and demographic characteristics are the best predictors of teaching learning practices?

Instructional Leadership and Teaching Practices: Models and Functions

Instruction models began to emerge in the late 70s and in the 80s through the study of efficient institutions in which a strong focused management was established curriculum and instruction from principal as an effective characteristic. Instructional leadership was also studied in the 80s and 90s (Hallinger, 2003). Instructional Leadership can be described through two basic functions, providing direction and effect (Leithwood & Louis, 2012). Various models (e.g., Hallinger & Morphy, 1985,1987; Murphy, 1990; Weber, 1996) exist in literature which elaborates the concepts of instructional leadership.

Hallinger and Murphy (1985) define leadership in terms of the behaviour of the instructor which targets an improvement and promotion of teaching learning process. in schools. Different factors are involved in this process like parents, students, teachers, school's authorities, facilities etc. Hallinger and Murphy (1987) focus on a structure which is conducive for education and for this purpose the

stress is on the instructions on the part of the principals as a vehicle for getting the desired objectives. The framework focuses on three core areas: school mission, managing the curriculum, and promoting a progressive school environment. These dimensions included ten instructional leadership practices:

- Setting up a school objective.
- Communication of objectives.
- Monitoring and evaluation of instructions.
- managing curriculum.
- supervising students' improvement.
- Protective the instructional time.
- professional Growth.
- Providing teacher incentives.
- High visibility
- Student's incentives

Three dimensions are defined as comprehensive principles that govern the school: First, the principals' responsibility is to devise a vision for the institution and then to transmit them to the community for better coordination and contact (Hallinger, 2003). In this regard the objectives of the schools are important. They should be specific, measurable, time-oriented for the academic achievements of the students. These objectives can be supervised by the principals along with the academic staff as for the staff members are really dedicated to achieve these goals. (Hallinger, 2005). Second, having strong effects on teachers and students, the principals govern curriculum management through monitoring and assessing instructions, and having a strong look at the students' progress (Hallinger, 2003). School leader is always an expert in academic activities including teaching/learning process. He also works closely with his colleagues who are actively engaged in teaching, counselling, supervising and coordinating with the students as well as with the principal. (Hallinger, 2005) and is dedicated to the school development. Managing the curriculum requires that the principals are sincerely involved in the teaching learning process (Hallinger, 2005; Green, 2013). This also requires that directors have the capability in teaching learning process and school improvement. The role of the director is to prove that school's goals are translated into school practice (Hallinger, 2005). Third, the principal who is also the school leader puts high standards and tells the students about his expectations from them as well. He is also the protector of academic calendar and encourages teachers to professionally develop themselves. This progress is for sure visible in the performance of both the students and teachers. Therefore, a dynamic principal would give incentives to teachers and would try to develop of culture of professionalism which would contribute towards consistent academic growth. (Hallinger, 2005).

Effective leaders also use decision-making information on programs cater for the requirements of all students (Green, 2013). In addition to monitoring the instructions, the Chief Executives must be able to manage the curriculum and monitor student progress. Managing curriculum objectives is closely aligned with content and performance tests. Principals provide teachers' assessment results in a timely and useful way, deliberate the results of tests with the staff and individual teachers and provide informative analysis (Hallinger & Murphy, 1985). Researchers, who have adopted this model, have successfully investigated basic education Leadership behavior using Hallinger's main rating instructions (PIMRS), consisting of 50 behaviors related to the principle of behavior instructional leadership (Hallinger & Murphy, 1987). Main guidance behaviors are aimed at first-order variables in the process of change (Hallinger, 2003) and therefore having great impact on the quality of a particular curriculum. (Issa, 2014).

Effective Principals with valuable dialogue encouraged teachers to think critically about learning and their practices. This exchange of ideas consisted of five major discussion strategies: making ideas, generous feedback, using a query, and asking for instruction, and applause. The principals made ideas to teachers mutually during the follow-up meetings and informally interactions. These ideas were practical, applicable, and non-breathing, and were described by mutual understanding. Using examples and demos. Give teachers a choice against destructive strategies. Providing proficient works. Identifying the strengths of teachers and focusing on refining teaching. Principals who are trying to develop effective teaching leaders will seek to assimilate image and growth into the development of an individual and common critical research school culture to improve teaching. For the principals and their leadership qualities, it is imperative to practice the guidelines for instructional leadership which will definitely cater for the improvement of teachers in terms of their behaviour effective teaching and learning outcomes (Alimuddin, 2010). The principal task as the director is to make sure to transform these ideological concepts into something very concrete in terms of school practices (Hallinger & Murphy, 1985). Principals have the ability in teaching and learning practices for improvement of school (Hallinger, 2005; Green, 2013).

To this end, principals can recognize the problems of growth and change, as well as teacher conflict of changing roles, recognizing that change is always been associated with risk taking, and it's a long journey. He also discusses openly with teachers about their teaching, make proposals, give advice, and ask teachers for recommendation and views on classroom teaching; they develop relationships with teachers who are categorized by trust, honesty and self-determination. That is why teaching and learning is based on a model of teaching skills, supportive coaching skills and teacher-to-teacher discussion, providing teachers with time and opportunities for interaction, providing resources and supporting program redesign, effective teaching and learning principles for staff development programs, promoting coordination, relationship, innovation and continuous

progress, trust between staff and students as well as care and respect for teacher effectiveness (Blase, 2000).

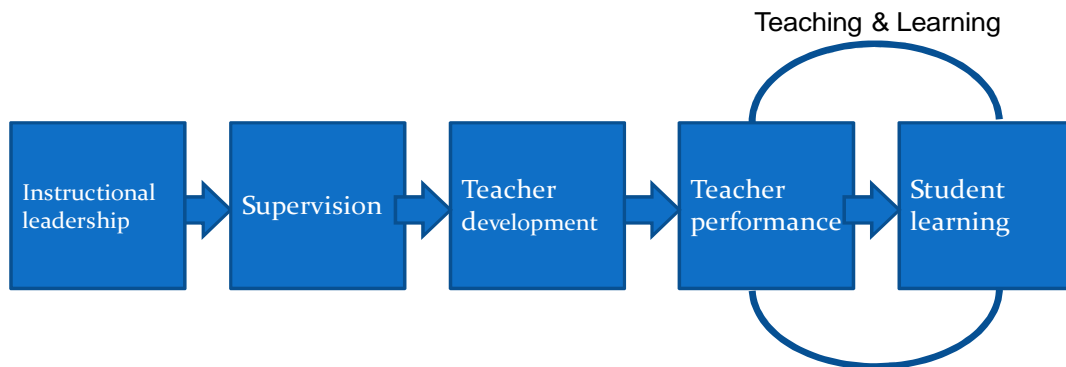


Figure 1 Principal Instructional Framework

Instructional leadership is very much important since it sets high goals and demands great expectations from both the teachers and the students in terms of their performance and achievement. It also gives guidance and supervision as well as provide feedback for various technical aspects of learning and teaching. It also caters for the professional development of the teachers and other staff members since teaching is a holistic process. It also provides conducive environment for progress and positive competition. Hoy and Hoy (2003) are of the view that the principal should always provide a categorical vision on how to achieve instructional excellence and should also cater for the continuous professional growth which is aligned with the objectives for the improvement of teaching learning process (Khan, Khan, Shah, & Iqbal, 2009).

The model stated that there are many vital practices or functions that can be said to be the most core instructors 'leaders and to develop students' learning. According to Hallinger (1985), they include:

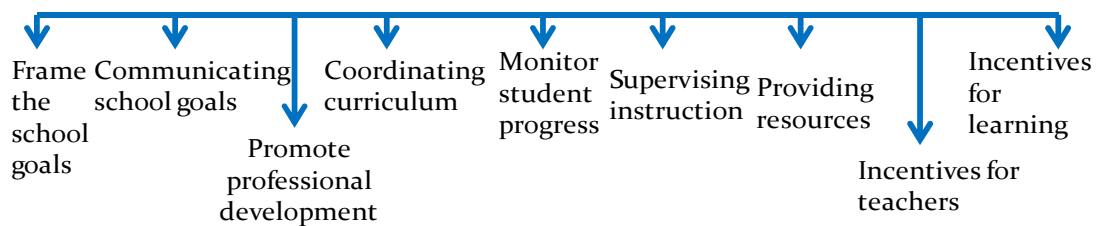


Figure 2 Instructional Leadership Model

Figure 2 indicates that the manager should be competent to plan the school goals that it can easily be understood and applied to teachers to achieve different learning outcomes. This can be shown in pilot sort and in connection. School goals are effective for all school community, in meetings with the community's or ad scanners that shows the development of effective learning and teaching. It suggests that the principals should organize teacher's training sessions for their professional

development through various means such as organizing workshops, not inside and outside the schools. This will help teachers to get expert knowledge for better professional growth. The principal should check the school curriculum and its suitability to achieve the school's goals in the faculty and identify the coordinators and discuss their roles and responsibilities. The principal should be able to monitor student's progress. Monitoring and student research results constantly as well as assessing the strength and weakness of the students by discussing it with the teachers. Thus, "thriving managers repeatedly evaluate information collected from the teachers and provide support for collecting and dispensing such information to supervise student progress and assessment and to improve teaching approaches" (Mead, 2011, p. 7).

It reflects that the manager should be capable of following effective training sessions by visiting the classrooms frequently and by providing important instruction for the improvement of interaction with the teachers about their interests and disadvantages or the work of the students and constantly monitoring their work. The manager must follow the time constraints reserved for lessons as well as meetings that can waste time during class. The principal must provide appropriate resources (textbooks, note books chalk board, projectors, computer etc.), which support teaching and learning. Must show his/ her capability to show his interest by involving himself through discussions with students, teachers and visiting classes for required resources. It can be reflected in managers ability to how he gives incentive to teachers and how he inspires the rest of the colleagues at the meetings. In addition, how he dispenses rewards so that the team can effectively participate in achieving the objectives set out by the manager (Al Hosani & Mohamed, 2015). All of the above practices concluded that principals focus on all the practices which focus importance practicalities, what the students have learnt at school.

Material and Methods

The study design was descriptive in nature. the objective of this research was to measure the effects of the role of principals in terms of their instructional leadership on teaching and learning practices in secondary schools. The population for this research was District Rawalpindi; accessible population was Wah Cantt which consisted of teachers of private schools. For sample frame secondary schools were selected by convenient sampling technique and appropriate sample size was consisted of 300 teachers of secondary schools.

For data collection, an indigenous prepared questionnaire was used. Questionnaire was based on 5-point Likert-scale. For conducting this research, the researcher developed the questionnaire as a research instrument after reviewing articles related to the topic and variables. This questionnaire was aimed to measure the instructional leadership practices of principals, teaching and learning practices of teachers, .and demographic characteristic of the subjects. Total nine

independent variables of instructional leadership (setting out objectives of the school, sharing of these objectives, promoting professional development, supervising curriculum, giving instructions, checking students' progress, , providing resources, incentives for teachers, incentives for learning), demographic characteristic and teaching and learning practices were measured by this questionnaire. For data collection, a self-designed questionnaire was used for teachers. The researcher personally visited for data collection. This study was quantitative. In this study, SPSS was used for it. Inferential statistical techniques were used to investigate the data. The following questions guided the study.

Results and Discussion

Pearson correlation analysis was adopted for question number one to measure the value and direction of relationship among various variables.

Table 1
Correlation between Instructional leadership factors and teaching learning practice

		¹ FSG	² CSG	³ PPD	⁴ CC	⁵ MSP	⁶ SI	⁷ PR	⁸ IT	⁹ IS
Teaching and Learning Practice	r	.310**	.341**	.310**	.321**	.425**	.291**	.188**	.312**	.396**
	r ²	9.6%	11.6%	9.6%	10.3%	18.1%	8.5%	3.5%	9.7%	15.7%
	p	.000	.000	.000	.000	.000	.000	.002	.000	.000
	N	274	274	274	274	274	274	272	274	274

** . Correlation is significant at the 0.01 level (2-tailed). ¹Frame the school goals, ²Communicating school goals, ³Promote professional development, ⁴Coordinating curriculum, ⁵Monitor student progress, ⁶Supervising instructions, ⁷Providing resources, ⁸Incentives for teachers, ⁹Incentives for students.

Table 1 reports the results of the correlation analysis of instructional, leadership factors and teaching learning practices. Instructional leadership factors highly correlated to each other. There was a moderate relationship between Frame the school goals and teaching and learning practices ($r=.310$, $p < .001$). There was a moderate association between promoting professional growth and teaching and learning practices ($r=.341$, $p < .001$). There was a moderate relationship between Communicating school goals and teaching and learning practices ($r=.310$, $p < .001$). There was a reasonable relationship between Coordinating curriculum goals and teaching and learning practices ($r=.321$, $p < .001$) There was a reasonable positive relationship between examining student progress and teaching and learning practices ($r=.425$, $p < .001$). There was a slightly weak relationship between supervising instruction goals and teaching and learning practices ($r=.291$, $p < .001$). There was a weak relationship between providing resources and teaching and learning practices ($r=.188$, $p < .001$). There was a moderate relationship between Incentives for teachers and teaching and learning practices ($r=.312$, $p < .001$). There was a moderate positive relationship between Incentives for learning and teaching & learning practices ($r=.396$, $p < .001$).

Research question two was answered by Pearson correlation analysis to highlight strength and direction of relationship between variables.

Table 2
Correlation between demographics of the participants and teaching learning practices

Correlation	A Q	P Q	T Ex	NSE	M Test	In-s T	S in C	Task assigned	M of RC	Send RC	
Teaching & Learning Practices	r	.113	.141*	.000	-.145*	.099	-.004	-.090	-.141*	-.006	.016
	r ²	.3%	.0%	.0%	2.1%	1.0%	0.0%	0.8%	2.0%	0.0%	0.0%
	p	.062	.028	.996	.016	.101	.952	.144	.020	.915	.788
	N	274	243	274	274	274	266	270	274	274	274

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 reports the results of correlation analysis for demographic. There was a weak correlation between the demographic characteristics and teaching learning practices, ($p > 0.5$).

To analyze research question three, a linear regression was used to find out predictors. The variables were chosen based on the correlation analyses.

Table 3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457a	.209	.206	.38922
2	.482b	.232	.225	.38431
3	.499c	.249	.240	.38080
4	.517d	.267	.255	.37701

- Predictors: (Constant), Monitor Student Progress
- Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum
- Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers
- Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers, Promote Professional Development

A linear regression was used to determine whether the factors (setting out objectives of the school, sharing of these objectives, promoting professional development, supervising curriculum, giving instructions, checking students' progress, providing resources, incentives for teachers, incentives for learning), demographic attributes predicted or in combination predicted teaching and learning practices. The variables were chosen based on the correlation analyses reported in Tables 4 and 5. Similarly, a stepwise regression was used which is basically a tool for adopting multiple regressions for eliminating the weakest

variable or the extreme less important variable having no significant impact on the results in terms of instructional leadership and demographic dimensions of the research. The model summary shows a variation of .267 percent in 26 by model 4. The variables in model 4 were Monitoring Student Progress, Coordinating Curriculum, Incentives for teachers, Promoting professional development.

Table 4
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.286	1	9.286		
Residual	35.147	232	.151	61.298	.000 ^b
Total	44.433	233			
Regression	10.315	2	5.157		
Residual	34.118	231	.148	34.918	.000 ^c
Total	44.433	233			
Regression	11.081	3	3.694		
Residual	33.352	230	.145	25.471	.000 ^d
Total	44.433	233			
Regression	11.884	4	2.971		
Residual	32.549	229	.142	20.903	.000 ^e
Total	44.433	233			

a. Dependent Variable: Teaching and Learning Practice

b. Predictors: (Constant), Monitor Student Progress

c. Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum

d. Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers

e. Predictors: (Constant), Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers, Promote Professional Development

Table 5

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.186	.142		22.471	.000
1 Monitor Student Progress	.264	.034	.457	7.829	.000
(Constant)	2.910	.175		16.637	.000
2 Monitor Student Progress	.207	.040	.358	5.195	.000
Coordinating Curriculum	.127	.048	.182	2.639	.009
(Constant)	2.741	.188		14.564	.000
3 Monitor Student Progress	.170	.042	.295	4.007	.000
Coordinating Curriculum	.114	.048	.164	2.385	.018
Incentives for Teachers	.091	.040	.151	2.299	.022

(Constant)	2.778	.187		14.858	.000
4 Monitor Student Progress	.221	.047	.382	4.685	.000
Coordinating Curriculum	.141	.049	.202	2.887	.004
Incentives for Teachers	.103	.040	.171	2.605	.010
Promote Professional Development	-.102	.043	-.183	-2.377	.018

a. Dependent Variable: Teaching and Learning Practices

Table 5 reports the standardized beta coefficients (*B*) for the variables. Teaching and learning practices were predicted by Monitor Student Progress ($B = .382$), Coordinating Curriculum ($B = .202$), Incentives for Teachers ($B = .171$), Promote Professional Development ($B = -.183$). Monitor Student Progress was the strongest contributor reported for teaching and learning practices.

Conclusion and Recommendations

The purpose of conducting this research was to determine the relationship between instructional leadership of principal practices and teaching learning practices of teachers. The first objective of this study was to determine the relationship between instructional leadership and teaching learning practices of teachers. To achieve this objective, research question was prepared and the results showed that using correlation between instructional leadership factors and teaching learning practices for nine independent variables; frame the school goals, Communication school goals, promote professional development, coordinating curriculum, monitor student progress, supervising instruction, providing resources, incentives for teachers, incentives for learning and dependent variable; teaching and learning practices.

The present research found that moderate correlation between Instructional leadership and teaching learning practices. Instructional leadership techniques adopted by the principals having an impact on students learning and is also responsible for achieving excellence in teaching methodologies and teacher practical application of those methodologies. It was also stated by Al Hosani and Mohamed (2015) there was a moderate positive relationship between the instructional leadership and teaching learning practices. They also found high mean of teachers' practices and instructional leadership practices of principals. According to Rahimi and Yusri (2015), the instructional behavior of the principals greatly affects the teachers' expertise. Since teacher is the backbone of all teaching learning process. In addition, based on the researches according to Hallinger instructional leadership models (2011), he found that instructional leadership also has significant impact on students learning and achievement.

The second objective of this study was to determine the relationship between demographic characteristics and teaching learning practices of teachers. To achieve this objective, research question was prepared and the results showed that using correlation between demographic characteristics and teaching learning practices of teachers, it showed weak correlation. The third objective of this study was to find out the best predictors regarding instructional leadership practices and demographic characteristics of teaching learning practices. To achieve this objective, linear regression was prepared. It showed that nine instructional leadership factors in which Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers, Promote Professional Development was more effective in terms of teaching and learning.

Conclusion was drawn in the light of responses received through the questionnaires and recommendations were given accordingly. Major conclusions of the study were based on instructional leadership practices of principals and teaching learning practices of teachers. There was a moderate relationship between Instructional leadership and teaching learning practices. The regression model showed; Monitor Student Progress, Coordinating Curriculum, Incentives for Teachers and Promote Professional Development are the main predictors of instructional leadership. It is recommended that Principal may properly communicate with teachers for discussing their school goals, curriculum, and classroom observation, arranged proper trainings sessions and provide proper resources for improving teaching and learning practices. This research is based on quantitative method. In future it should be mixed method for in depth research. In this research researcher collected data from private schools. In future data should be also collected from public schools.

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